



NIVEAU 4ème

NIVEAU

4ÈME

FICHES PEDAGOGIQUES

CE ANGLAIS/EPS CM NIEDIEKAHA

ANNNE 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 last holidays

<p>COLLEGE MODERNE DE NIEDIEKAHA</p> <p>Date :...../...../.....</p> <p>Number of pupils :..... Boys :..... Girls :.....</p> <p>Class :</p> <p>Contact days :.....</p> <p>.....</p> <p>UNIT 1 :LIFE AT SCHOOL</p> <p>LESSON 1: My last holidays</p> <p>SESSION 1</p> <p>Duration : 55mins</p> <p>Skills: SPEAKING</p> <p>Source : English For All- Win Skills</p> <p style="text-align: center;"><u>SITUATION D'APPRENTISSAGE</u></p> <p>The students of 4è from college modern of Niédiékaha are back from the holidays. During their first English class, the teacher asks them to talk about how they spent their holidays in order to share their experiences with the class.</p>	<p>HABILETES</p>	<p>CONTENUS</p>	
	<p>Connaître</p>	<p>- Les mots et expressions liés aux souvenirs de vacances - Les formes du prétérit</p>	
	<p>Prononcer</p>	<p>- Les mots, les expressions liées aux souvenirs de vacances - Les verbes irréguliers au prétérit</p>	
	<p>Construire</p>	<p>- Des phrases pour raconter des événements passés</p>	
	<p>Utiliser</p>	<p>- Les mots et les structures grammaticales pour décrire les souvenirs de vacances - L'intonation correcte</p>	
	<p>Echanger</p>	<p>- Des informations liées aux souvenirs de vacances</p>	
	TEACHING POINTS		
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
	<p><u>Session 1</u></p> <p>To spend the holidays – to play football – to go fishing – killing birds – slingshot – to swim in the river – to work on the farm – to set traps – to ride a bicycle – to water crops - gardening</p>	<p>Use past simple of regular and irregular verbs</p>	<ul style="list-style-type: none"> • Where <i>did</i> Koné go for holidays? ==>She <i>went</i> to Daloa. • What did you do during the holidays? == » I worked on my father's farm
	<p style="text-align: center;"><u>Session 2</u></p> <p>To come back from shopping – to sunbathe – to visit the zoo –to watch TV –to rest – to listen to music –to dance at a party</p>	<p>Use past simple of auxiliary "to be" and "to have"</p>	<ul style="list-style-type: none"> • I had a wonderful moment yesterday • I was really happy in my village last year

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	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	-Ask questions about the pictures/realias -Ask a student to read the Learning context -Ask question about the Learning context (who ; where ; when ; what ; why)	-Answer the questions after identification -read the learning context -answer the questions from the teacher	Pictures/realias -voice	UNIT 1 :LIFE AT SCHOOL LESSON 1: My last holidays SESSION 1
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat	- Listen carefully - repeat individually, per and in chorus	Pictures/realias/ demonstrations	I-Vocabulary related to holydays activities – to play football : picture – to go fishing : picture – killing birds : picture – slingshot : picture – to swim in the river : picture – to work on the farm : picture – to set traps : picture – to ride a bicycle : picture – to water crops : picture - gardening: picture

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-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	-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	-demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : Use past simple of regular and irregular verbs <ul style="list-style-type: none"> • Where <i>did</i> Koné go for holidays? ==»She <i>went</i> to Daloa. • What did you do during the holidays? == » I worked on my father's farm
II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 10 (Activity 1 and 2) ACTIVITY 1 (Exercisebook) ACTIVITY 2 (Exercise book) Homework	Check students' comprehension	-Distribute the worksheets ./ give the exercises' pages and set the timing -Ask for the answers	-Do the activities -they provide answers	Blackboard/ Exercisebook	<p style="text-align: center;">BLACKBOARD TRACES</p> <p>Expected answers of activity 1: 1- Playing football / 2- Watering crops / 3- Killing birds with a slingshot / 4- Swimming in the river / 5- Fishing / 6- Working on the farm / 7- Riding a bicycle / 8- Setting a trap</p> <p>Expected answers of activity 2: 1- went (example) / 2- spent / 3- helped / 4- worked / 5- swam / 6- played</p> <p style="text-align: center;">Homework Students' workbook, WIN SKILLS page 10 <i>Let's take home</i></p>
NOTE TAKING (10min)					

SESSION 2

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	MATERIAL & TECHNICS	BB traces						
I-INTRODUCTION a-Warm Up (2min) b-Revision (3min)	Set a stress free atmosphere Review previous session	-Initiates the activity -Checks Class list -Asks for the date Start correcting	-Participate to the activity -Answer to their names -Give the date Provide answers	-Song/TPR -Voice BB	-Date Expected answers : <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">-ed /d/</th> <th style="text-align: center;">-ed /t/</th> <th style="text-align: center;">ed /id/</th> </tr> </thead> <tbody> <tr> <td>Cared ; raised ; calmed ; loved ; organized ; called ; fined</td> <td>Stopped ; coughed ; walked ; ; locked ; stretched ; looked ; fixed ; mixed</td> <td>Waited ; visited ; added tempted ; intended ; listed mounted ; animated</td> </tr> </tbody> </table> <p>UNIT 1 :LIFE AT SCHOOL LESSON 1: My last holidays SESSION : 2</p>	-ed /d/	-ed /t/	ed /id/	Cared ; raised ; calmed ; loved ; organized ; called ; fined	Stopped ; coughed ; walked ; ; locked ; stretched ; looked ; fixed ; mixed	Waited ; visited ; added tempted ; intended ; listed mounted ; animated
-ed /d/	-ed /t/	ed /id/									
Cared ; raised ; calmed ; loved ; organized ; called ; fined	Stopped ; coughed ; walked ; ; locked ; stretched ; looked ; fixed ; mixed	Waited ; visited ; added tempted ; intended ; listed mounted ; animated									
II-INPUT PHASE A-VOCABULARY (15min)	Learning phase that introduces new items	-Presents the items and make students repeat	- Listen carefully - repeat individually, per and in chorus	Pictures/realias/ demonstrations	I- Vocabulary related to holydays activities -To come back from shopping: picture – to sunbathe : picture – to visit the zoo : picture – to watch TV : picture – to rest : picture – to listen to music : picture – to dance at a party: picture						

<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 : Use past simple of auxiliary "to be" and "to have"</p> <ul style="list-style-type: none"> • I had a wonderful moment yesterday • I was really happy in my village last year
<p>II-ACTIVATION PHASE (15min)</p> <p>Students' workbook, WIN SKILLS page 12- 13 Activity 1 and 2</p> <p>ACTIVITY 1 (Exercise book)</p> <p>ACTIVITY 2 (Exercise book)</p> <p><u>Homework</u></p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activities</p> <p>-they provide answers</p>	<p>Exercise book/ blackboard</p>	<p>BLACKBOARD TRACES</p> <p>Expected answers of activity 1 :</p> <p>1- Visiting zoo / 2- Listening to music / 3- Coming back from shopping / 4- Watching TV / 5- Resting / 6- Sunbathing at the beach</p> <p>Expected answers of activity 2:</p> <p>1- were you / 2- I was / 3- Did you go / 4- I went / 5- Did you have / 6- we had</p> <p><u>Homework</u></p> <p>Students' workbook, WIN SKILLS page 13</p> <p><i>Let's take home</i></p>
<p>NOTE TAKING (10min)</p>					

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<p>COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class :</p> <p>Contact days :..... </p> <p>UNIT 1 :LIFE AT SCHOOL LESSON 1: My last holidays SESSION 1 Duration : 55mins Skills: SPEAKING Source : English For All- Win Skills</p>	<p>HABILETES</p> <p>Connaître</p> <p>Prononcer</p> <p>Construire</p> <p>Utiliser</p> <p>Echanger</p>	<p style="text-align: center;">CONTENUS</p> <p>- Les mots et expressions liés aux souvenirs de vacances - Les formes du prétérit</p> <p>- Les mots, les expressions liées aux souvenirs de vacances - Les verbes irréguliers au prétérit</p> <p style="text-align: center;">- Des phrases pour raconter des événements passés</p> <p>- Les mots et les structures grammaticales pour décrire les souvenirs de vacances - L'intonation correcte</p> <p style="text-align: center;">- Des informations liées aux souvenirs de vacances</p> <p style="text-align: center;">TEACHING POINTS</p> <p style="text-align: center;">SITUATION D'ÉVALUATION</p> <p>Back home from the holidays, you meet Lamine, Gambian student who has just arrived in your school. He asks you some questions about your holidays and the activities you did during that period. Your conversation is presented below, but unfortunately your part are missing.</p> <p>A. Complete the dialogue with your missing parts</p> <p>Lamine : Hello, my friend ! How are you ? You : Lamine : I'm fine, thanks. Tell me, where did you spend your holidays ? You : Lamine : Really ! what did you do ? You : Lamine : Did you enjoy yourself during that period ? You : Lamine : Thanks for telling me about your holidays You :</p> <p>B. With your partner, practise your different dialogues</p>
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SESSION 3

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	MATERIAL & TECHNICS	BB traces
PREPARING					
I-INTRODUCTION a-Warm Up (2min) b-Revision/QUIZ	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 QUIZ 1 (10mins) UNIT 1 :LIFE AT SCHOOL LESSON 1: My last holidays SESSION 3
SETTING THE TASK					
Preliminary activities (05 min) Setting the task		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 moni -toring	1-Listen to teacher's instructions 2-Start working with peers		Equip students with the necessary tools to solve the communication situation.
SOLVING THE PROBLEM					
Solving the problem (20 min)		Monitors, helps if necessary, -Task 1 Complete the dialogue with your missing parts (10mins) Task 2:With your partner, practise your different dialogues(10mins)	Students do the task following teacher's instructions	Interactions in groups/pairs	Practice the competence

Performing

Presentation (10 min)		Jots down recurring mistakes.	- Present their work to the class - Listen and evaluate	Role-play individual presentations /	Perform publicly / Show the outcome of their work.
Feedback (10 min)		-Conducts a consensual production	Listen and react	T/S interaction	Evaluate the outcome.

NOTE TAKING (10min)

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UNIT 1 :LIFE AT SCHOOL

LESSON 2: We used to sing the national anthem

<p>COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : Contact days :..... </p> <p>UNIT 1 :LIFE AT SCHOOL LESSON 2: We used to sing the national anthem SESSION 1 Duration : 55mins Skills: SPEAKING Source : English For All- Win Skills <u>SITUATION D'APPRENTISSAGE</u> At a birthday ceremony, some students of 4è from CMN meet a Ghanaian boy. They talk about their primary school experiences in order to exchange their school memories.</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	
	<u>Session 1</u> To fetch water – to bully – to fight – to cheat – to chat in class – to raise the national flag – to clean the school yard – to recite a poem – to weed the school garden	Expressing past habits with "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 	
	<u>Session 2</u> To play marbles – to rote learn – to compete in a race – to flog the pupils – to coloriate – to weed the school garden – to draw – to sing – to raise the flag	Expressing obligation in the past	<ul style="list-style-type: none"> • What did you have to do ? • I had to clean the schoolyard 	

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	-Ask questions about the pictures/realias -Ask a student to read the Learning context -Ask question about the Learning context (who ; where ; when ; what ; why)	-Answer the questions after identification -read the learning context -answer the questions from the teacher	Pictures/realias -voice	UNIT 1 :LIFE AT SCHOOL LESSON 2: We used to sing the national SESSION 1
II- INPUT PHASE A-VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat	- Listen carefully - repeat individually, per and in chorus	Pictures/realias/ demonstrations	I- Vocabulary related to school memories - To fetch water : picture - to bully : picture - to fight : picture - to cheat : picture - to chat in class : picture - to raise the national flag : picture - to clean the school yard : picture - to recite a poem : picture - to weed the school garden : picture

<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 : Expressing past habits with “used to”</p> <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
<p>II-ACTIVATION PHASE (15min) Students’ workbook, WIN SKILLS page 16-17Activity 1 and 2</p> <p>ACTIVITY 1 (Exercise book)</p> <p>ACTIVITY 2 (Exercise book)</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 activities</p> <p>-they provide answers</p>	<p>Blackboard/ Exercise book</p>	<p>BLACKBOARD TRACES</p> <p>Expected answers of activity 1 : 1- To fetch water for the school master / 2- To clean the school yard / 3- Fighting / 4- To raise the national flag / 5- To chat in class / 6- Reciting a poem / 7- To cheat in tests / 8- To bully small pupils.</p> <p>Expected answers of activity 2: Ex : 1- what did the big boys use to do ? / A (2): Did you use to cheat during the tests ? / A (3) Did you use to clean the school yard ?</p> <p>Homework Students’ workbook, WIN SKILLS page 17 <i>Let’s take home</i></p>
<p>NOTE TAKING (10min)</p>					

SESSION 2

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	MATERIAL & TECHNICS	BB traces
I-INTRODUCTION a-Warm Up (2min) b-Revision (3min)	Set a stress free atmosphere Review pevious session	-Initiates the activity -Checks Class list -Asks for the date Star correcting	-Participate to the activity -Answer to their names -Give the date Provide answers	-Song/TPR -Voice BB	-Date Expected answers : 1-c / 2-e / 3-g / 4-b / 5-f / 6-a / 7-d UNIT 1 :LIFE AT SCHOOL LESSON 2: We used to sing the national SESSION : 2
II-INPUT PHASE A-VOCABULARY (15min)	Learning phase that introduces new items	-Presents the items and make students repeat	- Listen carefully - repeat individually, per and in chorus	Pictures/	I- Vocabulary related to school memories -To play marbles : ● – to rote learn : ● – to compete in a race : ● – to flog the pupils : ● – to coloriate : ● – to weed the school garden : ● – to draw : ● – to sing : ● – to raise the flag: ●

<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 -ask a student to put him the question -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 -put the question to the teacher -listen -repeat the answer</p> <p>-Std 1 puts the question and the Std 2 answer</p>	<p>-demonstration -individual and choral repetition</p>	<p>I-LANGUAGE FUNCTION : Expressing obligation in the past</p> <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
<p>II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 19 Activity 1 and 2</p> <p>ACTIVITY 1 (Exercise book)</p> <p>ACTIVITY 2 (Exercise book) <u>Homework</u></p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activities</p> <p>-they provide answers</p>	<p>Exercise book/ blackboard</p>	<p>BLACKBOARD TRACES</p> <p>Expected answers of activity 1 : 1- Visiting zoo / 2- Listening to music / 3- Coming back from shopping / 4- Watching TV / 5- Resting / 6- Sunbathing at the beach</p> <p>Expected answers of activity 2: 1- were you / 2- I was / 3- Did you go / 4- I went / 5- Did you have / 6- we had</p> <p><u>Homework</u> Students' workbook, WIN SKILLS page 19 <i>Let's take home</i></p>
<p>NOTE TAKING (10min)</p>					

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<p>COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class :</p> <p>Contact days :..... </p> <p>UNIT 1 :LIFE AT SCHOOL LESSON 2: We used to sing the national anthem</p> <p>SESSION 3 Skills: SPEAKING Duration : 55mins Source : English For All- Win Skills</p>	<p>HABILETES</p> <p>Connaître</p> <p>Prononcer</p> <p>Construire</p> <p>Utiliser</p> <p>Echanger</p>	<p>CONTENUS</p> <p>- Les mots, les expressions et structures grammaticales pour exprimer des souvenirs d'école</p> <p>- Les mots et expressions exprimant des souvenirs d'école</p> <p>- Des phrases pour exprimer des souvenirs d'école</p> <p>- Les mots et les structures grammaticales pour parler des souvenirs d'école - L'intonation correcte</p> <p>- Des informations liées aux souvenirs d'école</p>
TEACHING POINTS		
SITUATION D'EVALUATION		
<p>During a competition aorganized by the English Club of your school, th Chairman asks you to give a talk about your primary school memories in order to know about your past. As a participant, in your talk,</p> <p><i>-mention your past habits</i></p> <p><i>-describe the activities you had to do</i></p>		

SESSION 3

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	MATERIAL & TECHNICS	BB traces
PREPARING					
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 QUIZ N°2 (10mins) UNIT 1 :LIFE AT SCHOOL LESSON 2: We used to sing the national SESSION 3
SETTING THE TASK					
Preliminary activities (05 min) Setting the task		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 moni -toring	1-Listen to teacher's instructions 2-Start working with peers		Equip students with the necessary tools to solve the communication situation.
SOLVING THE PROBLEM					
Solving the problem (20 min)		Monitors, helps if necessary,	Students do the task following teacher's instructions	Interactions in groups/pairs	Practice the competence

Performing

Presentation (10 min)		Jots down recurring mistakes.	- Present their work to the class - Listen and evaluate	Role-play individual presentations /	Perform publicly / Show the outcome of their work.
Feedback (10 min)		-Conducts a consensual production	Listen and react	T/S interaction	Evaluate the outcome.

NOTE TAKING (10min)

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UNIT 1 :LIFE AT SCHOOL

LESSON 3: Work at school

<p>COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class :</p> <p>Contact days :..... </p> <p>UNIT 1 :LIFE AT SCHOOL LESSON 3: Work at school SESSION 1 Duration : 55mins Skills: SPEAKING Source : English For All- Win Skills SITUATION D'APPRENTISSAGE</p> <p>The students of 4^{ème}..... have just received the marks of the papers of their first test in English. They are discussing about their marks in order to improve.</p>	<p>HABILETES</p> <p>Connaître</p> <p>Prononcer</p> <p>Construire</p> <p>Utiliser</p> <p>Echanger</p>	<p style="text-align: center;">CONTENUS</p> <p>- Les mots et les expressions exprimant la condition - Les mots et les expressions relatifs aux rendements scolaires</p> <p>- Les mots et les expressions exprimant la condition - Les mots et les expressions relatifs aux rendements scolaires</p> <p>- Des phrases pour exprimer la condition -Des phrases pour exprimer les rendements scolaires</p> <p>-Les mots et les structures grammaticales pour exprimer la condition - L'intonation correcte</p> <p>- Des informations sur les rendements scolaires</p>	
	TEACHING POINTS		
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
	<p style="text-align: center;"><u>Session 1</u></p> <p>School subjects – learning the lessons – participating in class – average – sitting for an exam – passing an exam - grade</p>	<p>Expressing condition</p>	<ul style="list-style-type: none"> • If I <u>work</u> hard, I <u>will get</u> good grades • I <u>will get</u> good grades if I <u>learn</u> my lessons
	<p style="text-align: center;"><u>Session 2</u></p> <p>To go up – to succeed – to fail – to stay down – to improve – to be expelled – to be hardworking</p>	<p>Expressing condition (type 2)</p>	<ul style="list-style-type: none"> • If you <u>worked</u> hard , you <u>would go up</u> • She <u>would pass</u> her exam, if she <u>studied</u> her lessons

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>-Ask questions about the pictures/realias -Ask a student to read the Learning context -Ask question about the Learning context (who ; where ; when ; what ; why)</p>	<p>-Participate to the activity -Answer to their names -Give the date</p> <p>-Answer the questions after identification -read the learning context</p> <p>-answer the questions from the teacher</p>	<p>-Song/TPR -Voice</p> <p>Pictures/realias</p> <p>-voice</p>	<p>-Date</p> <p>UNIT 1 :LIFE AT SCHOOL LESSON 3: Work 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>- Listen carefully - repeat individually, per and in chorus</p>	<p>Pictures/realias/ demonstrations</p>	<p>I-Vocabulary related to school work</p> <p>-School subjects : demonstration</p> <p>– learning the lessons : picture</p> <p>– participating in class : cognate</p> <p>– average : demonstration</p> <p>– sitting for an exam : picture</p> <p>– passing an exam : succeed in an exam</p> <p>- grade: a mark</p>

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-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	-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	-demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : Expressing condition <ul style="list-style-type: none"> • If I <i>work</i> hard, I <i>will get</i> good grades • I <i>will get</i> good grades if I <i>learn</i> my lessons
II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 23 Activity 1 and 2 ACTIVITY 1 (Exercise book) ACTIVITY 2 (Exercise book) Homework	Check students' comprehension	-Distribute the worksheets ./ give the exercises' pages and set the timing -Ask for the answers	-Do the activities -they provide answers	Blackboard/ Exercise book	<p style="text-align: center;">BLACKBOARD TRACES</p> <p>Expected answers of activity 1: 1- grade / 2- school subjects / 3- learn / 4- participate / 5- average / 6- sit for / 7- pass</p> <p>Expected answers of activity 2: 1- will be / 2- practise / 3- will appreciate / 4- will get /</p> <p>5- ask Students' workbook,</p> <p style="text-align: center;"><u>Homework</u></p> <p style="text-align: center;">WIN SKILLS page 23 <i>Let's take</i></p>
NOTE TAKING (10min)					

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>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>Expected answers : Example 1- works / 2- has / 3- will do / 4- will speak / 5- finish</p> <p>UNIT 1 :LIFE AT SCHOOL LESSON 3: Work at school SESSION : 2</p>
<p>II-INPUT PHASE A-VOCABULARY (15min)</p>	<p>Learning phase that introduces new items</p>	<p>-Presents the items and make students repeat</p>	<p>- Listen carefully - repeat individually, per and in chorus</p>	<p>Definitions or explanations</p>	<p>I- Vocabulary related to school work</p> <p>-To go up : if I get an average equals 10 or more out of 20 (average > ou =10) I will go up in 3è</p> <p>– to stay down : if I get an average < 10 I will stay down in 3ème</p> <p>– to be expelled : if I get an average < 8.50 I will be expelled</p> <p>– to succeed=/= to fail</p> <p>– to improve : to ameliorate – to be hardworking: to be courageous</p>

<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>-Std1 puts the question and the Std2 answer</p>	<p>-demonstration</p> <p>-individual and choral repetition</p>	<p>I-LANGUAGE FUNCTION : Expressing condition (type 2)</p> <ul style="list-style-type: none"> • If you <u>worked</u> hard , you <u>would go up</u> • She <u>would pass</u> her exam, if she <u>studied</u> her lessons
<p>II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 25 (Activity 1 and 2)</p> <p>ACTIVITY 1 (Exercise book)</p> <p>ACTIVITY 2 (Exercise book)</p> <p><u>Homework</u></p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activities</p> <p>-they provide answers</p>	<p>Exercise book/ blackboard</p>	<p>BLACKBOARD TRACES</p> <p>Expected answers of activity 1 : 1- b (example) / 2- d / 3- a / 4- e / 5- c you / 2- I was / 3- Did you go / 4- I went / 5- Did you have / 6- we had</p> <p>Expected answers of activity 2 : 1- had / 2- would go up / 3- did / 4- would get / 5- got</p> <p><u>Homework</u> Students' workbook, WIN SKILLS page 25 <i>Let's take home</i></p>
<p>NOTE TAKING (10min)</p>					

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<p>COLLEGE MODERNE DE NIEDIEKAHA</p> <p>Date :/...../.....</p> <p>Number of pupils : Boys : Girls :</p> <p>Class :</p> <p>Contact</p> <p>days :</p> <p>.....</p> <p>UNIT 1 :LIFE AT SCHOOL</p> <p>LESSON 3: Work at school</p> <p>SESSION 3</p> <p>Duration : 55mins</p> <p>Skills: SPEAKING</p> <p>Source : English For All- Win Skills</p>	<p>HABILETES</p> <p>Connaître</p> <p>Prononcer</p> <p>Construire</p> <p>Utiliser</p> <p>Echanger</p>	<p style="text-align: center;">CONTENUS</p> <p>- Les mots et les expressions exprimant la condition - Les mots et les expressions relatifs aux rendements scolaires</p> <p>- Les mots et les expressions exprimant la condition - Les mots et les expressions relatifs aux rendements scolaires</p> <p>- Des phrases pour exprimer la condition -Des phrases pour exprimer les rendements scolaires</p> <p>-Les mots et les structures grammaticales pour exprimer la condition - L'intonation correcte</p> <p style="text-align: center;">- Des informations sur les rendements scolaires</p> <p style="text-align: center;">TEACHING POINTS</p> <p style="text-align: center;">SITUATION D'EVALUATION</p> <p>After one month at school, you are having a conversation with your Ghanaian friend Betty about your current performance. The dialogue is presented below.</p> <p style="text-align: center;">(see Students' workbook, WIN SKILLS page 26 COMMUNICATION ACTIVITY)</p>
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SESSION 3

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	MATERIAL & TECHNICS	BB traces
PREPARING					
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 <u>QUIZ N°3 (10mins)</u> <u>UNIT 1 :LIFE AT SCHOOL</u> <u>LESSON 3: Work at school</u> <u>SESSION 3</u>
SETTING THE TASK					
Preliminary activities (05 min) Setting the task		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 moni -toring	1-Listen to teacher's instructions 2-Start working with peers		Equip students with the necessary tools to solve the communication situation.
SOLVING THE PROBLEM					
Solving the problem (20 min)		Monitors, helps if necessary,	Students do the task following teacher's instructions	Interactions in groups/pairs	Practice the competence

Performing

Presentation (10 min)		Jots down recurring mistakes.	- Present their work to the class - Listen and evaluate	Role-play individual presentations /	Perform publicly / Show the outcome of their work.
Feedback (10 min)		-Conducts a consensual production	Listen and react	T/S interaction	Evaluate the outcome.

NOTE TAKING (10min)

UNIT 2

WOMEN AT WORK

SKILL: SPEAKING

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<p>COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : Contact days :..... </p> <p>UNIT 2 : WOMEN AT WORK LESSON 1: Rural women activities SESSION 1 Duration : 55mins Skills: SPEAKING Source : English For All- Win Skills</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 4è 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>	<p>HABILETES</p> <p>Connaître</p> <p>Prononcer</p> <p>Construire</p> <p>Utiliser</p> <p>Echanger</p>	<p style="text-align: center;">CONTENUS</p> <p>-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</p> <p>- Les mots et expressions relatifs aux activités de la femme rurale</p> <p>- Des phrases pour exprimer la capacité à faire quelque chose</p> <p>- 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.</p> <p>-Des informations relatives aux activités de la femme rurale</p>									
TEACHING POINTS											
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center; padding: 5px;">VOCABULARY</th> <th style="width: 33%; text-align: center; padding: 5px;">GRAMMAR/ LANGUAGE FUNCTION</th> <th style="width: 33%; text-align: center; padding: 5px;">STRUCTURE</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px; vertical-align: top;"> <p style="text-align: center;"><u>Session 1</u></p> <p>-Household– to collect firewood – to do the laundry– to fetch water – to cook the meal – to do the washing-up – to babysit children</p> </td> <td style="padding: 5px; vertical-align: top; text-align: center;"> <p>Expressing abilities and inabilities with <i>"can "/"can't"</i></p> </td> <td style="padding: 5px; vertical-align: top;"> <p>A : What can a village woman do ? B : A village woman can wash clothes but she can't write and read letters</p> </td> </tr> <tr> <td style="padding: 5px; vertical-align: top;"> <p style="text-align: center;"><u>Session 2</u></p> <p>Housewife – domestic chores – to carry firewood – bundle of firewood – to give birth – to feed the poultry - poverty</p> </td> <td style="padding: 5px; vertical-align: top; text-align: center;"> <p>Reporting what is said using <i>"could"</i></p> </td> <td style="padding: 5px; vertical-align: top;"> <p>Grandma said that she could work on the poultry farm from the morning to the evening</p> </td> </tr> </tbody> </table>			VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE	<p style="text-align: center;"><u>Session 1</u></p> <p>-Household– to collect firewood – to do the laundry– to fetch water – to cook the meal – to do the washing-up – to babysit children</p>	<p>Expressing abilities and inabilities with <i>"can "/"can't"</i></p>	<p>A : What can a village woman do ? B : A village woman can wash clothes but she can't write and read letters</p>	<p style="text-align: center;"><u>Session 2</u></p> <p>Housewife – domestic chores – to carry firewood – bundle of firewood – to give birth – to feed the poultry - poverty</p>	<p>Reporting what is said using <i>"could"</i></p>	<p>Grandma said that she could work on the poultry farm from the morning to the evening</p>
VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE									
<p style="text-align: center;"><u>Session 1</u></p> <p>-Household– to collect firewood – to do the laundry– to fetch water – to cook the meal – to do the washing-up – to babysit children</p>	<p>Expressing abilities and inabilities with <i>"can "/"can't"</i></p>	<p>A : What can a village woman do ? B : A village woman can wash clothes but she can't write and read letters</p>									
<p style="text-align: center;"><u>Session 2</u></p> <p>Housewife – domestic chores – to carry firewood – bundle of firewood – to give birth – to feed the poultry - poverty</p>	<p>Reporting what is said using <i>"could"</i></p>	<p>Grandma said that she could work on the poultry farm from the morning to the evening</p>									

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	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	-Ask questions about the pictures/realias -Ask a student to read the Learning context -Ask question about the Learning context (who ; where ; when ; what ; why)	-Answer the questions after identification -read the learning context -answer the questions from the teacher	Pictures/realias -voice	UNIT 2 : WOMEN AT WORK LESSON 1: Rural women activities SESSION 1
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat	- Listen carefully - repeat individually, per and in chorus	Pictures and definitions	I-Vocabulary related to rural women activities -Household: works at home (washing clothes; dishes; cooking...) – to collect firewood : picture – to do the laundry: washing clothes – to fetch water : picture – to cook the meal : picture – to do the washing-up : clean/ sweep the floor – to babysit children: to take care of children

<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 -ask a student to put him the question -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 -put the question to the teacher -listen -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 : Expressing abilities and inabilities with “can “/”can’t”</p> <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
<p>II-ACTIVATION PHASE (15min) Students’ workbook, WIN SKILLS page 31 (Activity 1 and 2) ACTIVITY 1 (Exercise book)</p> <p>ACTIVITY 2 (Exercise book)</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 activities</p> <p>-they provide answers</p>	<p>Blackboard/ Exercise book</p>	<p>BLACKBOARD TRACES</p> <p>Expected answers of activity 1 : 1- to do the washing-up / 2- to collect firewood / 3- to do the laundry / 4- to babysit children / 5- to cook meal / 6- to fetch water</p> <p>Expected answers of activity 2: Expected answers : 1- go / 2- can / 3- read / 4- can / 5- do</p> <p>Homework Students’ workbook, WIN SKILLS page 31 <i>Let’s take home</i></p>
<p>NOTE TAKING (10min)</p>					

SESSION 2

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	MATERIAL & TECHNICS	BB traces
I- INTRODUCTION a-Warm Up (2min) b-Revision (3min)	Set a stress free atmosphere Review previous session	-Initiates the activity -Checks Class list -Asks for the date Start correcting	-Participate to the activity -Answer to their names -Give the date Provide answers	-Song/TPR -Voice BB	-Date Expected answers : 1- sweeps /2- fetch /3- washing-up / 4- firewood / 5-does / 6- can / 7- can't <u>UNIT 2 : WOMEN AT WORK</u> <u>LESSON 1: Rural women</u> SESSION : 2
II-INPUT PHASE A-VOCABULARY (15min)	Learning phase that introduces new items	-Presents the items and make students repeat	- Listen carefully - repeat individually, per and in chorus	Pictures/realias/ demonstrations	I- Vocabulary related to rural women -Housewife : a women who stays at home to take care of the family – Domestic chores: works at home (washing clothes; dishes; cooking...) – to carry firewood : picture – bundle of firewood : : picture – to give birth : to have baby – to feed the poultry : : picture - poverty=/ richness

<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 -ask a student to put him the question -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 -put the question to the teacher -listen -repeat the answer</p> <p>-Std 1 puts the question and the Std 2 answer</p>	<p>-demonstration -individual and choral repetition</p>	<p>I-LANGUAGE FUNCTION : Reporting what is said using “could”</p> <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
<p>II-ACTIVATION PHASE (15min) Students’ workbook, WIN SKILLS page 32-33 (Activity 1 and 2)</p> <p>ACTIVITY 1 (Exercise book)</p> <p>ACTIVITY 2 (Exercise book)</p> <p><u>Homework</u></p>	<p>Check students’ comprehension</p>	<p>-Distribute the worksheets and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activities</p> <p>-they provide answers</p>	<p>Exercise book/ blackboard</p>	<p>BLACKBOARD TRACES Expected answers of activity 1 : 1- B / 2- C / 3- E / 4- A / 5- D</p> <p>Expected answers of activity 2:</p> <p>1- Awa and Zeinab said proudly that they could set up their own business. (example) 2- The teacher revealed that most rural women couldn’t read and write. 3- My grandma told me that she could walk on a long distance to fetch water from the river. 4- Liza told her sister that men couldn’t give birth to children like women. 5- My father convinced me that women could work on a farm</p> <p><u>Homework</u> Students’ workbook, WIN SKILLS page 33 <i>Let’s take home</i></p>
<p>NOTE TAKING (10min)</p>					

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Session 3

<p align="center">COLLEGE MODERNE DE NIEDIEKAHA</p> <p>Date :...../...../.....</p> <p>Number of pupils :..... Boys :..... Girls :.....</p> <p>Class :</p> <p>Contact days :.....</p> <p>.....</p> <p>UNIT 2 : WOMEN AT WORK</p> <p>LESSON 1: Rural women anthem</p> <p>SESSION 3</p> <p>Duration : 55mins</p> <p>Skills: SPEAKING</p> <p>Source : English For All- Win Skills</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		
SITUATION D'EVALUATION		
<p>On the occasion of the celebration of the international Women's Day, the representative of a Kenyan NGO called, "power to rural women" is organizing a competition. You are asked to deliver a speech to show rural women's courage. In your speech,</p> <p><i>-List some rural women's activities ;</i></p> <p><i>-talk about what they can do and they can't do.</i></p> <p><i>-Say what you think about rural women.</i></p>		

SESSION 3

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	MATERIAL & TECHNICS	BB traces
PREPARING					
I-INTRODUCTION a-Warm Up (2min) b-Revision if possible (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 QUIZ N°4 (5mins) UNIT 2 : WOMEN AT WORK LESSON 1: Rural women anthem SESSION 3
SETTING THE TASK					
Preliminary activities (05 min) Setting the task		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 moni -toring	1-Listen to teacher's instructions 2-Start working with peers		Equip students with the necessary tools to solve the communication situation.
SOLVING THE PROBLEM					
Solving the problem (20 min)		Monitors, helps if necessary,	Students do the task following teacher's instructions	Interactions in groups/pairs	Practice the competence

Performing

Presentation (10 min)		Jots down recurring mistakes.	- Present their work to the class - Listen and evaluate	Role-play individual presentations /	Perform publicly / Show the outcome of their work.
Feedback (10 min)		-Conducts a consensual production	Listen and react	T/S interaction	Evaluate the outcome.

NOTE TAKING (10min)

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Unit 2 : WOMEN AT WORK

Lesson 2: Women's rights and duties

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Unit 2 : WOMEN AT WORK				
Lesson 2: Women's rights and duties				
<p>COLLEGE MODERNE DE NIEDIEKAHA</p> <p>Date :...../...../.....</p> <p>Number of pupils :..... Boys :..... Girls :.....</p> <p>Class :</p> <p>Contact</p> <p>days :.....</p> <p>.....</p> <p>UNIT 2 : WOMEN AT WORK</p> <p>LESSON 2: Women's rights and duties</p> <p>SESSION 1</p> <p>Duration : 55mins</p> <p>Skills: SPEAKING</p> <p>Source : English For All- Win Skills</p> <p style="text-align: center;"><u>SITUATION D'APPRENTISSAGE</u></p> <p>After taking part in a conference organized by the English Club of your school on women's Rights and Duties, you decide to report it to the rest of the class in order to inform your classmates about the issue.</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	
	<u>Session 1</u>	Making comparison with short adjectives	Rural women are stronger than modern women	
	Suffrage – sexism – wages – feminism – empowerment – unfair – egalitarian – weaker – money – struggle - management			
<u>Session 2</u>	Making comparison with long adjectives	<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>		

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	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	-Ask questions about the pictures/realias -Ask a student to read the Learning context -Ask question about the Learning context (who ; where ; when ; what ; why)	-Answer the questions after identification -read the learning context -answer the questions from the teacher	Pictures/realias -voice	UNIT 2 : WOMEN AT WORK LESSON 2: Women's rights and duties SESSION 1
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat	- Listen carefully - repeat individually, per and in chorus	Pictures/realias/ demonstrations	I-Vocabulary related to women's rights and duties - Suffrage : right to vote – sexism : prejudice or discrimination based on gender – wages : salary – feminism : the movement for the promotion of equal rights for women – unfair : unjust – empowerment : the fact of giving more autonomy to a person – weaker != stronger – struggle : fight

<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 -ask a student to put him the question -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 -put the question to the teacher -listen -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 : Making comparison with short adjectives</p> <p>Rural women are <i>stronger than</i> modern women</p>
<p>II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 37 (Activity 1 and 2)</p> <p>ACTIVITY 1 (Exercise book)</p> <p>ACTIVITY 2 (Exercise book)</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 activities</p> <p>-they provide answers</p>	<p>Blackboard/ Exercise book</p>	<p>BLACKBOARD TRACES</p> <p>Expected answers of activity 1 : 1-d / 2-c / 3-f / 4-b / 5-g / 6-h / 7-a / 8-e</p> <p>Expected answers of activity 2: 1- higher / 2- longer / 3- richer / 4- better / 5- weaker / 6- stronger</p> <p><u>Homework</u> Students' workbook, 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> <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>Expected answers : 1- duty / 2- weaker / - fight / 4- empowerment / 5- right</p> <p>UNIT 2 : WOMEN AT WORK LESSON 2: Women's rights and duties SESSION : 2</p>
<p>II-INPUT PHASE A-VOCABULARY (15min)</p>	<p>Learning phase that introduces new items</p>	<p>-Presents the items and make students repeat</p>	<p>- Listen carefully - repeat individually, per and in chorus</p>	<p>Pictures/realias/ demonstrations</p>	<p>I- Vocabulary related to women's roghts and duties</p> <ul style="list-style-type: none"> - duties : Responsibilities: obligations - harassment : illegal sexual behavior by a superior toward an employee or a student - to rally : to march for claiming something - to look after : to take care - to support : to help; to aid - segregation : discrimination

<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 -ask a student to put him the question -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 -put the question to the teacher -listen -repeat the answer</p> <p>-Std 1 puts the question and the Std 2 answer</p>	<p>-demonstration -individual and choral repetition</p>	<p>I-LANGUAGE FUNCTION : Making comparison with long adjectives</p> <p><u>Superiority</u> : women are more courageous than men <u>Inferiority</u> : some people think that women are less important than men</p>
<p>II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 39 (Activity 1 and 2) ACTIVITY 1 (Exercise book)</p> <p>ACTIVITY 2 (Exercise book) <u>Homework</u></p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activities</p> <p>-they provide answers</p>	<p>Exercise book/ blackboard</p>	<p>BLACKBOARD TRACES</p> <p>Expected answers of activity 1 : 1- responsibilities ; 2- look after ; 3- support ; 4- harassment ; 5- segregation ; 6- rallied</p> <p>Expected answers of activity 2: 1- more hardworking ; 2- more difficult ; 3- more educated ; 4- more expensive ; 5- more hopeful</p> <p><u>Homework</u> Students' workbook, WIN SKILLS page 39 <i>Let's take home</i></p>
<p>NOTE TAKING (10min)</p>					

FRONT PAGE SESSION 3

<p>COLLEGE MODERNE DE NIEDIEKAHA Date :/...../..... Number of pupils : Boys : Girls : Class : Contact days :</p> <p>UNIT 2 : WOMEN AT WORK LESSON 2: Women’s rights and duties SESSION 3 Duration : 55mins Skills: SPEAKING Source : English For All- Win Skills</p>	<p>HABILETES</p> <p>Connaître</p> <p>Prononcer</p> <p>Construire</p> <p>Utiliser</p> <p>Echanger</p>	<p style="text-align: center;">CONTENUS</p> <p>- Les mots, expressions relatifs aux droits et devoirs de la femme - Les structures grammaticales exprimant la comparaison</p> <p>- Les mots et les expressions relatifs aux droits et devoirs de la femme - Les mots et les formules de comparaison</p> <p>- Des phrases pour exprimer les droits et devoirs de la femme - Des phrases exprimant la comparaison</p> <p>- Les mots et structures grammaticales pour parler des droits et devoirs de la femme - Les formules grammaticales exprimant la comparaison - L’intonation correcte</p> <p>- Des informations sur les droits et devoirs de la femme</p> <p style="text-align: center;">TEACHING POINTS</p> <p style="text-align: center;"><u>SITUATION D’EVALUATION</u></p> <p>On the occasion of the celebration of the Women’s Day, you talked with Mrs Sixay, a Liberian Lawyer, who is an expert in women’s rights and duties. The dialogue is presented below, but unfortunately, the parts of Mrs Sixay are missing. You are asked to:</p> <p><i>-fill in the dialogue with the parts of Mrs Sixay ;</i> <i>-Roleplay the dialogue with your neighbour</i> <i>-The best performances will be rewarded by the British Embassy.</i></p> <p style="text-align: center;"><i>(see Students’ workbook, WIN SKILLS page 40 COMMUNICATION ACTIVITY)</i></p>
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SESSION 3

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	MATERIAL & TECHNICS	BB traces
PREPARING					
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 QUIZ N°5 (10mins) UNIT 1 :LIFE AT SCHOOL LESSON 2: We used to sing the national SESSION 3
SETTING THE TASK					
Preliminary activities (05 min) Setting the task		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 moni -toring	1-Listen to teacher's instructions 2-Start working with peers		Equip students with the necessary tools to solve the communication situation.
SOLVING THE PROBLEM					
Solving the problem (20 min)		Monitors, helps if necessary,	Students do the task following teacher's instructions	Interactions in groups/pairs	Practice the competence

Performing

Presentation (10 min)		Jots down recurring mistakes.	- Present their work to the class - Listen and evaluate	Role-play individual presentations /	Perform publicly / Show the outcome of their work.
Feedback (10 min)		-Conducts a consensual production	Listen and react	T/S interaction	Evaluate the outcome.
NOTE TAKING (10min)					

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UNIT 2 : WOMEN AT WORK

LESSON 3: Girls must go to school

<p>COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : Contact days :..... </p> <p>UNIT 2 :WOMEN AT WORK LESSON 3: Girls must go to school SESSION 1 Duration : 55mins Skills :SPEAKING Source : English For All- Win Skills</p> <p align="center">SITUATION D'APPRENTISSAGE</p> <p>During an english class, the teacher asks a group of his students of 4è to prepare and give a presentation on the importance of girls' schooling.</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	
	<p align="center"><u>Session 1</u> Barrier – prejudice – child marriage – disability – challenge – harmful – child labor</p>	Expressing opinions with "for me", " in my opinion"	<ul style="list-style-type: none"> • For me, girls should go to school • In my opinion, school should prepare girls to choose their future jobs 	
	<p align="center"><u>Session 2</u> Early pregnancy – school fees – boarding school – scholarship – sexual harassment – domestic chores</p>	Expressing opinions with "I think that, " I believe that"	<ul style="list-style-type: none"> • I think that ,it is possible to help all rural girls to read and write • I believe that education must be compulsory for all little girls. 	

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>-Ask questions about the pictures/realias -Ask a student to read the Learning context -Ask question about the Learning context (who ; where ; when ; what ; why)</p>	<p>-Participate to the activity -Answer to their names -Give the date</p> <p>-Answer the questions after identification -read the learning context</p> <p>-answer the questions from the teacher</p>	<p>-Song/TPR -Voice</p> <p>Pictures/realias</p> <p>-voice</p>	<p>-Date</p> <p>UNIT 2 :WOMEN AT WORK</p> <p>LESSON 3: Girls must go to school</p> <p>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>- Listen carefully - repeat individually, per and in chorus</p>	<p>Pictures/realias/ demonstrations</p>	<p>I-Vocabulary related to girl's schooling</p> <p>-Barrier: obstacle</p> <p>– prejudice: wrong preconceived opinion</p> <p>– child marriage : forced marriage</p> <p>– disability : handicap</p> <p>– challenge : difficult situation</p> <p>– harmful : dangerous</p> <p>– child labor: exploitation of children</p>

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-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	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std1 puts the question and the Std2 answer	-demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : Expressing opinions with "for me", "in my opinion" <ul style="list-style-type: none"> • For me, girls should go to school • In my opinion, school should prepare girls to choose their future jobs
II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 43 (Activity 1 and 2) ACTIVITY 1 (Exercise book) ACTIVITY 2 (Exercise book) Homework	Check students' comprehension	-Distribute the worksheets ./ give the exercises' pages and set the timing -Ask for the answers	-Do the activities -they provide answers	Blackboard/ Exercise book	BLACKBOARD TRACES Expected answers of activity 1 : 1- f (example) / 2- d / 3- a / 4- e / 5- c / 6- b Expected answers of activity 2: oral <u>Homework</u> Students' workbook, WIN SKILLS page 43 <i>Let's take home</i>
NOTE TAKING (10min)					

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>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>Expected answers : 1- F ; 2- T ; 3- F ; 4-F</p> <p>UNIT 2 :WOMEN AT WORK LESSON 3: Girls must go to school SESSION : 2</p>
<p>II-INPUT PHASE A-VOCABULARY (15min)</p>	<p>Learning phase that introduces new items</p>	<p>-Presents the items and make students repeat</p>	<p>- Listen carefully - repeat individually, per and in chorus</p>	<p>Pictures/realias/ demonstrations</p>	<p>I- Vocabulary related to girl's schooling</p> <p>-Early pregnancy: having a baby before 18 years old</p> <p>– school fees: money to pay before being registered in a school</p> <p>– boarding school : a school where there are houses for students to live in</p> <p>– scholarship : money government give to some students in order to help them</p> <p>– sexual harassment: Sexual persecussion</p> <p>– domestic chores: houses works</p>

B-LANGUAGE FUNCTION (10 min)	Introduces new grammar points or structures	-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	-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	-demonstration -individual and choral repetition	I-LANGUAGE FUNCTION : Expressing opinions with "I think that, " I believe that" <ul style="list-style-type: none"> • I think that ,it is possible to help all rural girls to read and write • I believe that education must be compulsory for all little girls.
II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 45 (Activity 1 and 2) ACTIVITY 1 (Exercise book) ACTIVITY 2 (Exercise book) Homework	Check students' comprehension	-Distribute the worksheets and set the timing -Ask for the answers	-Do the activities -they provide answers	Exercise book/ blackboard	<p style="text-align: center;">BLACKBOARD TRACES</p> <p>Expected answers of activity 1 : 1- school fees (example) / 2- sexual harassment / 3-domestic chores / 4- early pregnancy / 5- scholarship / 6- boarding schools</p> <p>Expected answers of activity 2: 1-c (example) / 2-b / 3-b / 4-c</p> <p style="text-align: center;"><u>Homework</u> Students' workbook, WIN SKILLS page 45 <i>Let's take home</i></p>
NOTE TAKING (10min)					

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<p>COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class :</p> <p>Contact days :..... </p> <p>UNIT 2 :WOMEN AT WORK LESSON 3: Girls must go to school SESSION 3 Duration : 55mins Skills: SPEAKING Source : English For All- Win Skills</p>	<p>HABILETES</p> <p>Connaître</p> <p>Prononcer</p> <p>Construire</p> <p>Utiliser</p> <p>Echanger</p>	<p style="text-align: center;">CONTENUS</p> <p>- Les mots et expressions relatifs à la scolarisation de la jeune fille - Les formules et expressions pour exprimer une opinion</p> <p>- Les mots et expressions relatifs à la scolarisation de la jeune fille - Les mots les expressions exprimant une opinion</p> <p>- Des phrases relatives à la scolarisation de la jeune fille - Des phrases pour exprimer une opinion</p> <p>- 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</p> <p style="text-align: center;">TEACHING POINTS</p> <p style="text-align: center;">SITUATION D'EVALUATION</p> <p>As a representative of the UNICEF in Liberia, you have to deliver a talk about the obstacles to young girls' schooling in this country. In your talk,</p> <p><i>-Give reasons why some girls don't go to school or abandon school ;</i></p> <p><i>-explain the benefits of sending girls to school ;</i></p> <p><i>-Suggest solutions to promote girls' education.</i></p>
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SESSION 3

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	MATERIAL & TECHNICS	BB traces
PREPARING					
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 <u>QUIZ N°6 (10min)</u> <u>UNIT 2 :WOMEN AT WORK</u> <u>LESSON 3: Girls must go to school</u> <u>SESSION 3</u>
SETTING THE TASK					
Preliminary activities (05 min) Setting the task		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 moni -toring	1-Listen to teacher's instructions 2-Start working with peers		Equip students with the necessary tools to solve the communication situation.
SOLVING THE PROBLEM					
Solving the problem (20 min)		Monitors, helps if necessary,	Students do the task following teacher's instructions	Interactions in groups/pairs	Practice the competence

Performing

Presentation (10 min)		Jots down recurring mistakes.	- Present their work to the class - Listen and evaluate	Role-play individual presentations /	Perform publicly / Show the outcome of their work.
Feedback (10 min)		-Conducts a consensual production	Listen and react	T/S interaction	Evaluate the outcome.

NOTE TAKING (10min)

UNIT 3

TRAVELLING

SKILL: WRITING

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UNIT 3 : TRAVELLING
LESSON 1: Means of transport

<p>COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : Contact days :..... </p> <p>UNIT 3 : TRAVELLING LESSON 1: Means of transport SESSION 1 Duration : 55mins Skills: WRITING Source : English For All- Win Skills</p> <p style="text-align: center;">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</p>	HABILETES	CONTENUS		
	Connaître	- Les techniques de l'expression écrite - Les mots et expressions relatifs aux moyens de transport - Les structures grammaticales pour exprimer des comparaisons - Les mots et expressions pour exprimer les goûts et les préférences en matière de transport		
	Ecrire	- Les mots et expressions relatifs aux moyens de transport		
	Construire	- Des phrases pour exprimer les goûts et les préférences - Des phrases pour faire des comparaisons		
	Appliquer	- La syntaxe et les techniques de l'expression écrite		
	Echanger	- Des informations sur la scolarisation de la jeune fille		
	TEACHING POINTS			
		VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
		<p style="text-align: center;"><u>Session 1</u></p> Ship – bus – horse – helicopter – taxi – boat - airplane	Expressing preferences	<ul style="list-style-type: none"> • Emilie and Ignace like school bus • Marius dislikes airplanes
		<p style="text-align: center;"><u>Session 2</u></p> To go on foot – bicycle – car – motorcycle – train – scooter - van	Making comparisons with short and long adjectives	- A bicycle is slower than a motorcycle - A car is more comfortable than scooter

write back, in order to reply them.			
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STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	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	-Ask questions about the pictures/realias -Ask a student to read the Learning context -Ask question about the Learning context (who ; where ; when ; what ; why)	-Answer the questions after identification -read the learning context -answer the questions from the teacher	Pictures/realias -voice	UNIT 3 : TRAVELLING LESSON 1: Means of transport SESSION 1
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat	- Listen carefully - repeat individually, per and in chorus	Pictures/realias/ demonstrations	I-Vocabulary related to means of transport -Ship :picture – bus :picture – horse :picture – helicopter :picture – taxi :picture

					<p>– boat :picture</p> <p>- airplane:picture</p>
<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 : Expressing preferences</p> <ul style="list-style-type: none"> • Emilie and Ignace like school bus • Marius dislikes airplanes
<p>II-ACTIVATION PHASE</p> <p>(15min)</p> <p>Students' workbook, WIN SKILLS page 51 (Activity 1 and 2)</p> <p>ACTIVITY 1</p> <p>(Exercise book)</p> <p>ACTIVITY 2</p> <p>(Exercise book)</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 activities</p> <p>-they provide answers</p>	<p>Blackboard/ Exercise book</p>	<p>BLACKBOARD TRACES</p> <p>Expected answers of activity 1 :</p> <p>1- taxi (example) ; 2- plane ; 3- ship ; 4- bus ; 5- boat</p> <p>Expected answers of activity 2: oral</p> <p>Homework</p> <p>Students' workbook, WIN SKILLS page 51 <i>Let's take home</i></p>

Homework					
NOTE TAKING (10min)					

SESSION 2					
STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	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
b-Revision (3min)	Review previous session	Start correcting	Provide answers	BB	Expected answers : 1- HORSE / 2- SHIP / 3- SCHOOL BUS / 4- HELICOPTER UNIT 3 : TRAVELLING LESSON 1: Means of transport SESSION : 2

II-INPUT PHASE A-VOCABULARY (15min)	Learning phase that introduces new items	-Presents the items and make students repeat	- Listen carefully - repeat individually, per and in chorus	Pictures/realias/ demonstrations	I- Vocabulary related to means of transport -To go on foot : picture – bicycle : picture – car : picture – motorcycle : picture – train : picture – scooter : picture - van : picture
B-LANGUAGE FUNCTION (10 min)	Introduces new grammar points or structures	-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	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std 1 puts the quetion and the Std 2 answer	-demonstration -individual and choral repetition	I-LANGUAGE FUNCTION : Making comparisons with short and long adjectives -A bicycle is slower than a motorcycle -A car is more confortable than scooter

<p>II-ACTIVATION PHASE (15min)</p> <p>Students' workbook, WIN SKILLS page 53 (Activity 1 and 2)</p> <p>ACTIVITY 1 (Exercise book)</p> <p>ACTIVITY 2 (Exercise book)</p> <p><u>Homework</u></p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activities</p> <p>-they provide answers</p>	<p>Exercise book/ blackboard</p>	<p>BLACKBOARD TRACES</p> <p>Expected answers of activity 1 : 1- b ; 2- c ; 3- a</p> <p>a- Expected answers : The text is about means of transport. I find the answer in the topic sentence.</p> <p>b- Expected answers : Thirteen means of transport are mentioned in the text. They are cars, vans, coaches, buses, motorbikes, feet, horses, helicopters, planes, water buses, ships, yachts and trains.</p> <p>Expected answers of activity 2:</p> <p>1- A plane is faster than a van. 2- A car is slower than a train. 3- A scooter is more comfortable than a bicycle. 4- Travelling by motorcycle is faster than going on foot.</p> <p>Homework</p> <p>Students' workbook, WIN SKILLS page <i>Let's take home</i></p>
<p>NOTE TAKING (10min)</p>					

<p>FRONT PAGE SESSION 3</p>		
<p>COLLEGE MODERNE DE NIEDIEKAHA</p>	<p>HABILETES</p>	<p>CONTENUS</p>
<p>Date :...../...../.....</p> <p>Number of pupils :..... Boys :..... Girls :.....</p> <p>Class :</p> <p>Contact</p> <p>days :.....</p> <p>.....</p> <p>UNIT 3 : TRAVELLING</p>	<p>Connaître</p>	<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>
	<p>Ecrire</p>	<p>- Les mots et expressions relatifs aux moyens de transport</p>
	<p>Construire</p>	<p>- Des phrases pour exprimer les goûts et les préférences</p> <p>- Des phrases pour faire des comparaisons</p>
	<p>Appliquer</p>	<p>- La syntaxe et les techniques de l'expression écrite</p>

LESSON 1: Means of transport SESSION 3 Duration : 55mins Skills: WRITING Source : English For All- Win Skills	HABILETES	CONTENUS
	TEACHING POINTS	
	<u>SITUATION D'EVALUATION</u>	
	Your Nigerian pen-friend Michael Okpara is planing to visit you soon. He writes a letter to get some information about the means of transport in your country. In your reply, <i>-List the means of transport used in your country</i> <i>-Name the different means of transport used to go to different places ;</i> <i>-Write about which ones people like or dislike among the means of transport.</i> <i>Below is your pen-friend's letter.</i> <i>(see Students' workbook, WIN SKILLS page 54 COMMUNICATION ATIVITY)</i>	

SESSION 3					
STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	MATERIAL & TECHNICS	BB traces
PREPARING					

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 Quiz n°7 (10min) UNIT 2 :WOMEN AT WORK LESSON 3: Girls must go to school SESSION 3
SETTING THE TASK					
Preliminary activities (05 min) Setting the task		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		Equip students with the necessary tools to solve the communication situation.
SOLVING THE PROBLEM					
Solving the problem (20 min)		Monitors, helps if necessary,	Students do the task following teacher's instructions	Interactions in groups/pairs	Practice the competence
Performing					

<p>Presentation (10 min)</p> <p>Feedback (10 min)</p>		<p>Jots down recurring mistakes.</p> <p>-Conducts a consensual production</p>	<p>- Present their work to the class - Listen and evaluate</p> <p>Listen and react</p>	<p>Role-play individual presentations /</p> <p>T/S interaction</p>	<p>Perform publicly / Show the outcome of their work.</p> <p>Evaluate the outcome.</p>
<p>NOTE TAKING (10min)</p>					

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UNIT 3 : TRAVELLING

LESSON 2: At the airport

<p>COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class :</p> <p>Contact days :..... </p> <p>UNIT 3 : TRAVELLING LESSON 2: At the airport SESSION 1 Duration : 55mins Skills: WRITING Source : English For All- Win Skills</p> <p style="text-align: center;"><u>SITUATION D'APPRENTISSAGE</u></p> <p>Your british pen friend invites you to visit London. Once back home, in Cote d'ivoire, you write a letter to thank him and describe your travel.</p>	HABILETES	CONTENUS	
	Connaître	- Les techniques de l'expression écrite - Les mots et expressions relatifs au transport aérien - Les structures grammaticales pour exprimer des comparaisons - Les mots et expressions pour exprimer les goûts et les préférences	
	Ecrire	- Les mots et expressions relatifs au transport aérien	
	Construire	- Des phrases pour exprimer les goûts et les préférences - Des phrases pour faire des comparaisons - Des phrases, paragraphes et textes pour décrire les loisirs - Des phrases contenant des formules et expressions pour : inviter/accepter ou refuser une invitation : exprimer ses regrets	
	Appliquer	- La syntaxe et les techniques de l'expression écrite	
	Rédiger	- Des phrases, paragraphes et des textes relatifs au transport aérien	
	TEACHING POINTS		
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
	<u>Session 1</u>		
	Runway – traffic control tower – to land – to take off – boarding pass – departure board - airport	Expressing preferences	<ul style="list-style-type: none"> • I would prefer to travel by plane • She would rather go Abidjan by coach
	<u>Session 2</u>		
	To book – luggage – ID card – passport – custom officer – pilot - passenger	Making comparisons with the superlatives	-The plane is the fastest means of transport

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	-Ask questions about the pictures/realias -Ask a student to read the Learning context -Ask question about the Learning context (who ; where ; when ; what ; why)	-Answer the questions after identification -read the learning context -answer the questions from the teacher	Pictures/realias -voice	UNIT 3 : TRAVELLING LESSON 1: At the airport SESSION 1
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat	- Listen carefully - repeat individually, per and in chorus	Pictures	I-Vocabulary related to air travel -Runway :picture – traffic control tower :picture – to land :picture – to take off :picture – boarding pass :picture – departure board :picture - airport:picture

<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 -ask a student to put him the question -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 -put the question to the teacher -listen -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 : Expressing preferences</p> <ul style="list-style-type: none"> • I would prefer to travel by plane • She would rather go Abidjan by coach
<p>II-ACTIVATION PHASE (15min)</p> <p>Students' workbook, WIN SKILLS page 57 (Activity 1 and 2)</p> <p>ACTIVITY 1 (Exercise book)</p> <p>ACTIVITY 2 (Exercise book)</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 activities</p> <p>-they provide answers</p>	<p>Blackboard/ Exercise book</p>	<p>BLACKBOARD TRACES</p> <p>Expected answers of activity 1 : 1- Runaway ; 2- To land ; 3- Boarding pass ; 4- Departure Board</p> <p>Expected answers of activity 2: 1- would ; 2- rather ; 3- prefer to go ; 4- to stay ; 5- rather stay ; 6- prefer</p> <p>Homework Students' workbook, WIN SKILLS page 57 <i>Let's take home</i></p>
<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>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>Expected answers : would rather : 1- I would rather drink cold water ; 2- I would rather travel by bus ; I would rather visit New York. would prefer : 1- I would prefer to visit my parents ; 2- I would prefer to stay home; I would prefer to go to my village by bicycle.</p> <p>UNIT 3 : TRAVELLING LESSON 1: At the airport SESSION : 2</p>
<p>II-INPUT PHASE A-VOCABULARY (15min)</p>	<p>Learning phase that introduces new items</p>	<p>-Presents the items and make students repeat</p>	<p>- Listen carefully - repeat individually, per and in chorus</p>	<p>Pictures/realias/ demonstrations</p>	<p>I- Vocabulary related to air travel</p> <p>-To book: to be registered</p> <p>– luggage :picture</p> <p>– ID card :picture</p> <p>– passport :picture</p> <p>– custom officer :picture</p> <p>– pilot :picture</p> <p>- passenger :picture</p>

<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>I-LANGUAGE FUNCTION : Making comparisons with the superlatives</p> <p>-The plane is the fastest means of transport</p>
<p>II-ACTIVATION PHASE (15min)</p> <p>Students' workbook, WIN SKILLS page 59 (Activity 1 and 2)</p> <p>ACTIVITY 1 (Exercise book)</p> <p>ACTIVITY 2 (Exercise book)</p> <p>Homework</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activities</p> <p>-they provide answers</p>	<p>Exercise book/ blackboard</p>	<p>BLACKBOARD TRACES</p> <p>Expected answers of activity 1 1-D (example) ; 2- F ; 3- E ; 4-B ; 5- A ; 6- C</p> <p>Expected answers of activity 2: 1- What is the best airplane company in West Africa ? 2- Air Cote- d'Ivoire is the most comfortable company in West Africa. 3- FHB international airport is the biggest of the country. 4- The plane is the fastest means of transport in the world. 5- The plane is the safest means of transport.</p> <p>Homework Students' workbook, WIN SKILLS page <i>Let's take home</i></p>
<p>NOTE TAKING (10min)</p>					

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<p>COLLEGE MODERNE DE NIEDIEKAHA Date :/...../..... Number of pupils :..... Boys :..... Girls :..... Class :</p> <p>Contact days :..... </p> <p>UNIT 3 : TRAVELLING LESSON 2: At the airport SESSION 3 Duration : 55mins Skills: WRITING Source : English For All- Win Skills</p>	<p>HABILETES</p> <p>Connaître</p> <p>Ecrire</p> <p>Construire</p> <p>Appliquer</p>	<p style="text-align: center;">CONTENUS</p> <ul style="list-style-type: none"> - Les techniques de l'expression écrite - Les mots et expressions relatifs au transport aérien - Les structures grammaticales pour exprimer des comparaisons <ul style="list-style-type: none"> - Les mots et expressions pour exprimer les goûts et les préférences - Les mots et expressions relatifs au transport aérien - Des phrases pour exprimer les goûts et les préférences - Des phrases pour faire des comparaisons - Des phrases, paragraphes et textes pour décrire les loisirs - Des phrases contenant des formules et expressions pour : inviter/accepter ou refuser une invitation : exprimer ses regrets - La syntaxe et les techniques de l'expression écrite <p style="text-align: center;">TEACHING POINTS</p> <p style="text-align: center;">SITUATION D'EVALUATION</p> <p>Your American pen-friend invited you to visit him in New York last holidays. You travelled by plane. Back home, you decide to write him a letter to describe your trip. In your letter,</p> <ul style="list-style-type: none"> -<i>Compare the airport of New York to that of Felix Houphouet Boigny ;</i> -<i>mention which airline companies you took and say if you liked them</i> -<i>Suggest which company to choose if one day your pen-friend decides to pay you a visit, and give the reasons for your choice.</i> <p style="text-align: center;"><i>(see Students' workbook, WIN SKILLS page 59 COMMUNICATION ACTIVITY)</i></p>
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SESSION 3

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	MATERIAL & TECHNICS	BB traces
PREPARING					
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 Quiz N°8 (10mins) UNIT 2 :WOMEN AT WORK LESSON 3: Girls must go to school SESSION 3
SETTING THE TASK					
Preliminary activities (05 min) Setting the task		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 moni -toring	1-Listen to teacher's instructions 2-Start working with peers		Equip students with the necessary tools to solve the communication situation.
SOLVING THE PROBLEM					
Solving the problem (20 min)		Monitors, helps if necessary,	Students do the task following teacher's instructions	Interactions in groups/pairs	Practice the competence

Performing

Presentation (10 min)		Jots down recurring mistakes.	- Present their work to the class - Listen and evaluate	Role-play individual presentations /	Perform publicly / Show the outcome of their work.
Feedback (10 min)		-Conducts a consensual production	Listen and react	T/S interaction	Evaluate the outcome.

NOTE TAKING (10min)

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UNIT 3 :Travelling
LESSON 3 : Tourism

COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : Contact days :..... UNIT 3 :Travelling LESSON 3 : Tourism SESSION 1 Duration : 55mins Skills: WRITING Source :English for all – win skills <u>SITUATION D'APPRENTISSAGE</u> 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.	HABILETES	CONTENUS		
	Connaître	- 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	- Les mots et les expressions relatifs au tourisme - Les mots et les formules relatifs aux suggestions de façon correcte		
	Construire	- Des phrases, paragraphes pour décrire des sites touristiques - Des phrases exprimant la suggestion		
	Appliquer	- La syntaxe et les techniques de l'expression écrite		
	Rédiger	- Des phrases, paragraphes et des textes relatifs au tourisme		
	TEACHING POINTS			
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE	
	Beach – craftsman – resort – the old post office – museum – tourist sites	Making suggestions	- Why don't we go to the beach of Assinie ? - How about visiting Grand bassam ? Let's visit the zoo of Abidjan !	
	-Souvenir – abisa festival – go sightseeing – attraction – reservation	Accepting or refusing suggestion	-That is a good idea ! -No, I am sorry.	

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	-Ask questions about the pictures/realias -Ask a student to read the Learning context -Ask question about the Learning context (who ; where ; when ; what ; why)	-Answer the questions after identification -read the learning context -answer the questions from the teacher	Pictures/realias -voice	UNIT 3 :Travelling LESSON 3 : Tourism SESSION 1
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat	- Listen carefully - repeat individually, per and in chorus	Pictures/realias/ demonstrations	I-VOCABULARY related to tourism -Beach :picture - craftsman :picture - resort :picture - the old post office:picture - museum :picture - tourist sites:picture

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-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	-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	-demonstration -individual and choral repetition	II-LANGUAGE FUNCTION :... Making suggestions Why don't we go to the beach of Assinie ? -How about visiting Grand bassam ? Let's visit the zoo of Abidjan !
II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 63 (Activity 1 and 2) ACTIVITY 1 (Exercise book) ACTIVITY 2 (Exercise book) Homework	Check students' comprehension	-Distribute the worksheets ./ give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	<p style="text-align: center;">BLACKBOARD TRACES</p> <p>Expected answers of activity 1 : 1- the women's monument (example) ; 2- the craft market ; 3- the old post office ; 4- the museum ; 5- the beach</p> <p>Expected answers of activity 2:</p> <ol style="list-style-type: none"> 1. How about visiting Grand-Bassam 2. Let's go to the beach of Grand-Bassam. 3. Why don't we go to museum of costumes ? 4. Let's go to see the women's monument. 5. How about visiting the old office of Grand-Bassam ? <p style="text-align: center;">Homework Students' workbook, WIN SKILLS page 63 <i>Let's take home</i></p>
NOTE TAKING (10min)					

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>Expected answers : 1- Why don't we visit the old post office ? 1- Let's go to visit the women's monument. 2- Why don't we go relaxing at the beach ? 3- Why don't we go and buy souvenirs at the craftsmen market ? 4- How about going to see the Basilica of Yamoussoukro ?</p> <p>UNIT 3 :Travelling LESSON 3 : Tourism SESSION 2</p>
<p>II-INPUT PHASE A-VOCABULARY (15min)</p>	<p>Learning phase that introduces new items</p>	<p>-Presents the items and make students repeat</p>	<p>- Listen carefully - repeat individually, per and in chorus</p>	<p>Pictures/realias/ demonstrations</p>	<p>I-VOCABULARY...related to tourism</p> <p>-Souvenir : picture</p> <p>- abisa festival : picture</p> <p>-go sightseeing : demonstration</p> <p>- attraction : picture</p> <p>- reservation : picture</p>

B-LANGUAGE FUNCTION (10 min)	Introduces new grammar points or structures	-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	-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	-demonstration -individual and choral repetition	II-LANGUAGE FUNCTION :...Accepting or refusing suggestion -That is a good idea ! -No, I am sorry.
II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 64-65 (Activity 1 and 2) ACTIVITY 1 (Exercise book) ACTIVITY 2 (Exercise book)	Check students' comprehension	-Distribute the worksheets and set the timing -Ask for the answers	-Do the activities -they provide answers	Exercise book/ blackboard	<p style="text-align: center;">BLACKBOARD TRACES</p> Expected answers of activity 1: 1- Title of the article 2- Topic sentence 3- Body of the article 4- Concluding sentence 5- Signature (or author's name) Expected answers of activity 2: 1- Accepting (example) ; 2- Refusing ; 3- Accepting ; 4- Refusing <p style="text-align: center;"><u>Homework</u></p> Students' workbook, WIN SKILLS page 65 <p style="text-align: center;"><i>Let's take home</i></p>
NOTE TAKING (10min)					

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<p>COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class :</p> <p>Contact days :..... </p> <p>UNIT 3 :Travelling LESSON 3 : Tourism SESSION 3 Duration : 55mins Skills WRITING Source :English for all – win skills</p>	<p>HABILETES</p> <p>Connaître</p> <p>Ecrire</p> <p>Construire</p> <p>Appliquer</p> <p>Rédiger</p>	<p style="text-align: center;">CONTENUS</p> <p>- 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</p> <p>- Les mots et les expressions relatifs au tourisme - Les mots et les formules relatifs aux suggestions de façon correcte</p> <p>- Des phrases, paragraphes pour décrire des sites touristiques - Des phrases exprimant la suggestion</p> <p style="text-align: center;">- La syntaxe et les techniques de l'expression écrite</p> <p style="text-align: center;">- Des phrases, paragraphes et des textes relatifs au tourisme</p> <p style="text-align: center;">TEACHING POINTS</p> <p style="text-align: center;">SITUATION D'EVALUATION</p> <p>For the promotion of tourism in Cote d'Ivoire, the chairman of the English club of your school asks the students of 4^{ème} to write an article about tourist sites in their regions. As a member of that level, in your article,</p> <p><i>-give an attractive title ;</i> <i>-list the different tourist sites of the city you have chosen ;</i> <i>-suggest a site that tourists must visit.</i></p>
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SESSION 3

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	MATERIAL & TECHNICS	BB traces
PREPARING					
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 <u>QUIZ N°1 TERM 2</u> <u>UNIT 3 :Travelling</u> <u>LESSON 3 : Tourism</u> <u>SESSION 3</u>
SETTING THE TASK					
Preliminary activities (05 min) Setting the task		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 moni -toring	1-Listen to teacher's instructions 2-Start working with peers		Equip students with the necessary tools to solve the communication situation.
SOLVING THE PROBLEM					
Solving the problem (20 min)		Monitors, helps if necessary,	Students do the task following teacher's instructions	Interactions in groups/pairs	Practice the competence

PERFORMING

<p>Presentation (10 min)</p>		<p>Jots down recurring mistakes.</p>	<p>- Present their work to the class - Listen and evaluate</p>	<p>Role-play individual presentations /</p>	<p>Perform publicly / Show the outcome of their work.</p>
<p>Feedback (10 min)</p>		<p>-Conducts a consensual production</p>	<p>Listen and react</p>	<p>T/S interaction</p>	<p>Evaluate the outcome.</p>

NOTE TAKING (10min)

UNIT 4

FASHION

SKILL: WRITING

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UNIT 4. :...FASHION

LESSON 1 : What would you like to wear ?

<p>COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../</p> <p>Number of pupils :..... Boys :..... Girls :.....</p> <p>Class :</p> <p>Contact days :..... </p> <p>UNIT 4. :...FASHION</p> <p>LESSON 1: What would you like to wear ?</p> <p>SESSION 1</p> <p>Duration : 55mins</p> <p>Skills : WRITING</p> <p>Source :English for all – win skills</p> <p style="text-align: center;"><u>SITUATION D'APPRENTISSAGE</u></p> <p>On the occasion of the celebration of the “Cultural Day”, the Chairman of the english club asks the students of 4è from CMN to write a paragraph, in order to describe the clothes people wear intheir regions during special events.</p>	<p>HABILETES</p> <p>Connaître</p> <p>Ecrire</p> <p>Construire</p> <p>Appliquer</p> <p>Rédiger</p>	<p>CONTENUS</p> <p>- Les techniques de l’expression écrite</p> <p>- Les mots et expressions relatifs aux habits modernes et traditionnels</p> <p>- Les mots et structures grammaticales pour donner des raisons</p> <p>- Les mots et expressions relatifs aux habits modernes et traditionnels</p> <p>- Des phrases, paragraphes pour décrire les habits modernes et traditionnels</p> <p>- Des phrases exprimant des raisons</p> <p>- La syntaxe et les techniques de l’expression écrite</p> <p>- Des phrases, des paragraphes et des textes relatifs aux habits modernes et traditionnels</p>	
TEACHING POINTS			
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
	<p>SESSION 1</p> <p>Kita – dashiki dress – kamanje bubu – bazin bubu – mud cloth – Danfani bubu – indigo shirt- Kente cloth – Tapa cloth</p>	<p>Asking and answering questions about what people are wearing</p>	<p>A :What are you wearing ?</p> <p>B : I’m wearing a Tapa cloth.</p> <p>A :What ‘s koné wearing ?</p> <p>B : She’s wearing a Tapa cloth.</p>
	<p>SESSION 2</p> <p>Bandana – trainers – tights – denim trousers – silk sweater – flowery dress – striped shirt – cap – suit – denim miniskirt - tie</p>	<p>Giving reasons</p>	<ul style="list-style-type: none"> • I wear modern clothes because they are fashionable • My grandfather likes traditional clothes , because of their originality

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	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	-Ask questions about the pictures/realias -Ask a student to read the Learning context -Ask question about the Learning context (who ; where ; when ; what ; why)	-Answer the questions after identification -read the learning context -answer the questions from the teacher	Pictures/realias -voice	UNIT 4.FASHION LESSON 1 : What would you like to wear ? SESSION 1
II-INPUT PHASE A- VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat	- Listen carefully - repeat individually, per and in chorus	Pictures/realias/ demonstrations	I-Vocabulary related to traditional clothes. -Kita clothes : picture - dashiki dress :picture - kamanje bubu :picture - bazin bubu :picture - mud cloth :picture - Danfani bubu :picture - indigo shirt:picture - Kente cloth :picture - Tapa cloth:picture

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-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	-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	-demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : <i>Asking and answering questions about what people are wearing</i> A :What are you wearing ? B : I'm wearing a Tapa cloth. A :What 's koné wearing ? B : She's wearing a Tapa cloth.
II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 71 ACTIVITY 1 (Exercisebook) ACTIVITY 2 (Exercisebook) Homework	Check students' comprehension	-Distribute the worksheets ./ give the exercises' pages and set the timing -Ask for the answers	-Do the activities -they provide answers	Blackboard/ Exercisebook	<p style="text-align: center;">BLACKBOARD TRACES</p> Expected answers of activity 1: 1- Kamanje bubu (example) ; 2- Tapa cloth ; 3- Kita ; 4-Mud cloth ; 5- Danfani ; 6- Kente cloth ; 7- Bazin bubu ; 8- Dashiki dress Expected answers of activity 2:oral <u>Homework</u> Students' workbook, WIN SKILLS page 71 <i>Let's take home</i>
NOTE TAKING (10min)					

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>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 answer</p>	<p>-Song/TPR -Voice</p> <p>BB</p>	<p>-Date</p> <p><u>Oral</u> <u>UNIT 4.FASHION</u> <u>LESSON 1 : What would you like to wear ?</u> <u>SESSION 2</u></p>
<p>II-INPUT PHASE A- VOCABULARY (15min)</p>	<p>Learning phase that introduces new items</p>	<p>-Presents the items and make students repeat</p>	<p>- Listen carefully - repeat individually, per row and in chorus</p>	<p>Pictures/realias/ demonstrations</p>	<p>I-Vocabulry related to modern clothes</p> <p>-Bandana : picture – trainers : picture – tights : picture – denim trousers: picture – silk sweater : picture – flowery dress : picture – striped shirt : picture – cap : picture – suit : picture – denim miniskirt : picture - tie: picture</p>

B-LANGUAGE FUNCTION (10 min)	Introduces new grammar points or structures	-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	-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	-demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : Giving reasons <ul style="list-style-type: none"> • I wear modern clothes because they are fashionable • My grandfather likes traditional clothes , because of their originality
II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 73 (Activity 1 and 2) ACTIVITY 1 (Exercise book) ACTIVITY 2 (Exercise book)	Check students' comprehension	-Distribute the worksheets and set the timing -Ask for the answers	-Do the activities -they provide answers	Exercise book/ blackboard	<p style="text-align: center;">BLACKBOARD TRACES</p> <p>Expected answers of activity 1: 1-Cap (example) ; 2- tights ; 3- flowery dress ; 4- striped shirt ; 5- bandana ; 6- silk sweater ; 7- denim miniskirt; 8- tie</p> <p>Expected answers of activity 2 : Expected answers : 1- A : Why is Hamed wearing a suit ? B : Hamed is wearing a suit because he works in an office. 2- A : Why does Alice wear a bandana ? B : Alice wears a bandana because it is stylish. 3- A : Why do you put on a cap ? B: I put on a cap because of the sun. 4- A : Why are the children wearing their silk sweater ? B : They are wearing their silk sweater because the weather is cold.</p> <p style="text-align: center;">Homework</p> <p>Students' workbook, WIN SKILLS page 73 <i>Let's take home</i></p>
NOTE TAKING (10min)					

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SESSION 3**

<p>COLLEGE MODERNE DE NIEDIEKAHA Date :/...../..... Number of pupils : Boys : Girls : Class : Contact days :</p> <p>.....</p> <p>UNIT 4. :...FASHION LESSON 1 : What would you like to wear ? SESSION 3 Duration : 55mins Skills : WRITING Source : English for all – win skills</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	
SITUATION D'EVALUATION		
<p>You are attending a festival in your village. Your Liberian friend, Chris Emmanuel, wants you to describe, via Whatsapp, the clothes people are wearing. In your message,</p> <p><i>-name the clothes people are wearing ;</i></p> <p><i>-say if these clothes are traditional or modern ;</i></p> <p><i>-give the reasons why some people like wearing traditional clothes, whereas others don't.</i></p>		

SESSION 3

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	MATERIAL & TECHNICS	BB traces
PREPARING					
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 <u>QUIZ N°2 TERM 2</u> <u>UNIT 4. :...FASHION</u> <u>LESSON 1 : What would you like to wear ?</u> <u>SESSION 3</u>
SETTING THE TASK					
Preliminary activities (05 min) Setting the task		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 moni -toring	1-Listen to teacher's instructions 2-Start working with peers		Equip students with the necessary tools to solve the communication situation.
SOLVING THE PROBLEM					
Solving the problem (20 min)		Monitors, helps if necessary,	Students do the task following teacher's instructions	Interactions in groups/pairs	Practice the competence

Performing

Presentation (10 min)		Jots down recurring mistakes.	- Present their work to the class - Listen and evaluate	Role-play individual presentations /	Perform publicly / Show the outcome of their work.
Feedback (10 min)		-Conducts a consensual production	Listen and react	T/S interaction	Evaluate the outcome.
NOTE TAKING (10min)					

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UNIT 4 : FASHION
LESSON 2 :Ready for the fashion show

COLLEGE MODERNE DE NIDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : 4 è..... Contact days :..... UNIT 4 : FASHION LESSON 2 :Ready for the fashion show SESSION 1 Duration : 55mins Source :English for all – win skills <p style="text-align: center;"><u>SITUATION D'APPRENTISSAGE</u></p> You are sent by the English Club of your school to attend the Accra Fashion Week. Once back, the coordinator asks to write a paragraph describing the event in order to inform the other members of the club.	HABILETES	CONTENUS	
	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
	SESSION 1 Fashion show – collection – fashion designer – top model – hairdresser – catwalk – audience	Expressing « likes » and « dislikes »	-I like traditional clothes a lot - Coulibaly likes wearing shorts
	SESSION 2 Ready-to-wear – latest – fashionable – advertise – exhibition – famous – fashion – capitals – old- fashioned	Persuading/ disuading	- Try on this bazin bubu. I'm sure you'll like it. - I'm afraid you can't afford this shirt. It's too expensive.

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>-Ask questions about the pictures/realias -Ask a student to read the Learning context -Ask question about the Learning context (who ; where ; when ; what ; why)</p>	<p>-Participate to the activity -Answer to their names -Give the date</p> <p>-Answer the questions after identification -read the learning context</p> <p>-answer the questions from the teacher</p>	<p>-Song/TPR -Voice</p> <p>Pictures/realias</p> <p>-voice</p>	<p>-Date</p> <p>UNIT 4 : FASHION LESSON 2 :At a 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>- Listen carefully - repeat individually, per row and in chorus</p>	<p>Pictures/realias/ demonstrations</p>	<p>I-VOCABULARY related to a fashion show</p> <p>-Fashion show : an event during which collections of clothes are exhibited</p> <p>– colection :a groupof things of the same nature</p> <p>– fashion designer : a person who creates collections of clothes</p> <p>– top model : a person who wears clothes to show them during fashion shows</p> <p>– hairdresser : a woman who makes other woman's hair</p> <p>– catwalk : a podium</p> <p>- audience : a public</p>

<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 « likes » and « dislikes »</p> <p>UNIT 4 : FASHION</p> <p>LESSON 2 :At a fashion show</p> <p>SESSION 1</p>
<p>II-ACTIVATION PHASE</p> <p>(15min)</p> <p>Students' workbook, WIN SKILLS page 76-77 Activity 1 and 2</p> <p>ACTIVITY 1</p> <p>(Exercisebook)</p> <p>ACTIVITY 2</p> <p>(Exercisebook)</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 activities</p> <p>-they provide answers</p>	<p>Blackboard/ Exercisebook</p>	<p>BLACKBOARD TRACES</p> <p>Expected answers of activity 1: 1- a collection (example) ; 2- a barber ; 3- a catwalk ; 4- a top model ; 5- a fashion designer ; 6- a hairdresser ; 7- an audience ; 8- a fashion show</p> <p>Expected answers of activity 2: oral</p> <p>Homework</p> <p>Students' workbook, WIN SKILLS page 77</p> <p><i>Let's take home</i></p>
<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>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>Expected answers : <i>1-d (example) ; 2- e ; 3- g ; 4- f ; 5- c ; 6-a ; 7-b</i></p> <p>UNIT 4 : FASHION</p> <p>LESSON 2 :At a fashion show</p> <p>SESSION 2</p>
<p>II-INPUT PHASE A- VOCABULARY (15min)</p>	<p>Learning phase that introduces new items</p>	<p>-Presents the items and make students repeat</p>	<p>- Listen carefully - repeat individually, per row and in chorus</p>	<p>Pictures/realias/ demonstrations</p>	<p>I-VOCABULARY : related to fashion shows</p> <p>-Ready-to-wear : clothes made in a standard size</p> <p>– latest : new</p> <p>– fashionable : chic, stylish</p> <p>– advertise : publicize</p> <p>– exhibition : an exposition</p> <p>– famous : important, well known</p> <p>– old-fashioned : ancient, outdated</p>

<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>Persuading/ disuading</p> <p>-Try on this bazin bubu. I'm sure you'll like it.</p> <p>-I'm afraid you can't afford this shirt. It's too expensive.</p>
<p>II-ACTIVATION PHASE</p> <p>(15min)</p> <p>Students' workbook, WIN SKILLS page 76-77 Activity 1 and 2</p> <p>ACTIVITY 1</p> <p>(Exerise book)</p> <p>ACTIVITY 2</p> <p>(Exerise book)</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activities</p> <p>-they provide answers</p>	<p>Exerise book/ blackboard</p>	<p>BLACKBOARD TRACES</p> <p>Expected answers of activity 1 : 1- a collection (example) ; 2- a barber ; 3- a catwalk ; 4- a top model ; 5- a fashion designer ; 6- a hairdresser ; 7- an audience ; 8- a fashion show</p> <p>Expected answers of activity 2:</p> <p>1- Esther likes flowery dresses. / Esther likes wearing flowery dresses. Teacher's Book 4.</p> <p>2- Joseph dislikes ties. / Joseph dislikes wearing ties.</p> <p>3- Bouyé hates kamanje bubus. / Bouyé hates wearing kamanje bubus.</p> <p>4- Satou loves denim miniskirts. / Satou loves wearing denim miniskirts.</p> <p><u>Homework</u></p> <p>Students' workbook, WIN SKILLS page 77 <i>Let's take home</i></p>
<p>NOTE TAKING (10min)</p>					

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SESSION 3

COLLEGE MODERNE DE NIEDIEKAHA Date :/...../..... Number of pupils : Boys : Girls : Class : 4 è Contact days : UNIT 4 : FASHION LESSON 2 : At a fashion show SESSION 3 Duration : 55mins Skills : WRITING Source : English for all – win skills	HABILETES	CONTENUS
	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		
SITUATION D’EVALUATION		
<p>You attended a fashion show organized by the Ivorian designer Gilles Touré. As a « journalist » working for the English Club Magazine of your school, you have to write a report about the ceremony. Your article will be published in the next issue of the English Club Magazine. In your article,</p> <p><i>-Name the clothes you saw during the ceremony ;</i></p> <p><i>-Indicate the ones the ones you liked and disliked there ;</i></p> <p><i>-Persuade or dissuade your friends to come to the next fashion show.</i></p>		

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	LEARNERS' ROLE	TECHNICS	BB traces
PREPARING					
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 <u>QUIZ N°2 TERM 2</u> <u>UNIT 4 : FASHION</u> <u>LESSON 2</u> :Ready for the fashion show <u>SESSION 3</u>
SETTING THE TASK					
Preliminary activities (05 min) Setting the task		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		Equip students with the necessary tools to solve the communication situation.
SOLVING THE PROBLEM					

Solving the problem (20 min)		Monitors, helps if necessary,	Students do the task following teacher's instructions	Interactions in groups/pairs	Practice the competence
PERFORMING					
Presentation (10 min)		Jots down recurring mistakes.	- Present their work to the class - Listen and evaluate	Role-play individual presentations /	Perform publicly / Show the outcome of their work.
Feedback (10 min)		-Conducts a consensual production	Listen and react	T/S interaction	Evaluate the outcome.
NOTE TAKING (10min)					

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UNIT 4 : FASHION

LESSON 3 : KEEP YOUR NATURAL SKIN

<p>COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : 4è Contact days :</p> <p>.....</p> <p>UNIT 4: FASHION LESSON 3 : Keep your natural skin colour ! SESSION 1 Duration : 55mins Skills : WRITING Source :English for all – win skills</p> <p style="text-align: center;"><u>SITUATION D'APPRENTISSAGE</u></p> <p>After attending a conference on the use of cosmetics by an American dermatologist, the students of 4è from your school decide to write an article for their English Club Magazine. This article is about the dangers related to the use of bleaching creams, in order to sensitize their fellow students.</p>	HABILETES	CONTENUS		
	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/permètre 		
	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/permètre 		
	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	LANGUAGE FUNCTION	STRUCTURE	
	SESSION 1 Bleaching cream – dark complexion – fair complexion – light complexion – to be proud – to bleach – attractive - perfume	Giving reasons with "since"	Rima bleaches her skin, since she wants to have a lighter complexion	
	SESSION 2 Dermatologist –dermal infection – skin cancer – skin spots - side effects – skin rash – harmful - ugly	Asking and giving advice	A : What should a dark complexion girl avoid ? B : A dark complexion girl should avoid bleaching her skin A : What shouldn't dark complexion girls do ? B : They shouldn't bleach their skins	

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
I-INTRODUCTION a-Warm Up (2min) c-Lead in Activity & Learning Context (8min)	Set a stress free atmosphere Prepares students to the learning process	-Initiates the activity -Checks Class list -Asks for the date -Ask questions about the pictures/realias -Ask a student to read the Learning context -Ask question about the Learning context (who ; where ; when ; what ; why)	-Participate to the activity -Answer to their names -Give the date -Answer the questions after identification -read the learning context -answer the questions from the teacher	-Song/TPR -Voice Pictures/realias -voice	-Date UNIT 4. FASHION LESSON 3 : Keep your natural skin colour ! SESSION 1
II-INPUT PHASE A- VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat	- Listen carefully - repeat individually, per row and in chorus	Pictures/realias/ demonstrations	I-VOCABULARY : Related to cosmetics -Bleaching cream : creams used to change one's skin colour – dark complexion : black skin – fair complexion ≠ dark complexion – to be proud : to like, appreciate – to bleach : to change one's skin colour – attractive : interesting, beautiful - perfume : fragrant

<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 giving reasons</p> <p>Rima bleaches her skin, since she wants to have a lighter complexion</p>
<p>II-ACTIVATION PHASE</p> <p>(15min)</p> <p>Students' workbook, WIN SKILLS page 83Activity 1 and 2</p> <p>ACTIVITY 1</p> <p>(Exercisebook)</p> <p>ACTIVITY 2</p> <p>(Exercisebook)</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 activities</p> <p>-they provide answers</p>	<p>Blackboard/ Exercisebook</p>	<p>BLACKBOARD TRACES</p> <p>Expected answers of activity 1:</p> <p>1- d ; 2- f ; 3- e ; 4- a ; 5- b ; 6- c</p> <p>Expected answers of activity 2:</p> <p>1- A : Why does Félicité go to the cosmetics store ?</p> <p>B : She goes to the cosmetics store since she wants to buy a cream.</p> <p>2- A : Why do girls bleach their skins ?</p> <p>B : Girls bleach their skins since they want to be attractive.</p> <p>3- A : Why don't you bleach your skin ?</p> <p>B : I don't bleach my skin since I am proud of its colour.</p> <p>4- A : Why does Edwige use this perfume ?</p> <p>B : Edwige uses this perfume since she wants to smell very good.</p> <p><u>Homework</u></p> <p>Students' workbook, WIN SKILLS page 83 <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>	Set a stress free atmosphere	<ul style="list-style-type: none"> -Initiates the activity -Checks Class list -Asks for the date 	<ul style="list-style-type: none"> -Participate to the activity -Answer to their names -Give the date 	<ul style="list-style-type: none"> -Song/TPR -Voice 	<p>-Date</p> <p>UNIT 4 : FASHION</p> <p>LESSON 3 : Keep your natural skin colour !</p> <p>SESSION 2</p>
<p>II-INPUT PHASE A- VOCABULARY (15min)</p>	Learning phase that introduces new items	-Presents the items and make students repeat	<ul style="list-style-type: none"> - Listen carefully - repeat individually, per row and in chorus 	Pictures/realias/ demonstrations	<p>I-VOCABULARY related to bleaching creams drawbacks.</p> <p>-Dermatologist : a doctor specialist of skin diseases</p> <p>–dermal infection : an infection of the skin (– skin cancer – skin spots)</p> <p>-- side effects : consequences</p> <p>– skin rash : demonstration</p> <p>– harmful : dangerous</p> <p>- ugly ≠ beautiful</p>

<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 : Asking and giving advice</p> <p>A : What should a dark complexion girl avoid ?</p> <p>B : A dark complexion girl should avoid bleaching her skin</p> <p>A : What shouldn't dark complexion girls do ?</p> <p>B : They shouldn't bleach their skins</p>
<p>II-ACTIVATION PHASE</p> <p>(15min)</p> <p>ACTIVITY 1</p> <p>(Exercise book)</p> <p>ACTIVITY 2</p> <p>(Exercise book)</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activities</p> <p>-they provide answers</p>	<p>Exercise book/ blackboard</p>	<p>BLACKBOARD TRACES</p> <p>Expected answers of activity 1:</p> <p>1-e ; 2-g ; 3- c ; 4- a ; 5- f ; 6- b ; 7- d</p> <p>Expected answers of activity 2:</p> <p>1- should (example) ; 2- shouldn't ; 3- shouldn't ; 4-should ; 5- shouldn't ; 6- should ; 7- should.</p> <p style="text-align: center;"><u>Homework</u></p>
<p>NOTE TAKING (10min)</p>					

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SESSION 3**

COLLEGE MODERNE DE NIEDIEKAHA	HABILETES	CONTENUS
Date :...../...../..... . Number of pupils :..... Boys :..... Girls :..... Class : Contact days :..... UNIT 4 : FASHION LESSON 3 : Keep your natural skin colour ! SESSION 3 SKILL : writing Duration : 55mins Source :English for all – win skills	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	
SITUATION D’EVALUATION		
<p>The British NGO “Proud of My Skin” is organizing a writing competition. The aim of the competition is to sensitize young people about the dangers of the use of bleaching creams. You decide to write an article to participate in the competition. In your piece of writing,</p> <p><i>-give three (03) reasons why people us bleaching creams ;</i></p> <p><i>-mention three (03) consequences of using bleaching creams ;</i></p> <p><i>-Suggest two (02) things people should do and two (02) things they shouldn’t do to avoid skin problems</i></p>		

SESSION 3

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	MATERIAL & TECHNICS	BB traces
PREPARING					
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 <u>QUIZ N°3 TERM 2</u> <u>UNIT 4 : FASHION</u> <u>LESSON 3 : Keep your natural skin colour !</u>
SETTING THE TASK					
Preliminary activities (05 min) Setting the task		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 moni -toring	1-Listen to teacher's instructions 2-Start working with peers		Equip students with the necessary tools to solve the communication situation.
SOLVING THE PROBLEM					
Solving the problem (20 min)		Monitors, helps if necessary,	Students do the task following teacher's instructions	Interactions in groups/pairs	Practice the competence

PERFORMING					
Presentation (10 min)		Jots down recurring mistakes.	- Present their work to the class - Listen and evaluate	Role-play individual presentations /	Perform publicly / Show the outcome of their work.
Feedback (10 min)		-Conducts a consensual production	Listen and react	T/S interaction	Evaluate the outcome.
NOTE TAKING (10min)					
<u>CORRECTION (example)</u>					

On August, 24th 2022, at Hotel Ivoire, I attended what will remain in the collective memory of fashionistas for many years as the greatest show of this new millennium. Gilles Touré who is now recognized as the rising star of the African fashion was exhibiting his latest collection of clothes. The room dedicated for the occasion was full of fashion purists coming from every corner of the world. At 9 p.m, the show started with the show began with the parade of the models wearing fashionable ready-to-wear composed of dresses, baggy trousers, vests and hats for women. The peak moment was the exhibition of his collection made of the traditional clothes of our country. The audience was amazed by the know-how of the artist with the kita, tapa, kamanje and mud clothes. The show ended with the cheers and applauds of an audience who seemed to have witnessed a sort of revolution and is getting ready for the next one which I am sure will be awesome too.

DEBORAH KOUASSI

UNIT 5

CITY OR VILLAGE

SKILL: LISTENING

FRONT PAGE
UNIT 5 : CITY OR VILLAGE
LESSON 1 : CITY LIFE

COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : Contact days : UNIT 5 :CITY OR VILLAGE? LESSON 1 : City life Skills : Listening SESSION 1 Duration : 55mins Source :English for all- win skills. <u>SITUATION D'APPRENTISSAGE</u> The students of 4è from Collège moderne of Niédiékaha are getting prepared to give a presentation on modern cities at the English Club meeting of their school. They listen to a BBC broadcasting about Abidjan in order to compare Abidjan in the past to Abidjan today.	HABILETES	CONTENUS		
	Connaître	- Les mots et expressions relatifs à la vie en zone urbaine - Les mots et structures grammaticales pour : <ul style="list-style-type: none"> • 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
		<u>SESSION 1</u> City – traffic light – tarred road – crossroad – supermarket – factory – bridge – police station – skyscraper - highway	Expressing wishes with "whish"+past simple	I wish I lived in a city
		<u>SESSION 2</u> Pollution – traffic jam – crowded place – downtown area – uptown area – slum – precarious house – car smoke – gutter – dirty place	Expressing purposes	Amoin goes to the city in order to find a good job

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	-Ask questions about the pictures/realias -Ask a student to read the Learning context -Ask question about the Learning context (who ; where ; when ; what ; why)	-Answer the questions after identification -read the learning context -answer the questions from the teacher	Pictures/realias -voice	UNIT 5 :CITY OR VILLAGE? LESSON 1 : City life SESSION 1
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat	- Listen carefully - repeat individually, per row and in chorus	Pictures/realias/ demonstrations	I-VOCABULARY related to city life -City : picture – traffic light : picture – tarred road : picture – crossroad : picture – supermarket : picture – factory : picture – bridge : picture – police station : picture – skyscraper : picture - highway : picture

<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 wishes with ‘whish’+past simple</p> <p>I wish I lived in a city</p>
<p>II-ACTIVATION PHASE</p> <p>(15min)</p> <p>Students’ workbook, WIN SKILLS page 91 (Activity 1 and 2)</p> <p>ACTIVITY 1</p> <p>(Exercisebook)</p> <p>ACTIVITY 2</p> <p>(Exercisebook)</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 activities</p> <p>-they provide answers</p>	<p>Blackboard/ Exercisebook</p>	<p>BLACKBOARD TRACES</p> <p>Expected answers of activity 1: 1- city (example) ; 2- skyscrapers ; 3- traffic lights ; 4-city dweller ; 5- factory ; 6- supermarket.</p> <p>Expected answers of activity 2:</p> <p>1- I wish you were here.</p> <p>2- Mary wishes she had money.</p> <p>3- My friends wish they lived in Yamoussoukro.</p> <p>4- I wish I lived in Abidjan.</p> <p>5- They wish they could swim.</p> <p>6- Young people wish they were not villagers</p> <p><u>Homework</u></p> <p>Students’ workbook, WIN SKILLS page 91 <i>Let’s take home</i></p>
<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>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 Provide answers</p>	<p>-Song/TPR -Voice</p> <p>BB</p>	<p>-Date</p> <p><u>UNIT 5: CITY OR VILLAGE?</u> <u>LESSON 1</u> : City life <u>SESSION 2</u></p>
<p>II-INPUT PHASE A-VOCABULARY (15min)</p>	<p>Learning phase that introduces new items</p>	<p>-Presents the items and make students repeat</p>	<p>- Listen carefully - repeat individually, per row and in chorus</p>	<p>Pictures/realias/ demonstrations</p>	<p>I-VOCABULARY relate to life in a city</p> <ul style="list-style-type: none"> -Pollution : picture - traffic jam: picture - crowded place: picture - downtown area : picture - uptown area : picture - slum : picture - precarious house : picture - car smoke : picture - gutter : picture - dirty place: picture

<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>Expressing purposes</p> <p>Amin goes to the city in order to find a good job</p>
<p>II-ACTIVATION PHASE</p> <p>(15min)</p> <p>Students' workbook, WIN SKILLS page 93 Activity 1 and 2</p> <p>ACTIVITY 1</p> <p>(Exercise book)</p> <p>ACTIVITY 2</p> <p>(Exercise book)</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activities</p> <p>-they provide answers</p>	<p>Exercise book/ blackboard</p>	<p>BLACKBOARD TRACES</p> <p>Expected answers of activity 1:</p> <p>1- d ; 2- g ; 3- b ; 4- a ; 5- f ; 6- c</p> <p>Expected answers of activity 2:</p> <p>1- A : Why do people go to the city ? B : People go to the city in order to find jobs.</p> <p>2- A : Why do people visit the zoo ? B : People visit the zoo in order to see animals.</p> <p>3- A : Why do people use traffic lights ? B : People use traffic lights in order to regulate the circulation</p> <p>4- A : Why do people go to the supermarket ? B : People go to the supermarket in order to do shopping.</p> <p>5-A : Why do people build gutters ? B : People build gutters in order to evacuate dirty water.</p> <p><u>Homework</u></p> <p>Students' workbook, WIN SKILLS page 93 <i>Let's take home</i></p>
<p>NOTE TAKING (10min)</p>					

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SESSION 3

COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : Contact days : UNIT 5: CITY OR VILLAGE? LESSON 1 : City life Skills : Listening SESSION 3 Duration : 55mins Source :English for all- win skills.	HABILETES	CONTENUS
	Connaître	- Les mots et expressions relatifs à la vie en zone urbaine - Les mots et structures grammaticales pour : <ul style="list-style-type: none"> • 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	
<u>SITUATION D'EVALUATION</u>		
<p>You are participating in a listening competition organized by the English Club of your school. You have to listen to a podcast about a city and do the activities that follow.</p> <p style="text-align: center;"><i>(see Students' workbook, WIN SKILLS page 94 COMMUNICATION ACTIVITY)</i></p> <p style="text-align: center;">LISTENING PASSAGE</p> <p>A city is a place where many people live. Cities are crowded places. A crowd is a group of people gather together. There are many jobs in the city. Many people move to the city to find a job. You can work at an office or a factory. You can work in a shop or a café. Cities have cultural institutions such as museums and libraries. Cities have financial institutions such as banks. Cities have medical facilities such as hospitals and clinics. Cities have education institutions such as colleges and universities. Cities usually have public transportation. There are buses and taxis. There are subways and trains. There is a lot of traffic in the city. Sometimes, there are so much traffic that vehicles can't move. That's called a traffic jam. There are many lights in the city. There are traffic lights. Cities are often polluted. Pollution is anything that harms the environment. There is air pollution. There is water pollution. There is noise pollution. Cities are noisy places.</p>		

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	MATERIAL & TECHNICS	BB traces
PREPARING					
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 <u>QUIZ</u> <u>UNIT 5: CITY OR VILLAGE?</u> <u>LESSON 1 : City life</u> <u>SESSION 3</u>
SETTING THE TASK					
Preliminary activities (05 min) Setting the task		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 moni -toring	1-Listen to teacher's instructions 2-Start working with peers		Equip students with the necessary tools to solve the communication situation.
SOLVING THE PROBLEM					
Solving the problem (20 min)		Monitors, helps if necessary,	Students do the task following teacher's instructions	Interactions in groups/pairs	Practice the competence

PERFORMING

Presentation (10 min)		Jots down recurring mistakes.	- Present their work to the class - Listen and evaluate	Role-play individual presentations /	Perform publicly / Show the outcome of their work.
Feedback (10 min)		-Conducts a consensual production	Listen and react	T/S interaction	Evaluate the outcome.
NOTE TAKING (10min)					

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UNIT 5 : CITY OR VILLAGE
LESSON 2 : Is village life better ?

<p>COLLEGE MODERNE DE NIDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : Contact days :</p> <p>UNIT 5 :CITY OR VILLAGE? LESSON 2 : Is village life better ? Skills : Listening SESSION 1 Duration : 55mins Source :English for all- win skills. <u>SITUATION D'APPRENTISSAGE</u> During an English class, the teacher asks his students of 4è to listen to a VOA (Voice Of America) program about city life and village life in order to compare them, express their feelings and give the reasons for their feelings.</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 Hut – hamlet – farm – peasant – dusty road – firewood – river – traditional ceremony	Expressing feelings	A : How are you in the village ? B : I'm very happy in the village.	
	SESSION 2 King – queen – darkness – country boy – to clean – to sweep – broom – tchatched roof – cattle - herdsman	Expressing reasons with "to be due to"	A : the air in the village is very good B : yes, that's due to the natural and clean environment	

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
I- INTRODUCTION a-Warm Up (2min) c-Lead in Activity & Learning Context (8min)	Set a stress free atmosphere Prepares students to the learning process	-Initiates the activity -Checks Class list -Asks for the date -Ask questions about the pictures/realias -Ask a student to read the Learning context -Ask question about the Learning context (who ; where ; when ; what ; why)	-Participate to the activity -Answer to their names -Give the date -Answer the questions after identification -read the learning context -answer the questions from the teacher	-Song/TPR -Voice Pictures/realias -voice	-Date UNIT 5 :CITY OR VILLAGE? LESSON 2 : Life in the village SESSION 1
II-INPUT PHASE A- VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat	- Listen carefully - repeat individually, per row and in chorus	Pictures/realias/ demonstrations	I-VOCABULARY related to rural life -Hut: picture – hamlet : picture – farm : picture – peasant : picture – dusty road : picture – firewood : picture – river : picture – traditional ceremony:

<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 : Expressing feelings</p> <p>A : How are you in the village ? B : I'm very happy in the village.</p>
<p>II-ACTIVATION PHASE</p> <p>(15min)</p> <p>Students' workbook, WIN SKILLS page 97 (Activity 1 and 2)</p> <p>ACTIVITY 1 (Exercisebook)</p> <p>ACTIVITY 2 (Exercisebook)</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 activities</p> <p>-they provide answers</p>	<p>Blackboard/ Exercisebook</p>	<p>BLACKBOARD TRACES</p> <p>Expected answers of activity 1: 1- hamlet (example) ; 2- tradition ; 3- peasant ; 4- hut ;5- dusty ; 6- river ; 7- farm ; 8- bumpy ; 9- firewood</p> <p>Expected answers of activity 2: 1- happy (example) ; 2- firewood ; 3- ceremony ;4- hamlet ; 5- delighted</p> <p><u>Homework</u> Students' workbook, WIN SKILLS page 97 <i>Let's take home</i></p>
<p>NOTE TAKING (10min)</p>					

SESSION 2

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	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 UNIT 5 : CITY OR VILLAGE? LESSON 1 : Is village life better SESSION 2
II-INPUT PHASE A- VOCABULARY (15min)	Learning phase that introduces new items	-Presents the items and make students repeat	- Listen carefully - repeat individually, per row and in chorus	Pictures/realias/ demonstrations	I-VOCABULARY relate to life in a village Country boy – image King – image Queen – image broom – image to sweep – image tchatched roof – image to clean – image cattle – image herdsman – image darkness – image

<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>Expressing reasons with “to be due to”</p> <p>A : the air in the village is very good</p> <p>B : yes, that’s due to the natural and clean environment</p>
<p>II-ACTIVATION PHASE</p> <p>(15min)</p> <p>Students’ workbook, WIN SKILLS page 9 9 Activity 1 and 2</p> <p>ACTIVITY 1</p> <p>(Exercise book)</p> <p>ACTIVITY 2</p> <p>(Exercise book)</p>	<p>Check students’ comprehension</p>	<p>-Distribute the worksheets and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activities</p> <p>-they provide answers</p>	<p>Exercise book/ blackboard</p>	<p>BLACKBOARD TRACES</p> <p>Expected answers of activity 1 : 1- Broom (example) ; 2- Clean ; 3- Cattle ; 4- Herdsman ; 5- Queen ; 6- Sweep</p> <p>Expected answers of activity 2 :</p> <p>1- The villagers live in harmony due to solidarity.</p> <p>2- The river is full of water due to the period of rain.</p> <p>3- There is a good climate in my village due to the forest around.</p> <p>4- The villagers live in darkness due to a problem of electricity.</p> <p>5- People are happy in my village due to the good living conditions</p> <p><u>Homework</u></p> <p>Students’ workbook, WIN SKILLS page 99 <i>Let’s take home</i></p>
<p>NOTE TAKING (10min)</p>					

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SESSION 3**

COLLEGE MODERNE DE NIEDIEKAHA	HABILETES	CONTENUS
Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : Contact days : UNIT 5 :CITY OR VILLAGE? LESSON 2 : Is village life better ? Skills : Listening SESSION 3 Duration : 55mins Source :English for all- win skills.	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	
SITUATION D'EVALUATION		
<p>The English Club is organizing a debate about rural life. In order to participate, you decide to listen to a BBC radio report about life in the village. Do the activities that follow : (see Students' workbook, WIN SKILLS page 100 COMMUNICATION ACTIVITY)</p>		
LISTENING PASSAGE		
<p>Living in the village may be more relaxing, but it can get boring as life is slower. There is less to do to have fun, like going to the cinema, zoo or the swimming pool because these facilities lack in rural areas. It is also more difficult to get to places and travel because often there are no good public transport systems. Getting a job in the village may also be very difficult. Most jobs are in the city so people have to go there if they want to have a better life. The difficulties of village life are the main reasons of rural exodus</p>		

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
PREPARING					
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 UNIT 5 :CITY OR VILLAGE? LESSON 2 : Is village life better ? SESSION 3
SETTING THE TASK					
Preliminary activities (05 min) Setting the task		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		Equip students with the necessary tools to solve the communication situation.
SOLVING THE PROBLEM					
Solving the problem (20 min)		Monitors, helps if necessary,	Students do the task following teacher's instructions	Interactions in groups/pairs	Practice the competence

PERFORMING

Presentation (10 min)		Jots down recurring mistakes.	- Present their work to the class - Listen and evaluate	Role-play individual presentations /	Perform publicly / Show the outcome of their work.
Feedback (10 min)		-Conducts a consensual production	Listen and react	T/S interaction	Evaluate the outcome.
NOTE TAKING (10min)					

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UNIT 5 : CITY OR VILLAGE
LESSON 3 : Zokou moves to the city

COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : Contact days : UNIT 5 :CITY OR VILLAGE? LESSON 3 : Zoko moves to the city SESSION 1 Duration : 55mins Skills : Listening Source :English for all- win skills. <u>SITUATION D'APPRENTISSAGE</u> During an English class, the students of 4è listen to an audio recording about rural exodus in order to discuss its causes and consequences. Then they decide to sensitize young people about the phenomenon	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 Rural exodus – city-dweller – countrywoman – to leave - old man - well-being – labour force – countryman - depopulation	Expressing a result with “so ...that”	The village is so silent that you can hear the birds singing
	SESSION 2 Homeless – unemployment – jobless – drug-addict – thief – beggar – temptation – burglar – street children	Making suggestions using -Why don't you ? -what/how about ... ?	A. I'm hungry B. What/how about cooking a meal ? A. I cannot cook B. Why don't you buy some food ?

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
I- INTRODUCTION a-Warm Up (2min) c-Lead in Activity & Learning Context (8min)	Set a stress free atmosphere Prepares students to the learning process	-Initiates the activity -Checks Class list -Asks for the date -Ask questions about the pictures/realias -Ask a student to read the Learning context -Ask question about the Learning context (who ; where ; when ; what ; why)	-Participate to the activity -Answer to their names -Give the date -Answer the questions after identification -read the learning context -answer the questions from the teacher	-Song/TPR -Voice Pictures/realias -voice	-Date UNIT 5 :CITY OR VILLAGE? LESSON 3 : Rural exodus SESSION 1
II-INPUT PHASE A- VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat	- Listen carefully - repeat individually, per row and in chorus	Pictures/realias/ demonstrations	I-VOCABULARY related to rural life Rural exodus: a massive movement of people from villages towards cities – city-dweller : a person who lives in a city – countrywoman :a woman who lives in a city – to leave : to quit - old man: picture picture – labour force: people able to work – countryman: picture - depopulation: reduction of the population

<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 a result with ‘so ...that</p> <p>The village is so silent that you can hear the birds singing</p>
<p>II-ACTIVATION PHASE</p> <p>(15min)</p> <p>Students’ workbook, WIN SKILLS page 103 (Activity 1 and 2)</p> <p>ACTIVITY 1</p> <p>(Exercisebook)</p> <p>ACTIVITY 2</p> <p>(Exercisebook)</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 activities</p> <p>-they provide answers</p>	<p>Blackboard/ Exercisebook</p>	<p>BLACKBOARD TRACES</p> <p>Expected answers of activity 1 :</p> <p>1- e (example) ; 2- c ; 3- g ; 4- b ; 5- a ; 6- f.</p> <p>Expected answers of activity 1 :</p> <p>1- The wind was so strong that it destroyed some huts. (example)</p> <p>2- He felt so sad in the village that he went to the city.</p> <p>3- My village is so clean that we have a healthy environment.</p> <p>4- Farm work is so difficult that young people prefer city life.</p> <p>5- City life is so attractive that many people leave the village.</p> <p><u>Homework</u></p> <p>Students’ workbook, WIN SKILLS page 103 <i>Let’s take home</i></p>
<p>NOTE TAKING (10min)</p>					

SESSION 2

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	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 UNIT 5 :CITY OR VILLAGE? LESSON 3 : Zoko moves to the city SESSION 2
II-INPUT PHASE A- VOCABULARY (15min)	Learning phase that introduces new items	-Presents the items and make students repeat	- Listen carefully - repeat individually, per row and in chorus	Pictures/realias/ demonstrations	I-VOCABULARY relate to life in a city - Homeless: picture – unemployment : lack of job – jobless : lack of job – drug-addict: picture – thief : picture – beggar: picture – temptation : (drug, alcohol, smoking are temptation) – burglar: picture – street children: picture

<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 : Making suggestions using</p> <p>-Why don't you .. ?</p> <p>-what/how about .. ?</p> <p>A. I'm hungry B. What/how about cooking a meal ? A. I cannot cook B. Why don't you buy some food ?</p>
<p>II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 105 (Activity 1 and 2)</p> <p>ACTIVITY 1 (Exercise book)</p> <p>ACTIVITY 2 (Exercise book)</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activities</p> <p>-they provide answers</p>	<p>Exercise book/ blackboard</p>	<p>BLACKBOARD TRACES</p> <p>Expected answers of activity 1: 1- homeless (example) ; 2- jobless ; 3- thief ; 4- unemployment ; 5- beggar ; 6- temptations</p> <p>Expected answers of activity 2 : oral</p> <p><u>Homework</u> Students' workbook, WIN SKILLS page 105 <i>Let's take home</i></p>
<p>NOTE TAKING (10min)</p>					

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SESSION 3**

<p>COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : Contact days :</p> <p>UNIT 5 :CITY OR VILLAGE? LESSON 3 : Zoko moves to the city Skills : Listening SESSION 3 Duration : 55mins Source :English for all- win skills.</p>	HABILETES	CONTENUS
	Connaître	<ul style="list-style-type: none"> - 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 <p style="text-align: right;">exprimer des conséquences</p>
	Ecouter	- Les prononciations des mots et expressions relatifs à l'exode rural
	Identifier	<ul style="list-style-type: none"> - 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	
<u>SITUATION D'EVALUATION</u>		
<p>During a competition organized by the American Embassy in you school, you are asked to listen to a Voice of America (VOA) report about exodus and do the tasks below. While you are listening to the report, Do the activities from <i>Students' workbook, WIN SKILLS page 106 COMMUNICATION ACTIVITY</i>)</p> <p style="text-align: center;">LISTENING PASSAGE</p> <p>Rural exodus or rural flight or even urban-rural migration is the movement of people from rural areas to urban areas. Conflicts, violence and natural disasters are among the root causes of rural exodus. Many migrants are compelled to move because of socio-economic factors, including poverty, food insecurity, lack of employment opportunities, limited access to social protection, natural resource depletion and the adverse impacts of environmental degradation and climate change. Unfortunately, once in the city, the migrants are faced with the tough reality. Many migrants do not have the education or skills to acquire decent jobs in cities and are then forced into unstable, low paying jobs. Rural flight also contributes to the reduction of labour force in village and urban growth.</p>		

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
PREPARING					
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 <u>QUIZ</u> <u>UNIT 5 :CITY OR VILLAGE?</u> <u>LESSON 3</u> : Zoko moves to the city <u>SESSION 3</u>
SETTING THE TASK					
Preliminary activities (05 min) Setting the task		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		Equip students with the necessary tools to solve the communication situation.
SOLVING THE PROBLEM					
Solving the problem (20 min)		Monitors, helps if necessary,	Students do the task following teacher's instructions	Interactions in groups/pairs	Practice the competence
PERFORMING					

<p>Presentation (10 min)</p> <p>Feedback (10 min)</p>		<p>Jots down recurring mistakes.</p> <p>-Conducts a consensual production</p>	<p>- Present their work to the class - Listen and evaluate</p> <p>Listen and react</p>	<p>Role-play / individual presentations</p> <p>T/S interaction</p>	<p>Perform publicly / Show the outcome of their work.</p> <p>Evaluate the outcome.</p>
<p>NOTE TAKING (10min)</p>					

UNIT 6

HUMAN RIGHTS

SKILL: LISTENING

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UNIT 6 : HUMAN RIGHTS
LESSON 1 : I KNOW MY RIGHTS

COLLEGE MODERNE DE NIDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : Contact days : UNIT 6 : HUMAN RIGHTS LESSON 1 : I know my rights Skills : Listening SESSION 1 Duration : 55mins Source :English for all- win skills. <u>SITUATION D'APPRENTISSAGE</u> During the English class, the teacher makes the students listen to a tape recording about Human Rights violation in the world, in order to discuss the issue.	HABILETES	CONTENUS	
	Connaître	- Les mots et expressions liés au respect des droits humains - Les formules et expressions pour exprimer son opinion, son approbation/désapprobation - Les mots et structures grammaticales pour exprimer les droits du citoyen	
	Ecouter	- Les prononciations des mots et expressions relatifs au respect des droits humains	
	Identifier	- Les mots-clés d'un message oral - Identifier l'idée générale d'un message oral	
	Distinguer	- L'intonation correcte	
	Comprendre	- Un message oral relatif aux droits humains	
	TEACHING POINTS		
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
	SESSION 1 life (to live) – education (to go to school) – nutrition (to eat) – healthcare (medical care) – identity – to love – protection - security	Expressing my rights	<ul style="list-style-type: none"> • It's my right to go to school • I've the right to play
	SESSION 2 To vote – the right to freedom of speech – the right to work – the right to have fun (the right to play) – the right to equality – the right to justice	Expressing agreeing/disagreeing	<ul style="list-style-type: none"> . I agree with you . I disagree with you on that point

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	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	-Ask questions about the pictures/realias -Ask a student to read the Learning context -Ask question about the Learning context (who ; where ; when ; what ; why)	-Answer the questions after identification -read the learning context -answer the questions from the teacher	Pictures/realias -voice	UNIT 6 : HUMAN RIGHTS LESSON 1 : I know my rights Skills : Listening SESSION 1
II-INPUT PHASE A- VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat	- Listen carefully - repeat individually, per row and in chorus	Pictures/realias/ demonstrations	I-VOCABULARY related to citizens' rights (picture) -life (to live) – education (to go to school) – nutrition (to eat) – healthcare (medical care) – identity – to love – protection - security

<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 rights</p> <ul style="list-style-type: none"> • It's my right to go to school • I've the right to play
<p>II-ACTIVATION PHASE</p> <p>(15min)</p> <p>Students' workbook, WIN SKILLS page 113 Activity 1 and 2</p> <p>ACTIVITY 1</p> <p>(Exercise book)</p> <p>ACTIVITY 2</p> <p>(Exercise book)</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 activities</p> <p>-they provide answers</p>	<p>Exercise book/ bb</p>	<p>BLACKBOARD TRACES</p> <p><u>Activity 1: feedback</u></p> <p>1-the right to life ; 2- the right to love ; 3- the right to medical care ; 4- the right to an identity ; 5- the right to nutrition ; 6- the right to education</p> <p><u>Activity 2: feedback</u></p> <p>1- Children have the right to education.</p> <p>2- We have the right to healthcare.</p> <p>3- It's my right as a citizen to be protected.</p> <p>4- It's children's right to eat good food.</p> <p>5- Anybody has the right to an identity</p> <p><u>Homework</u></p> <p>Students' workbook, WIN SKILLS page 113</p> <p><i>Let's take home</i></p>
<p>NOTE TAKING (10min)</p>					

SESSION 2

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	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 UNIT 6 : HUMAN RIGHTS LESSON 1 : Citizens' rights Skills : Listening SESSION 2
II-INPUT PHASE A-VOCABULARY (15min)	Learning phase that introduces new items	-Presents the items and make students repeat	- Listen carefully - repeat individually, per row and in chorus	Pictures/realias/ demonstrations	I-VOCABULARY relate to citizens' rights -To vote – the right to freedom of speech – the right to work – the right to have fun (the right to play) – the right to equality – the right to justice

<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>Expressing agreeing or disagreeing</p> <p>. I agree with you</p> <p>. I disagree with you on that point</p>
<p>II-ACTIVATION PHASE</p> <p>(15min)</p> <p>Students' workbook, WIN SKILLS page 115 (Activity 1 and 2)</p> <p>ACTIVITY 1</p> <p>(Exercise book)</p> <p>ACTIVITY 2</p> <p>(Exercise book)</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activities</p> <p>-they provide answers</p>	<p>Exercise book/ BB</p>	<p>BLACKBOARD TRACES</p> <p><u>Activity 1: feedback</u></p> <p>1- life (example) ; 2- name ; 3- education ; 4- loves ; 5- nutrition ; 6- health</p> <p><u>Activity 2: feedback</u></p> <p>1- I disagree (example); 2- I disagree ; 3- I agree; 4- I agree</p> <p><u>Homework</u></p> <p>Students' workbook, WIN SKILLS page 115 <i>Let's take home</i></p>
<p>NOTE TAKING (10min)</p>					

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SESSION 3**

COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : Contact days : UNIT 6 : HUMAN RIGHTS LESSON 1 : I know my rights Skills : Listening SESSION 3 Duration : 55mins Source :English for all- win skills.	HABILETES	CONTENUS
	Connaître	- Les mots et expressions liés au respect des droits humains - Les formules et expressions pour exprimer son opinion, son approbation/désapprobation - Les mots et structures grammaticales pour exprimer les droits du citoyen
	Ecouter	- Les prononciations des mots et expressions relatifs au respect des droits humains
	Identifier	- Les mots-clés d'un message oral - Identifier l'idée générale d'un message oral
	Distinguer	- L'intonation correcte
	Comprendre	- Un message oral relatif aux droits humains
	TEACHING POINTS	
SITUATION D'EVALUATION		
<p>The listening competition organized by American Cultural Center on the International Human Rights' Day is going to take place in a few days. As the representative of your school English Club, your English teacher makes you do this listening exercise so as to better prepare you to win the competition. While you listen to the passage, do the activities of Students' workbook, WIN SKILLS page 116 COMMUNICATION ACTIVITY)</p>		
LISTENING PASSAGE		
<p>All children deserve equality, despite their difference. They have rights, no matter what race, colour, religion, language, ethnicity, gender or abilities define them. The right to an identity Children are entitled to a name, legally registered with the government, and a nationality to belong to a country. The right to health Medical care, nutrition, protection from harmful habits (including drugs) and safe working environments are covered under the right to health. The right to education Right to free primary education is critical for helping children develop discipline, life skills while finding a safe and healthy environment to nurture a child's physiological development. This includes freedom from violence, abuse or neglect. The right to a family life Children must live with their parents until it is dangerous to them. Children who do not have access to a family life, have a right to special care and must be looked after properly, by people who respect their ethnic group, religion, culture and language.</p>		

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	MATERIAL & TECHNICS	BB traces
PREPARING					
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 UNIT 6 : HUMAN RIGHTS LESSON 1 : I know my rights SESSION 3
SETTING THE TASK					
Preliminary activities (05 min) Setting the task		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 moni -toring	1-Listen to teacher's instructions 2-Start working with peers		Equip students with the necessary tools to solve the communication situation.

SOLVING THE PROBLEM					
Solving the problem (20 min)		Monitors, helps if necessary,	Students do the task following teacher's instructions	Interactions in groups/pairs	Practice the competence
Performing					
Presentation (10 min)		Jots down recurring mistakes.	- Present their work to the class - Listen and evaluate	Role-play individual presentations /	Perform publicly / Show the outcome of their work.
Feedback (10 min)		-Conducts a consensual production	Listen and react	T/S interaction	Evaluate the outcome.
NOTE TAKING (10min)					

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UNIT 6 : HUMAN RIGHTS
LESSON 2 : What are your duties ?

COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : Contact days : UNIT 6 :HUMAN RIGHTS LESSON 2 : What are your duties ? Skills : Listening SESSION 1 Duration : 55mins Source : English for all- win skills. SITUATION D'APPRENTISSAGE During an English club meeting of your school, the coordinator makes the students of 3è listen to a recording from Voice Of America (VOA) about Human duties, in order to discuss the issue.	HABILETES	CONTENUS	
	Connaître	- Les mots et expressions relatifs à la citoyenneté et aux devoirs du citoyen - Les mots et structures grammaticales pour : <ul style="list-style-type: none"> • exprimer les devoirs du citoyen • exprimer les raisons 	
	Ecouter	- Les prononciations des mots et expressions relatifs à la citoyenneté et aux devoirs du citoyen	
	Identifier	- Les mots-clés d'un message oral - Identifier l'idée générale d'un message oral	
	Distinguer	- L'intonation correcte	
	Comprendre	- Un message oral relatif à la citoyenneté et aux devoirs du citoyen	
	TEACHING POINTS		
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
	SESSION 1	Expressing a necessity	-I have the duty to obey my parents. -it's our responsibility/obligation to work hard at school.
	Duty – to pay taxes – to help old people – obligation – to respect classrooms – to keep the environment clean – to obey parents – to study the lessons		
	SESSION 2	Giving reasons	-Ali sends his daughter to school, as he is a good father. -I work hard at school since I want to go up to 3è.
	to tidy the bedroom – to be kind to others – to be well-dressed – to sweep the floor – to do the laundry – to behave correctly – housework – school regulations		

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	-Ask questions about the pictures/realias -Ask a student to read the Learning context -Ask question about the Learning context (who ; where ; when ; what ; why)	-Answer the questions after identification -read the learning context -answer the questions from the teacher	Pictures/realias -voice	UNIT 6 :HUMAN RIGHTS LESSON 2 : What are your duties ? Skills : Listening SESSION 1
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat	- Listen carefully - repeat individually, per row and in chorus	Pictures/realias/ demonstrations	<u>I-VOCABULARY</u> related to citizens' duties -Duties: obligations – To pay taxes: pay impost – To help old people: to aid old people – To respect classrooms rules: – To keep the environment clean – To obey parents – To study the lessons

<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 a necessity</p> <p>-I must go/have to go to school</p> <p>-it's our duty to work hard at school</p>
<p>II-ACTIVATION PHASE</p> <p>(15min)</p> <p>Students' workbook, WIN SKILLS page 119</p> <p>Activity 1 and 2</p> <p>ACTIVITY 1</p> <p>(Exercisebook)</p> <p>ACTIVITY 2</p> <p>(Exercisebook)</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>Expected answers of activity 1 :</p> <p>The duty to pay taxes (example) ; 2- the duty to keep our environment clean ; 3- the duty to study one's lessons ; 4- the duty to help old people ; 5- the duty to obey the parents</p> <p>Expected answers of activity 2 : oral</p> <p><u>Homework</u></p> <p>Students' workbook, WIN SKILLS page 119</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) b-Revision (3min)</p>	Set a stress free atmosphere	<ul style="list-style-type: none"> -Initiates the activity -Checks Class list -Asks for the date 	<ul style="list-style-type: none"> -Participate to the activity -Answer to their names -Give the date 	<ul style="list-style-type: none"> -Song/TPR -Voice 	<p>-Date</p> <p>UNIT 6 :HUMAN RIGHTS LESSON 2 : What are your duties ? Skills : Listening SESSION 2</p>
<p>II-INPUT PHASE A-VOCABULARY (15min)</p>	Learning phase that introduces new items	-Presents the items and make students repeat	<ul style="list-style-type: none"> - Listen carefully - repeat individually, per row and in chorus 	Definitions or synonyms	<p>I-VOCABULARY Relate to citizens' duties</p> <ul style="list-style-type: none"> -To tidy the bedroom : organize one's bedroom – To be kind to others : to be gentle to people – To be well-dressed : to wear correct clothes – To sweep the floor: To clean with broom – To do the laundry: to do washing – To behave correctly: have good comportment – Housework : home exercises – School regulations: school rules

<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>Expressing the absence of necessity</p> <p>-we needn't visit the zoo</p> <p>- He doesn't have to play the next game</p> <p>-You don't have to play the next game</p>
<p>II-ACTIVATION PHASE</p> <p>(15min)</p> <p>Students' workbook, WIN SKILLS page 121 Activity 1 and 2</p> <p>ACTIVITY 1</p> <p>(Exercise book)</p> <p>ACTIVITY 2</p> <p>(Exercise book)</p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activities</p> <p>-they provide answers</p>	<p>Exercise book/ blackboard</p>	<p>BLACKBOARD TRACES</p> <p>Expected answers of activity 1 : 1- f (example) ; 2- e ; 3- d ; 4- a ; 5- b ; 6- c</p> <p>Expected answers of activity 2 : oral</p> <p><u>Homework</u></p> <p>Students' workbook, WIN SKILLS page 121 <i>Let's take home</i></p>

NOTE TAKING (10min)

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SESSION 3**

COLLEGE MODERNE DE NIEDIEKAHA	HABILETES	CONTENUS
Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : Contact days : UNIT 6 :HUMAN RIGHTS LESSON 2 : What are your duties ? Skills : Listening SESSION 3 Duration : 55mins Source :English for all- win skills.	Connaître	- Les mots et expressions relatifs à la citoyenneté et aux devoirs du citoyen - Les mots et structures grammaticales pour : <ul style="list-style-type: none"> • exprimer les devoirs du citoyen exprimer les raisons
	Ecouter	- Les prononciations des mots et expressions relatifs à la citoyenneté et aux devoirs du citoyen
	Identifier	- Les mots-clés d'un message oral - Identifier l'idée générale d'un message oral
	Distinguer	- L'intonation correcte
	Comprendre	- Un message oral relatif à la citoyenneté et aux devoirs du citoyen
	TEACHING POINTS	
SITUATION D'EVALUATION		
<p>The British Embassy is organizing a listening competition in your school next week on the importance of accomplishing one's duties. Fortunately, as you turn on your television, you fall on a programme dealing with the same topic on English Club TV. To get well prepared for the coming competition, you decide to listen to the programme. As you listen, do the activities of Students' workbook, WIN SKILLS page 122 COMMUNICATION ACTIVITY)</p> <p style="text-align: center;">LISTENING PASSAGE</p> <p>When Ada got her Baccalaureate degree, she decided to leave Lagos for London. Which was her dream when she was eight? In England, life was difficult because she had to accomplish her duties. For English people, a duty is what a citizen must do by moral or legal obligation. She was refused house and job. She was treated by English people as a secondclass citizen since she was not capable of paying her taxes. Paying tax is a duty every person living in England must accomplish. The social cohesion and citizenship of England is preserved by the accomplishment of duties.</p>		

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	MATERIAL & TECHNICS	BB traces
PREPARING					
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 UNIT 6 :HUMAN RIGHTS LESSON 2 : What are your duties ? SESSION 3
SETTING THE TASK					
Preliminary activities (05 min) Setting the task		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 moni -toring	1-Listen to teacher's instructions 2-Start working with peers		Equip students with the necessary tools to solve the communication situation.
SOLVING THE PROBLEM					

Solving the problem (20 min)		Monitors, helps if necessary,	Students do the task following teacher's instructions	Interactions in groups/pairs	Practice the competence
PERFORMING					
Presentation (10 min)		Jots down recurring mistakes.	- Present their work to the class - Listen and evaluate	Role-play individual presentations /	Perform publicly / Show the outcome of their work.
Feedback (10 min)		-Conducts a consensual production	Listen and react	T/S interaction	Evaluate the outcome.
NOTE TAKING (10min)					

FRONT PAGE
UNIT 6 : HUMAN RIGHTS
LESSON 3 : Let's promote tolerance

COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : Contact days :	HABILETES		CONTENUS	
	Connaître		- Les mots et expressions relatifs au civisme et à la tolérance - Les mots et les structures grammaticales pour exprimer les obligations/des interdictions	
	Ecouter		- Les prononciations des mots et expressions relatifs au civisme et à la tolérance	
	Identifier		- Les mots-clés d'un message oral - Identifier l'idée générale d'un message oral	
	Distinguer		- L'intonation correcte	
	Comprendre		- Un message oral relatif au civisme et à la tolérance	
TEACHING POINTS				
UNIT 6 :HUMAN RIGHTS LESSON 3 : Let's promote Tolerance Skills : Listening SESSION 1 Duration : 55mins	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE	
	SESSION 1 war – help – peacemaker – reconciliation – solidaity - tolerance	Expressing obligations	- I have got to / must promote tolerance - We mustn't/don't have to promote vilolence	

<p>Source :English for all- win skills.</p> <p style="text-align: center;"><u>SITUATION</u> <u>D'APPRENTISSAGE</u></p> <p>During the English class, the teacher makes the students listen to a tape recording about tolerance and non-violence.</p>	<p style="text-align: center;"><u>SESSION 2</u></p> <p>forgiveness – acceptance – censure – weapons – non- violence – cacophony – rejection – brotherhood – social cohesion</p>	<p>Expressing prohibitions</p>	<p>-It's prohibited/forbidden to promote intolerance - It's not allowed/permitted to abuse old people.</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>-Ask questions about the pictures/realias -Ask a student to read the Learning context -Ask question about the Learning context (who ; where ; when ; what ; why)</p>	<p>-Participate to the activity -Answer to their names -Give the date</p> <p>-Answer the questions after identification -read the learning context -answer the questions from the teacher</p>	<p>-Song/TPR -Voice</p> <p>Pictures/realias</p> <p>-voice</p>	<p>-Date</p> <p><u>UNIT 6</u> :HUMAN RIGHTS <u>LESSON 3</u> : Let's promote <u>SESSION 1</u></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>I-VOCABULARY related to tolerance</p> <p>-war :armed conflict - help : aid</p>

					<ul style="list-style-type: none"> - peacemaker : someone who initiates peace between people in conflict - reconciliation : making two persons or two groups friendly again after a conflict - solidarity : the fact of assisting or supporting someone in need - tolerance : indulgence
B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -demonstration -individual and choral repetition 	II-LANGUAGE FUNCTION : Expressing obligations <ul style="list-style-type: none"> - I have got to / must promote tolerance - We mustn't/don't have to promote violence

<p>II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 125 Activity 1 and 2</p> <p>ACTIVITY 1 (Exercisebook)</p> <p>ACTIVITY 2 (Exercisebook)</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 activities</p> <p>-they provide answers</p>	<p>Blackboard/ Exercisebook</p>	<p>BLACKBOARD TRACES possible answers of activity 1: 1- d (example) ; 2- e ; 3- a ; 4- c ; 5- f ; 6- b</p> <p>Expected answers of activity 2:</p> <p>1- I have got to promote social cohesion. 2- We mustn't encourage discrimination. 3- We must fight against violence. 4- The government has to guarantee equal rights. 5- I haven't got to reject other's opinions. 6- We have got to campaign for solidarity</p> <p><u>Homework</u> Students' workbook, WIN SKILLS page 125 <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>-Initiates the activity -Checks Class list -Asks for the date</p>	<p>-Participate to the activity -Answer to their names -Give the date</p>	<p>-Song/TPR -Voice</p>	<p>-Date</p> <p>UNIT 6: HUMAN RIGHTS <u>LESSON 3</u> : Let's promote <u>SESSION 2</u></p>

<p>II-INPUT PHASE A- VOCABULARY (15min)</p>	<p>Learning phase that introduces new items</p>	<p>-Presents the items and make students repeat</p>		<p>Pictures/realias/ demonstrations</p>	<p>I-VOCABULARY relate to tolerance</p> <ul style="list-style-type: none"> -forgiveness : pardon – acceptance: accept strangers – censure : prohibit – weapons : arm – non-violence: No use of violence – cacophony: noise – rejection: fact of rejecting – brotherhood : fraternity – social cohesion : social unity
<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 : Expressing prohibition</p> <p>--It's prohibited/forbidden to promote intolerance</p> <p>- It's not allowed/permitted to abuse old people.</p>

II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 127 (Activity 1 and 2) ACTIVITY 1 (Exercise book) ACTIVITY 2 (Exercise book)	Check students' comprehension	-Distribute the worksheets and set the timing -Ask for the answers	-Do the activities -they provide answers	Exercise book/ blackboard	<p style="text-align: center;">BLACKBOARD TRACES</p> <p>Expected answers of activity 1: 1- non-violence ; brotherhood ; 3- censured ; 4- cacophony ; forgiveness</p> <p>Expected answers of activity 2 : 1- It's forbidden to cheat during tests. 2- It is not permitted to watch movies on violence. 3- It's prohibited to use children as soldiers in armed conflicts. 4- It's forbidden to hate a person after a quarrel.</p> <p style="text-align: center;"><u>Homework</u> Students' workbook, WIN SKILLS page 127 <i>Let's take</i></p>
NOTE TAKING (10min)					

FRONT PAGE SESSION 3		
COLLEGE MODERNE DE NIEDIEKAHA	HABILETES	CONTENUS
Date :/...../..... Number of pupils : Boys : Girls : Class : Contact days :	Connaître	- Les mots et expressions relatifs au civisme et à la tolérance - Les mots et les structures grammaticales pour exprimer les obligations/des interdictions
	Ecouter	- Les prononciations des mots et expressions relatifs au civisme et à la tolérance
	Identifier	- Les mots-clés d'un message oral - Identifier l'idée générale d'un message oral
	Distinguer	- L'intonation correcte
	Comprendre	- Un message oral relatif au civisme et à la tolérance
	TEACHING POINTS	

<p><u>UNIT 6</u> :HUMAN RIGHTS</p> <p><u>LESSON 3</u> : Let's promote Tolerance</p> <p><u>Skills</u> : Listening</p> <p><u>SESSION 3</u></p> <p><u>Duration</u> : 55mins</p> <p><u>Source</u> :English for all- win skills.</p>	<p><u>SITUATION D'EVALUATION</u></p> <p>On the international Day of tolerance, the Embassy of South Africa in Cote d'Ivoire is organizing a listening competition about tolerance. You are asked to listen to a podcast and do the tasks that go along with it. As you listen to the podcast,</p> <p><i>(Do the activities of Students' workbook, WIN SKILLS page 128 COMMUNICATION ACTIVITY)</i></p> <p style="text-align: center;">LISTENING PASSAGE</p> <p>Tolerance is the respect, the acceptance and appreciation of the rich diversity of our world's culture, our forms of expression and ways of being human. It's also openness, communication and freedom of thought, conscience and belief. Tolerance is the harmony in difference. It means that we have to be kind to everyone, shake hands with everyone and always forgive when we are hurt by wrong attitudes. We have got to seek dialogue and reconciliation in times of conflicts. We must accept people from other cultures, countries and races. If we want to live in a peaceful world, we all have to take strong measures against the rejection of people from other religions, the practice of injustice and racism. In one word, we mustn't accept any form of violence and discrimination.</p>
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STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	MATERIAL & TECHNICS	BB traces
PREPARING					
<p>I- INTRODUCTION</p> <p>a-Warm Up (2min)</p> <p>b-Revision (3min)</p>	<p>Set a stress free atmosphere</p>	<p>-Initiates the activity</p> <p>-Checks Class list</p> <p>-Asks for the date</p>	<p>-Participate to the activity</p> <p>-Answer to their names</p> <p>-Give the date</p>	<p>-Song/TPR</p> <p>-Voice</p>	<p>-Date</p> <p><u>UNIT 6</u> :HUMAN RIGHTS</p> <p><u>LESSON 3</u> : Let's promote Tolerance</p>

SETTING THE TASK

<p>Preliminary activities (05 min) Setting the task</p>		<p>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</p>	<p>1-Listen to teacher's instructions 2-Start working with peers</p>		<p>Equip students with the necessary tools to solve the communication situation.</p>
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SOLVING THE PROBLEM

<p>Solving the problem (20 min)</p>		<p>Monitors, helps if necessary,</p>	<p>Students do the task following teacher's instructions</p>	<p>Interactions in groups/pairs</p>	<p>Practice the competence</p>
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PERFORMING

<p>Presentation (10 min)</p> <p>Feedback (10 min)</p>		<p>Jots down recurring mistakes.</p> <p>-Conducts a consensual production</p>	<p>- Present their work to the class - Listen and evaluate</p> <p>Listen and react</p>	<p>Role-play / individual presentations</p> <p>T/S interaction</p>	<p>Perform publicly / Show the outcome of their work.</p> <p>Evaluate the outcome.</p>
<p>NOTE TAKING (10min)</p>					