

## LESSON CARD

**CARD No: 1**

**DURATION: 55 Min**

**SCHOOL : C/S ESSO**

**DATE :**

**TEACHER : MR. ABOGLO Kodjovi Séna**

**CLASS SIZE.....G.....B.....**

**FORM: 4e**

**SEQUENCE :1/3**

**THEME 1: COMMERCIAL ACTIVITIES**

**LESSON 1: THE TRADER**

**TEACHING AIDS :** Realia, teacher and students

**REFERENCES:** EFSA-SB, programme éducatif 4em, guide d'exécution 4em, Oxford Advanced Learners Dictionary

CAPACITIES	CONTENT
Recognize	Words and expressions related to the trader: stall, seller, to sell , clothes , money, trousers, bargain, shorts, bag, T-Shirt, necklaces, jewel, perfume, shoes, suitcase, cosmetics, receipt, bed sheet, cheap, expensive, at half price, to make a list, to cost, wholesaler, retailer, Bulk.  The use of "how much is...?" To ask for price and tell the colours  - the use of" I would like to buy..."
Listen	Pronunciation related to the different articles
Identify	Tell the different colours(green, orange, purple,gray, brown,pink, black, yellow, white,red...)  -ask and tell the size (M,L,XL,No 12,28,42...)  -use "too"and "either.... neither"  Kofi bought the white colour.Ami and Mensa too/so did Mensa

	I don't like the pink color. I don't either./ Neither do I
Distinguish	Stresses of words and expressions related to the trader
Comprehend	Pieces of information on the different articles and colours

**COMPETENCE 1:** deal with the situations related to written expression using an elaborate language.

**LEARNING SITUATION :**

Kpatcha went for the first time to the market to buy some articles, but he doesn't know the words and expressions related to trading and how to ask the price of the articles. Based on your knowledge, tell Kpatcha the words related to trading and expressions to use and ask the price of articles.

Do the work in pairs.

**LESSON ORGANISATION**

Stages/timing	Teacher's role	Students' role	Note on board	Materials
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**Pre- activities**

-Greetings	-greet students -	-Answer	Date	Teacher
-Roll call	Checks presence	-Answer		Students
-Date	-Asks the date	-Tell and write the date		Chalk
-Review	-revises the previous lesson	-revision		Text book
-Warm up	-Strikes a song	-Sing		

**Main activities**

<u>Activity 1</u> <b>I- VOCABULARY</b>	1- <b><u>presentation stage</u></b> Presents the new words in a context	-listen and repeat , individually, in rows and chorally	<b><u>I-Vocabulary</u></b> <b>1- A trader (n) someone who buys and sells goods.(Syn) A seller, a businessman. (Ant) Buyer.</b>	
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	<p>using the appropriate teaching strategies</p> <p><b>2-Practice stage</b></p> <p>-Repetition drill:</p> <p>Makes sentences containing the new words and asks SS to repeat. Substitution drill:</p> <p>-makes sample sentences and gives cues</p> <p><b>3-Production</b></p> <p>-Invites SS to make their own sentences</p>	<p>-listen and repeat</p> <p>-use the cues to substitute words in sample sentences</p> <p>- make their own sentences</p>	<p><b>Eg: Ophelia is a good trader</b></p> <p><b>2- a stall (n)</b>, definition:it's a table on which articles are exposed</p> <p>Eg: Afi's mother exposes her articles on a stall</p> <p><b>3- a seller(n) ant : a buyer. To sell (verb) sale (n)</b></p> <p>Eg: Adjo's mother is a seller</p> <p><b>4- To bargain (v)</b> (demonstration): To negotiate</p> <p>Eg: the buyer bargains the price with the seller</p> <p><b>5- necklaces(n): (realia)</b> (drawing)</p> <p>Eg: Mom always buys nice necklaces</p> <p><b>6- jewel(n):(definition):it is a precious stone such as diamond and gold</b></p> <p>Eg:we use jewel to make necklaces,rings,hearrings...</p> <p><b>7- A wholesaler (fr) grossiste (ant) retailer (détaillant).</b></p> <p><b>Eg: Mrs Koffi is fripperies wholesaler.</b></p>	
<p><u>Activity 2</u></p> <p><b>II-GRAMMAR:</b> the use of " how much is...?" (3Ps)</p>	<p>1- <b>Presentation stage</b></p> <p>-introduces orally the new grammar</p>	<p>-listen</p>	<p><b>II-Grammar:</b> the use of "how much is...?"</p> <p>-How much is this Schneider pen? It's 150FCFA?</p> <p>How much do you sell this jersey?</p>	

	<p>point</p> <p>- asks Ss to repeat</p> <p>"How much is this pen?"</p> <p><b><u>2-Practice stage</u></b></p> <p>-Repetition drill</p> <p>-Makes sentences using the new grammar point</p> <p><b><u>3-Production stage</u></b></p> <p>-Substitution drill</p> <p>-Makes sample sentences and proposes some words to substitute in the model sentences</p> <p>-asks ss to make their own sentences</p>	<p>carefully and repeat</p> <p>-listen and repeat</p> <p>-make their own sentences using the words provided</p>	<p>It's 7500 FCFA</p> <p>How much will you pay for this article?</p> <p>10000FCFA</p> <p>How much does this shirt cost?</p> <p>It costs 15000FCFA.</p>	
<p><u>Activity 3</u></p> <p><b>III- SPEAKING</b></p> <p>(Role play between a seller</p>	<p>-sets the stage</p> <p>-attributes roles to students</p>	<p>-follow the instructions and role play in pairs</p>	<p><b><u>III-Speaking</u></b></p> <p>Buyer: good morning, how much are you selling the necklaces</p> <p>Seller: good morning, it is just</p>	

and a buyer)	-gives them clear instructions		3000f Buyer: it is too expensive, please can we bargain on it? Seller:yes how much do you have? Buyer: I have 2000 Seller: ok give the money	
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**Post-activities**

Evaluation	-asks some verification questions to Ss about the course	-answer questions		
Remedial work	-corrects eventual mistakes	- take note	<p style="text-align: center;"><b><u>Homework</u></b></p> <p>1-make three sentences using, necklace, seller,to bargain</p> <p>- complete the following sentences with "how much is or how much are"</p> <p>2-...the bag?</p> <p>3-....the trousers</p>	
-Homework	-writes the homework on the board	-copy the homework in their		
-Warm down	-warms the Ss down: strickes a song	exercise book - sing		

## LESSON CARD

**CARD No: 2**

**DURATION : 55 Min**

**SCHOOL : C/S ESSO**

**DATE :**

**TEACHER : MR. ABOGLO Kodjovi Séna**

**CLASS SIZE:.....G.....B.....**

**FORM : 4e**

**SEQUENCE: 2/3**

**THEME 1 : COMMERCIAL ACTIVITIES**

**LESSON 1: THE TRADER**

**TEACHING AIDS:** Realia , teacher and students

**REFERENCES:** EFSA-SB, programme éducatif 6em, Guide d'exécution 4em, Oxford Advanced Learner's Dictionary

CAPACITIES	CONTENT
Recognize	Words and expressions related to the trader: stall, seller, to sell , clothes , money, trousers, bargain,shorts,bag, T-Shirt, necklaces, jewel, perfume, shoes, suitcase, cosmetics, receipt,bed sheet,cheap, expensive,at half price, to make a list, to cost, wholesaler, retailer, Bulk  The use of "how much is...?" To ask for price and tell the colours  - the use of" I would like to buy..."
Listen	Pronunciation related to the different articles
Identify	Tell the different colours(green, orange, purple,gray, brown,pink, black, yellow, white,red...)  -ask and tell the size (M,L,XL,No

	12,28,42...) -use "too"and "either.... neither" Kofi bought the white colour.Ami and Mensa too/so did Mensa I don't like the pink colour.i don't either./ Neither do I
Distinguish	Stresses of words and expressions related to the trader
Comprehend	Pieces of information on the different articles and colours

**COMPETENCE 1:** deal with the situations related to written expression using an elaborate language

**LEARNING SITUATION :**

Kpatcha went for the first time to the market to buy some articles,but he doesn't know the words and expressions related to trading and how to ask the price of the articles. Based on your knowledge, tell kpatcha the words related to trading and expressions to use and ask the price of articles. Do the work in pairs.

**LESSON ORGANISATION**

Stages/timing	Teacher's role	Students' role	Note on board	Materials
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**Pre- activities**

Greetings	-greet students	-Answer	Date	Teacher
Roll call	-Checks presence	-Answer		Students
Date	-Asks the date	-Tell and write the date		Chalk
Correction	-Corrects exercise	-take note		Board
Warm up	-Strikes a song	-sing		Text book

**Main activities**

<p><u>Activity 1</u></p> <p><b>I-Vocabulary</b></p> <p>(The use of 3Ps)</p>	<p><b>1-<u>presentation stage</u></b></p> <p>Presents the new words in a context using the appropriate teaching strategies</p> <p><b>2-<u>Practice stage</u></b></p> <p>-Repetition drill:</p> <p>Makes sentences containing the new words and asks SS to repeat.</p> <p>- Substitution drill:</p> <p>Makes sample sentences and gives cues</p> <p><b>3-<u>Production</u></b></p> <p>-Invites SS to make their own sentences</p>	<p>-listen and repeat , individually, in rows and chorally</p> <p>-listen and repeat</p> <p>-use cues the substitute words in sample sentences</p> <p>- make their own sentences</p>	<p><b><u>I-Vocabulary</u></b></p> <p><b>1-perfume(n):(realia)</b></p> <p>Eg:we use perfume to smell nice</p> <p><b>2-suitcase (n):</b> (definition):a large bag in which we put clothes to travel</p> <p>Eg:my mother puts her clothes in a nice suitcase</p> <p><b>3-receipt (n):</b> a piece of paper that shows that you have paid for something</p> <p>Eg: the seller gave me a receipt</p> <p><b>4-bed sheet (n):</b> a piece of cloth that we put on the bed to sleep on</p> <p>Eg: we must sleep on a clean bed sheet</p> <p><b>5-Cheap(adj)Ant : Expensive, pricey, dear,</b></p> <p>Eg:This t-shirt is very <b>cheap</b>, it costs only 1000f.</p> <p><b>6- Cosmetics: (make-up brush, lipstick, soap, foundation(fond de teint), eye shadow, perfumes, pomade.</b></p> <p><b>Eg: we can see a range of cosmetics in mom's room</b></p> <p><b>7- Wholesale price (ant)</b></p>	
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			<b>retail price.</b> <b>Eg: Do you want the wholesale price or retail price?</b>	
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<p><u>Activity 3</u></p> <p><b>III-Writing:</b></p> <p>Unprepared dictation</p>	<p>-calls for SS attention</p> <p>-read the text for dictation two times</p> <p>- asks ss to listen carefully and write down</p>	<p>- keep quiet</p> <p>- listen carefully</p> <p>-write down the dictation</p>	<p><b>Dictation:</b> at the market</p> <p>Afi goes to the market to buy some articles. She would like to buy a suitcase, a bed sheet and a necklace. But the suitcase is too expensive so she bargains the price with the seller</p>	
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**Post-activities**

<p>Evaluation</p>	<p>-asks some verification questions to Ss about the course</p>	<p>-answer questions</p>		
<p>Remedial work</p> <p>-Homework</p> <p>-Warm down</p>	<p>-corrects eventual mistakes</p> <p>-writes the homework on the board</p> <p>-warms the Ss down: strickes a song</p>	<p>- take note</p> <p>-copy the homework in their excercise book</p> <p>- sing</p>	<p align="center"><b><u>Homework</u></b></p> <p>1-make three sentences using: perfume, bedsheet, and expensive</p> <p>2-make four sentences using: "I would like to buy"</p>	

## LESSON CARD

**CARD No: 3**

**DURATION : 55 Min**

**SCHOOL : C/S ESSO**

**DATE :**

**TEACHER : MR. ABOGLO Kodjovi Séna**

**CLASS SIZE:.....G.....B.....**

**FORM : 4e**

**SEQUENCE: 3/3**

**THEME 1 : COMMERCIAL ACTIVITIES**

**LESSON 1: THE TRADER**

**TEACHING AIDS:** Realia , teacher and students

**REFERENCES:** EFSA-SB, programme éducatif 6em, Guide d'exécution 4em, Oxford Advanced Learner's Dictionary

CAPACITIES	CONTENT
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Listen	Pronunciation related to the different articles
Identify	Tell the different colours(green, orange, purple,gray, brown,pink, black, yellow, white,red...)  -ask and tell the size (M,L,XL,No 12,28,42...)

	-use "too"and "either.... neither"  Kofi bought the white colour.Ami and Mensa too/so did Mensa  I don't like the pink colour.i don't either./ Neither do I
Distinguish	Stress of words and expressions related to the trader
Comprehend	Pieces of information on the different articles and colours

Competence 1: deal with the situations related to written expression using an elaborate language.

**LEARNING SITUATION :**

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**LESSON ORGANISATION**

Stages/timing	Teacher's role	Students' role	Note on board	Materials
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**Pre- activities**

Greetings	-greet students	-Answer	Date	Teacher
Roll call	-Checks presence	-Answer		Students
Date	-Asks the date	-Tell and write the date		Board
Correction	-Corrects exercise	-take note		Chalk
Warm up	-Strikes a tune	-Sing		Text Book

**Main activities**

<p><u>Activity 1</u></p> <p><b>I- VOCABULARY</b> (The use of 3Ps)</p>	<p><b>1-<u>presentation stage</u></b> Presents the new words in context using the appropriate teaching strategies</p> <p><b>2-<u>Practice stage</u></b> -Repetition drill: Makes sentences containing the new words and asks SS to repeat. - Substitution drill: -makes sample sentences and gives cues</p> <p><b>3-<u>Production</u></b> -Invites SS to make their own sentences</p>	<p>-listen and repeat , individually, in rows and chorally</p> <p>-listen and repeat</p> <p>-use the cues to substitute words in sample sentences</p> <p>- make their own sentences</p>	<p><b><u>I-Vocabulary</u></b></p> <p><b>1-at half price # total price</b> Eg: the seller sells the bag to me at half price</p> <p><b>2- to make a list (v):</b>write down on a paper all the things you need to buy Eg: my mother makes a list of vegetables</p> <p><b>3-Clothes ( shirts, trousers, socks, belt, glasses, watch, overalls, necklaces).</b></p> <p><b>4- Customer (syn) client.</b></p> <p><b>5- Bulk (fr) en gros.</b></p> <p><b>ASK AND TELL THE SIZE</b> <b>L= Large. S= Small. M= Medium. XL= Extra-Large. XXL= Etra Extra-Large.</b></p> <p><b>ASK AND TELL THE COLORS</b> <b>Red, Blue, White, Green, Gray, Brown, Purple, Yellow, Black, Orange, Pink.</b></p> <p><b>ASKING THE NUMBER</b> <b>10, 11, 20, 23, 28, 31, 33, 38, 40, 41, 42, 43, 44, 45.</b></p>	
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<p><u>Activity 2:</u></p> <p><b>II-Listening comprehension</b></p> <p>(3Ps)</p>	<p>-calls for attention</p> <p>-writes the comprehension questions on the board</p> <p>-gives clear instructions</p> <p>-read aloud the passage three times</p> <p>-asks ss to think about and answer the questions</p>	<p>-keep quiet</p> <p>-read the questions</p> <p>-Follow</p> <p>-follow carefully</p> <p>- answer the questions</p>	<p><b>Questions</b></p> <p>1-Did kokouvi buy all the articles he wanted?</p> <p>2- what are the onces he bought?</p> <p>3- How much did he spend?</p> <p>4- Do you like bargaining when things are expensive?</p>	<p>Text</p>
<p><u>Activity 3</u></p> <p><b>II-GRAMMAR : the use of: too and either.</b></p>	<p>-calls for attention</p> <p>-gives clear instructions about the activity</p> <p>- presents the words to be pronounced</p> <p>-pronounces the words</p>	<p>-keep quiet</p> <p>-listen carefully</p> <p>-listen</p> <p>-listen and repeat</p>	<p><b>Grammar: the use " too and either"</b></p> <p><b>1- Too.</b></p> <p><b>Eg: I am a trader. My father is a trader too</b></p> <p><b>Rule: 2 AFFIRMATIVES SENTENCES + TOO</b></p> <p><b>2- Either</b></p> <p><b>Eg: Donald isn't a prosperous trader. His</b></p>	

	respecting the intonation, stress and syllable.	correctly after the teacher	<b>wife isn't a prosperous trader Either.</b> <b>Rule: 2 NEGATIVES SENTENCES + EITHER.</b>	
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**Post-activities**

Evaluation	-asks some verification questions to Ss about the course	-answer questions		
Remedial work	-corrects eventual mistakes	- take note	<b><u>Homework</u></b>	
-Homework	-writes the homework on the board	-copy the homework in their exercise book	<b>A Saturday morning, you accompanied your mom to the market for a shopping. You saw a beautiful dress at Medjida's stall and you want to buy it. Write down a dialogue with the trader.</b>  <b>Eight exchanges.</b>	
-Warm down	-warms the Ss down: sticks a song	- sing		

**GRAMMAR: THE USE OF " SO AND NEITHER."**

**1- So**

**Eg: Nadou is a wholesaler so is her sister.**

**Sam et Fils ordered their goods from Dubai so did Martins.**

**Marvin will pay by chèque so will they.**

**Rule: Affirmative Sentence + So + Auxiliary/Modal verb + Object**

**2- Neither**

The lady didn't pay cash neither did her mate.

My aunt never offers le a present neither does her husband

**Rule: Negative Sentence + Auxiliary/Modal verb + Object.**

**Note: Auxiliary verbs : Be (am, is, are, was, were.) Have ( have, has, had). Do( do, does, did).**

**Modal verbs : can, could, must, may, might, will, would, shall, should.**

**Homework. Exercises A, B page 11.**

### LESSON CARD

**CARD No: 4**

**DURATION : 55 Min**

**SCHOOL : C/S ESSO**

**DATE :**

**TEACHER : MR. ABOGLO Kodjovi Séna**

**CLASS SIZE:.....G.....B.....**

**FORM : 4e**

**SEQUENCE: 1/3**

**THEME 1 : COMMERCIAL ACTIVITIES**

**LESSON 2 : AT THE SUPERMARKET**

**TEACHING AIDS:** Realia , teacher and students

**REFERENCES:** EFSA-SB, programme éducatif 6em, Guide d'exécution 4em, Oxford

CAPACITIES	CONTENTS
<b>Recognize</b>	<ul style="list-style-type: none"><li>✓ Words and expressions related to the supermarket: supermarket, shelf, price , money, invoice, inkwell, date marker,milk, cashier, coat hanger,biscuit, pomade,beverage, salesgirl, toys, cream,tin,.....</li><li>✓ The plural of nouns ending in "f"</li><li>✓ The use of passive voice</li><li>The use of "can"</li></ul>
<b>Write</b>	Words and expressions related to the supermarket
<b>Build</b>	<ul style="list-style-type: none"><li>✓ Sentences to describe the interior of a supermarket</li></ul>



	<p><b>containing new words and asks SS to repeat</b></p> <p><b>II- PRODUCTION</b></p> <p>Invite students to build their own sentences using the new words or expression studied.</p>		<p>go from shop to shop to buy what you need.</p> <p>We often go shopping in town.</p> <p>* Shop (syn) store</p> <p>My father owns a big shop in downtown.</p>																			
<p><b>ACTIVITY 2:</b> <b>GRAMMAR:</b> <b>The plural of words ending in *f*</b></p> <p>(□.min)</p>	<p><b>I-PRESENTATION</b></p> <p>T. presents the new grammar point in a table and asks ss either to read or repeat. T.asks ss to say what they see as common at each level. T.asks ss to know about how nouns ending in "f" make their plurals.</p> <p><b>II- PRACTICE</b></p> <p><b>T. Puts an exercise on board and asks ss to</b></p>	<p>Ss listen, read/ reprat</p> <p>Ss answer</p>	<p><b>TITLE OF ACTIVITY</b></p> <p><b>GRAMMAR: The plural of words ending in *f*</b></p> <table border="1" data-bbox="954 1272 1305 1902"> <thead> <tr> <th>Singular</th> <th>Plural</th> </tr> </thead> <tbody> <tr> <td>Shelf</td> <td>Shelves</td> </tr> <tr> <td>Calf</td> <td>Calves</td> </tr> <tr> <td>Wolf</td> <td>Wolves</td> </tr> <tr> <td>Half</td> <td>Halves</td> </tr> <tr> <td>Scarf</td> <td>Scarves</td> </tr> <tr> <td>Leaf</td> <td>Leaves</td> </tr> <tr> <td>Wife</td> <td>Wives</td> </tr> <tr> <td>Loaf</td> <td>Loaves</td> </tr> </tbody> </table>	Singular	Plural	Shelf	Shelves	Calf	Calves	Wolf	Wolves	Half	Halves	Scarf	Scarves	Leaf	Leaves	Wife	Wives	Loaf	Loaves	<p>Blackboard</p>
Singular	Plural																					
Shelf	Shelves																					
Calf	Calves																					
Wolf	Wolves																					
Half	Halves																					
Scarf	Scarves																					
Leaf	Leaves																					
Wife	Wives																					
Loaf	Loaves																					

	<p><b>try it each in the practice book</b></p> <p><b>II- PRODUCTION</b></p> <p>T.asks ss to make simple sentences with the words.</p>	<p>Try to build sentences using either the singular or the plural of nouns ending in "f"</p>	<table border="1" data-bbox="954 163 1302 304"> <tr> <td><b>Life</b></td> <td><b>Lives</b></td> </tr> <tr> <td>Thief</td> <td>Thieves</td> </tr> </table> <p>Exception:</p> <p>Chief                      Chiefs</p> <p>Proof                      Proofs</p> <p>Roof                      Roofs</p> <p><b>PRACTICE:</b></p> <p>Correct these sentences if you think they carry some mistakes.</p> <p>1-Yesterday, I saw two wolf in the street</p> <p>2- There are many shelf in the supermarket</p> <p>3- One is made of two halves.</p>	<b>Life</b>	<b>Lives</b>	Thief	Thieves	
<b>Life</b>	<b>Lives</b>							
Thief	Thieves							
<p><b>ACTIVITY 3:</b></p> <p><b>Writing</b></p> <p>(□.min)</p>	<p><b>I-PRESENTATION</b></p> <p>Teacher puts a text on blackboard , reads it and asks ss to copy it</p> <p><b>II- PRACTICE</b></p> <p>T. Asks ss to read the</p>	<p>Ss copy the text</p>	<p><b>TITLE OF ACTIVITY:</b></p> <p><b>Writing: Narrative essay</b></p> <p><b>A narrative essay is an essay written to narrate a story or an event. It is written in three parts such as: <b>The introduction, the body and the conclusion.</b></b></p> <p><b>* The introduction</b></p> <p><b>Give the name, the date and the place.</b></p>					

	<p>text.</p> <p><b>II- PRODUCTION</b></p> <p>T. asks ss to give example of things that are sold in the supermarket</p>	<p>Ss give names of some articles found in the supermarket</p>	<p><b>* The body</b></p> <p><b>In the body, you say what happened and what you saw.</b></p> <p><b>* The conclusion</b></p> <p><b>Give your impressions( sad, happy, angry)</b></p>	
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**A. POST-ACTIVITIES**

<p><b>EVALUATION</b></p> <p><i>(2min)</i></p>	<p>Makes comments on recurrent mistakes</p>		<p><b><u>Homework.</u></b></p> <p><b>You once accompanied your mom to the supermarket to buy foodstuffs. Here is a list of words.( Customer, cart, drinks, beautiful, salesgirls, toys, go shopping, receipt) In an essay 13 lines, tell us about your activities in the supermarket.</b></p>	
<p><b>REMEDIAL WORK</b></p> <p><i>(2min)</i></p>	<p>Writes the homework on the board.</p>	<p>Take note of the comments</p>	<p><b><u>Homework</u></b></p> <p><b><i>Content of the homework.</i></b></p>	
<p><b>HOMEWORK</b></p> <p><i>(3min)</i></p>	<p>Recalls the next session, strikes a song and leaves</p>		<p>Find the plural of these nouns: staff, thief, handkerchief, leaf, chief, scarf, loaf...</p>	
<p><b>WARM DOWN</b></p> <p><i>(3min)</i></p>		<p>-Sing</p>	<p>NB: Use a dictionary.</p>	

**LESSON CARD**

**CARD No: 5**

**DURATION : 55 Min**

**SCHOOL : C/S ESSO**

**DATE :**

**TEACHER : MR. ABOGLO Kodjovi Séna**

**CLASS SIZE:.....G.....B.....**

**FORM : 4e**

**SEQUENCE: 2/3**

**THEME 1 : COMMERCIAL ACTIVITIES**

**LESSON 2 : AT THE SUPERMARKET**

**TEACHING AIDS:** Realia , teacher and students

**REFERENCES:** EFSA-SB, programme éducatif 6em, Guide d'exécution 4em, Oxford

CAPACITIES	CONTENTS
<b>Recognize</b>	Words and expressions related to the supermarket: supermarket, shelf, price , money, invoice, inkwell, date marker,milk, cashier, coat hanger,biscuit, pomade,beverage, salesgirl, toys, cream,tin,.....  The plural of nouns ending in "f"  The use of passive voice  The use of "can"
<b>Write</b>	Words and expressions related to the supermarket
<b>Build</b>	Sentences to describe the interior of a supermarket
<b>Write</b>	Words and expressions related to the supermarket applying the syntax and techniques of an Essay writing.

**COMPETENCE :**

Oral manipulation of language structure in a communication situation using simple language.

**LEARNING SITUATION**

**You live in the big city of Lomé with your parents. For your birthday celebration, your father takes you to the supermarket "champion" . The next day, your classmate John asks you to tell him about the visit you made at the supermarket.**

**Do the work in pairs.**

## LESSON ORGANIZATION

### PRE-ACTIVITIES

Greetings (*1min*)

Roll call/check (*3min*)

Date (*1min*)

Warm up (*2min*)

Revision/Homework correction (*3min*)

### MAIN ACTIVITIES

STAGES/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	TEACHING MATERIALS
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<p>CORRECTION OF THE WRITING</p> <p>(□.min)</p>	<p>I</p>	<p>Repeat the words individually, in rows, in chorus.</p> <p>Listen carefully and repeat the sentences</p> <p>Follow and make their own sentences.</p>	<p>Correction of the writing.</p> <p>Last Saturday, my mom and I went to Samaritaine supermarket to buy foodstuffs. In not more than 13lines, I will tell about my activities.</p> <p>We reached the supermarket around eight o'clock. We were warmly welcomed by two beautiful salesgirls. We entered the supermarket. Waooh, it was so beautiful. I took a cart and we went through the shelves to buy foodstuffs like: drinks, milk, rice and oil. After, we went to toys shelves where mom bought a big and nice toy to my junior brother. We noticed the presence of a lot of customers shopping too. We ended our shopping after mom had paid the invoice and a receipt was delivered to us.</p> <p>I really enjoyed the shopping and I would be glad to visit it again.</p>	<p>T~SS</p>
<p>ACTIVITY 1</p> <p>VOCABULARY</p> <p>(□.min)</p>	<p>- PRESENTATION</p> <p>Presents new items in context using the appropriate teaching strategies</p>	<p>Listen</p> <p>Answer</p> <p>Derive rules</p>	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p><b>Vocabulary</b></p> <p>*Milk (noun) (realia)</p> <p>milky (adj)</p> <p>Ms: Mom pours milk in</p> </div>	<p>T~SS</p>

	<p><b>II- PRACTICE</b></p> <p><b>Gives sentences containing new words and asks SS to repeat</b></p> <p><b>II- PRODUCTION</b></p> <p>Invite students to build their own sentences using the new words or expression studied.</p>	<p>Try the exercise</p> <p>Build simple oral sentences</p>	<p>the coffee.</p> <p>*biscuit (syn) cookies</p> <p>Ms: Children like biscuits so much</p> <p>*Salesgirl#salesboy</p> <p>Samaritaine sales girls are so kind to the customers.</p> <p>*Cashier: (fr) caissier(e)</p> <p>Koffi keeps the money of the association, he is a cashier</p> <p>* Cart (syn) trolley</p> <p>The customers buy goods in the cart.</p>	<p>Ss</p>
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<p><b>ACTIVITY 2</b></p> <p><b>GRAMMAR</b></p> <p>(□.min)</p>	<p><b>I PRESENTATION</b></p> <p>T. Presents the new grammar point in sentences.</p> <p>T.reads and asks ss to read.</p> <p>T asks comprehension questions.</p> <p><b>II- PRACTICE</b></p> <p>T. Puts exercise on board.</p> <p><b>II- PRODUCTION</b></p> <p>T.asks ss to build simple and short sentences with *can*</p>	<p>Ss listen then do the work</p>	<p><b>TITLE ACTIVITY Grammar</b></p> <p>Passive voice</p> <p>Possible changes of pronouns</p> <p>Active voice. Passive voice</p> <p>I, you,he. me, you, him</p> <p>She, it, we. Her, it, us</p> <p>You, They. You, them</p> <p><b>* SIMPLE PRESENT</b></p> <p><b>AV:</b> I open a store</p> <p><b>PV:</b> the store is opened by me</p> <p><b>AV:</b> Sika sells clothes</p> <p><b>PV:</b> clothes are sold by Sika.</p> <p><b>Rule:</b> S+am/is/are+PP+by+obj</p> <p><b>* PRESENT PROGRESSIVE</b></p> <p><b>AV:</b> Koku is selling bags.</p> <p><b>PV:</b> Bags are being sold by Koku.</p> <p><b>Rule:</b> S+am/is/are+being+PP+by+Object.</p> <p><b>* PRESENT PERFECT</b></p> <p><b>AV:</b> Carmel has bought a new toy</p> <p><b>PV:</b> A new toy has been bought by Carmel.</p> <p><b>Rule:</b> S+have/has+been+PP+by+object</p>	<p>Ss~T</p>
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<b>POST-ACTIVITIES</b>				
<b>EVALUATION</b> <i>(2min)</i>	T.asks ss to say what they have learnt today	Recall the lesson	<u><b>Homework</b></u> <i>Content of the homework:</i> <i>Put these sentences into passive voice.</i>	
<b>REMEDIATION WORK</b> <i>(2min)</i>	Makes comments on recurrent mistakes	Take note of the comments	<i>1- Sam is eating Pop corn</i> <i>2- the trader sells goods at Assigame</i>	
<b>HOMEWORK</b> <i>(3min)</i>	Writes the homework on the board.		<i>3- we have learned English.</i>	
<b>WARM DOWN</b> <i>(3min)</i>	Recalls the next session, strikes a song and leaves	-Sing		

## LESSON CARD

**CARD N°: 6**

**SCHOOL: C/S ESSO**

**TEACHER: MR. ABOGLO Kodjovi Séna**

**CLASS: 4<sup>ème</sup>**

**THEME 1: THE COMMERCIAL ACTIVITIES**

**LESSON 2: AT THE SUPERMARKET**

**TEACHING AIDS:** realia, flashcards, notebooks, students, teacher

**REFERENCES:** Manuel de l'élève 4<sup>ème</sup>, Programme éducatif 4<sup>ème</sup>, Guide d'exécution 4<sup>ème</sup>, Longman Dictionary.

**DURATION : 55min**

**CLASS SIZE..... B.....G.....**

**DATE**

**SEQUENCE: 3/3**

CAPACITIES	CONTENTS
<b>Recognize</b>	Words and expressions related to the supermarket: supermarket, shelf, price , money, invoice, inkwell, date marker,milk, cashier, coat hanger,biscuit, pomade,beverage, salesgirl, toys, cream,tin,.....  The plural of nouns ending in "f"  The use of passive voice  The use of "can"
<b>Write</b>	Words and expressions related to the supermarket
<b>Build</b>	Sentences to describe the interior of a supermarket
<b>Write</b>	Words and expressions related to the supermarket applying the syntax and techniques of an Essay writing.

### COMPETENCE :

Oral manipulation of language structure in a communication situation using simple language.

### LEARNING SITUATION

You live in the big city of Lomé with your parents. For your birthday celebration, your father takes you to the supermarket "champion" . The next day, your classmate John asks you to tell him about the visit you made at the supermarket.

Do the work in pairs.

### LESSON ORGANIZATION

#### PRE-ACTIVITIES

Greetings (1min)

Roll call/check (3min)

Date (1min)

Warm up (2min)

Revision/Homework correction (3min)

### MAIN ACTIVITIES

STAGES/ TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	TEACHING MATERIALS
<b>ACTIVITY 1:</b>  (□.min)	<p>Presents new items in context using the appropriate teaching strategies</p> <p><b>II- PRACTICE</b></p> <p>Gives sentences containing new words and asks SS to repeat</p> <p><b>II- PRODUCTION</b></p> <p>Invite students to build their own sentences using the new words or</p>	<p>Repeat the words individually, in rows, in chorus.</p> <p>Listen carefully and repeat the sentences</p> <p>Follow and make their own sentences.</p>	<p><b>TITLE OF ACTIVITY</b></p> <p>VOCABULARY</p> <p>*Cream: (fr) crème</p> <p>Ms: I really enjoy ice cream</p> <p>*toys (fr jouets)</p> <p>Children like playing with toys.</p> <p>*beverage: any kind of drink except water.syn (drink)</p> <p>Ms: there are several beverages in the supermarkets.</p> <p>* To pack# to unpack</p>	

	expression studied.		The sales boy packs well all my foodstuffs.	
<b>ACTIVITY 2:</b> <b>GRAMMAR: The use of "can"</b>  <i>(15 min)</i>	<b>I-PRESENTATION</b>  T. Presents the new grammar point in sentences.  T.reads and asks ss to read.  T asks comprehension questions.          <b>II- PRACTICE</b>  T. Puts exercise on board.	Listen  Read   Answer ccq          Try the exercise	<b>TITLE OF ACTIVITY:</b>  <b>GRAMMAR:</b>  <b>The use of "can"</b>  Presentation:  1-My father is very powerful, he can kill a lion.  2-Kodjo can play football  3-Afi is sick, she can't go to school today.  Use: "can" is used with any other ordinary verb.  Function: it is used to show a possibility in doing sth. Its equivalent is . <b>To be able to</b>  <b>NB: Simple Past: could,</b>  <b>Simple Future: Will be able to</b>  Practice:  Join these elements in A and B to have good sentences.  A:  a) students...  b) The salesgirl..	Lesson card  Black board



	<p>questions</p> <p>1) How many major parts do you see in this essay?</p> <p>2) Name each part.</p> <p>3) after reading the whole essay, what does the first part talk about? The second one? The third one?</p> <p><b>II- PRODUCTION</b></p>	<p>Answer</p>	<p>champaigns, rhums...</p> <p>You can also find foods for children. Many people go there to buy appropriate foods for their children.</p> <p>Apart from all these, you can find more things you need: There are electric and electronic materials, kerozene, clothes, shoes, sandals, oil...</p> <p>When you go into a supermarket, there are some kind salesgirls who are there to serve you.</p> <p>In one word, a supermarket is a wonderful place where you can find everything you want.</p>	
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**POST-ACTIVITIES**

<p><b>EVALUATION</b> (2min)</p> <p><b>REMEDIAL WORK</b> (2min)</p>	<p>What did we learn today?</p> <p>Makes comments on recurrent mistakes</p> <p>Writes the homework on the board.</p> <p>Recalls the next session,</p>	<p>answer</p> <p>Take note of the comments</p>	<p><u><b>Homework</b></u></p> <p><i><b>Content of the homework</b></i></p> <p>Topic: Basing on the example of essay in the lesson book, write a small essay to say the kind food items that one can see in a supermarket. Not more than 12 lines.</p>	<p>T~ss</p>
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<b>HOMEWORK</b>	strikes a song and leaves		<b>Exercise . C, D ( VOCAB</b>
<b>ORK</b>			<b>GRAMMAR)</b>
<b>(3min)</b>	<b>CARD N°: 7</b>		<b>DURATION : 55 Min</b>
<b>WARM</b>	<b>SCHOOL: C/S ESSO.</b>		<b>CLASS SIZE: .....G.....B.....</b>
<b>DOWN</b>	<b>TEACHER: MR. ABOGLO Kodjovi Séna.</b>		<b>DATE</b>
<b>(3min)</b>	<b>FORM: 4ème</b>		<b>SEQUENCE : 1/3</b>
	<b>THEME 1: COMMERCIAL ACTIVITIES</b>		
	<b>LESSON 3: AT THE TRADE FAIR</b>		
	<b>TEACHING AIDS:</b> realia, flashcards, notebooks, students, teacher		
	<b>REFERENCES :</b> Manuel de l'élève 4è, Programme éducatif 4è, Guide d'exécution 4è, Longman Longman Dictionary. Wiktionary.		

<b>CAPACITIES</b>	<b>CONTENTS</b>
<b>Recognize</b>	✓ Identify words or expressions related to trade fair
<b>Use</b>	✓ Make sentences using: so that
<b>Build</b>	✓ Say what people do in the trade fair

**COMPETENCE :** Oral manipulation of language structure in a communication situation using simple language.

**LEARNING SITUATION :**

During the Christmas Holidays, you went to buy things in a trade fair. But your friend never heard of trade fair.

- 1- Tell him what he can see when he visits a trade fair

2- Choose the words or expressions linked to trade fair: supermarket, stand, traders, goods, road, evening events, in the middle, farmers, villagers, to sell, to buy, long vehicles, students, teachers, markets □

**Teaching strategies:**

Individual work, pair work, group work, 3Ps.

**LESSON ORGANIZATION**

**B. PRE-ACTIVITIES**

- Greetings (1min)
- Roll call/check (3min)
- Date (1min)
- Warm up (2min)
- Revision/Homework correction (3min)

**C. MAIN ACTIVITIES**

STAGES/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	TEACHING MATERIALS
<b>ACTIVITY 1: VOCABULARY</b>  (□.min)	<b>I- PRESENTATION</b>  Presents new items in context and put check questions;  <b>II- PRACTICE</b>  Drills *Repetition:  Says sentences containing new words and	Listen, repeat and answer questions           Listen and repeat	<b>1-Trade fair:(trans) foire commerciale . (syn) trade show, trade exhibition.</b>  Eg: The different <b>trade fair</b> in Togo: Foire Adjafi, Foire Lomé 2000, Foire Evala, Foire Agricole des plateau, Foire Evala, □  <b>2-Goods: (syn) Products, ware. (Ant) services</b>  <b>Eg: I order my goods from Ghana.</b>  <b>3-Foreign goods(def): goods from others countries, imported goods</b>  Eg: cars, shoes,clothes are <b>foreign goods</b>  <b>4-Domestic goods: (syn) homemade goods,</b>	Board,  Chalk,  Pictures,

	<p>expressions and asks ss to repeat after him</p> <p><b>*Substitution</b></p> <p><b>Gives a sample of substitution drill</b></p> <p><b>Gives a sentence containing the new item and a cue</b></p> <p><b>III- PRODUCTION</b></p> <p><b>Asks ss to make their own sentences.</b></p>	<p>Listen</p> <p>Ss complete</p> <p>Build their sentences</p>	<p>local goods. <b>(Ant) Foreign goods.</b></p> <p>Eg: coffee and cocoa are domestic goods because we produce them in Togo</p> <p><b>5- Stand(cog): le stand</b></p> <p><b>Eg:</b> Traders sell goods in the stand at the tradefair.</p>	
<p><b>ACTIVITY 2:</b></p> <p><b>Grammar:</b></p> <p><b>The use of □So that□</b></p> <p><b>(□.min)</b></p>	<p><b>I- PRESENTATION</b></p> <p>Teacher presents "so that □.in context</p> <p>Makes model sentences and asks CCQ</p> <p><b>II- PRACTICE</b></p> <p>Asks ss to write the correct form of the verbs</p>	<p>Listen to the presentation</p> <p>Repeat the sentences</p> <p>Answer the questions</p>	<p><b>TITLE OF ACTIVITY</b></p> <p><b>GRAMMAR: THE USE OF : " SO THAT"</b></p> <p>I will go to the trade fair <b>so that</b> I can buy foreign goods = I will go to the fair <b>in order to</b> buy foreign.</p> <p>□ So that□= in order that, in order to,</p> <p>Use: So that is used to show a purpose.</p> <p>Exercise: Use □ so that□ to write the two sentences (a and b) into one.</p> <p>1- a) Abalo went to the fair b) He wants to sell goods</p>	

	<p><b>III- PRODUCTION</b></p> <p><b>Invites ss to make their own sentences</b></p>	<p>Answer the exercise questions</p> <p>Make their own sentences</p>	<p>2- a) The tradefair is organized every year</p> <p>b) the traders promote theirs products</p>	
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<b>WARM DOWN</b> <i>(3min)</i>	Recalls the next session, strikes a song and leaves	-Sing		
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### LESSON CARD

**CARD N°: 8**

**SCHOOL: C/S ESSO.**

**TEACHER: MR. ABOGLO Kodjovi Séna.**

**FORM: 4ème**

**THEME 1: COMMERCIAL ACTIVITIES**

**LESSON 3: AT THE TRADE FAIR**

**TEACHING AIDS:** realia, flashcards, notebooks, students, teacher

**REFERENCES :** Manuel de l'élève 4è, Programme éducatif 4è, Guide d'exécution 4è, Longman

**DURATION : 55 Min**

**CLASS SIZE: .....G.....B.....**

**DATE**

**SEQUENCE : 2/3**

CAPAC	
<b>Recognize</b>	Words or expressions related to tradefair
<b>Read</b>	A text related to tradefair
<b>Build</b>	Simple sentences and expressions related to tradefair

**COMPETENCE :** Oral manipulation of language structure in a communication situation using simple language.

**LEARNING SITUATION :** During the Christmas Holidays, you went to buy things in a trade fair. But your friend never heard of trade fair. Tell him what he can see when he visits a trade fair. Choose the words or expressions linked to trade fair: supermarket, stand, traders, goods, road, evening events, in the middle, farmers, villagers, to sell, to buy, long vehicles, students, teachers, markets □

### LESSON ORGANIZATION

#### PRE-ACTIVITIES

Greetings (1min)

Roll call/check (3min)

Date (1min)

Warm up (2min)

Revision/Homework correction (3min)

### MAIN ACTIVITIES

STAGES/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	TEACHING MATERIALS
<b>ACTIVITY 1: VOCABULARY</b> (□.min)	<b>I- PRESENTATION</b>  <b>Presents new items in context and put check questions;</b>  <b>II- PRACTICE</b>  Drills  *Repetition:  Says sentences containing new words and expressions and asks ss to repeat after him  *Substitution  <b>Gives a sample of substitution drill</b>	Listen, repeat and answer questions  Listen and repeat  Listen  Ss complete	<b>1-To buy (syn) : To purchase</b>  Eg : I go to the supermarket so that I can buy Whisky  <b>2-A guide : (cog) un guide</b>  Eg : A guide helps me visit the stand of Port Autonome de Lomé in the trade fair of Adjafi.  <b>3-Exhibition (fr) : exposition</b>  Eg : There is exhibition of new items in the trade fair.  <b>4-Exhibitor(der) : a person who organizes an exhibition</b>  <b>5- Promoting goods : (sit) to let people know about goods</b>  Eg : Many traders attended the trade fair in order to promote their goods  <b>6-To advertise (n) advertisement : faire la publicité</b>  <b>7-Entertainment (n) (syn) : pleasure/enjoyment</b>  <b>To entertain (verb)</b>	????? ?????? ??????? ??????

	<p><b>Gives a sentence containing the new item and a cue</b></p> <p><b>III- PRODUCTION</b></p> <p><b>Asks ss to make their own sentences.</b></p>	<p>Build their sentences</p>	<p><b>Eg :</b>I play football for entertainment</p> <p><b>8- To Display. (Def)</b> to put something in a place where people can see it easily.</p> <p>Eg. Traders <b>display</b> their products to the visitors.</p>	
<p><b>ACTIVITY 2:</b></p> <p><b>Reading for pronunciation</b></p> <p><b>(□.min)</b></p>	<p><b>I- PRESENTATION</b></p> <p>Explains the activity to ss</p> <p><b>II- PRACTICE</b></p> <p>Give a model and choose students to read</p> <p><b>II- PRODUCTION</b></p> <p>Makes ss copy the text</p>	<p>listen</p> <p>read</p> <p>copy the text correctly</p>	<p><b>TITLE OF ACTIVITY</b></p> <p>Text : A trade fair</p> <p>A trade fair is also called trade show, trade exhibition or expo. It is an exhibition organized so that companies in a specific industry can show and demonstrate their latest products and services. When you enter the trade fair of Kara, you can buy foreign goods in the front of the stand of Togocel. Behind the stands there is a podium for entertainments.</p>	<p>?????</p> <p>??????</p> <p>???????</p> <p>??????</p>



<b>ON</b>  <i>(2min)</i>	<b>??</b>  Makes comments on recurrent mistakes	Take note of the comments	<p style="text-align: center;"><b><u>Homework</u></b></p> <p><i>Describe a trade fair.</i></p> <p><i>Use these words or expressions : goods, in the centre, in the middle, stands, in front, behind, on the right, on the left,</i></p>	
<b>REMEDIAL WORK</b>  <i>(2min)</i>				
<b>HOMEWORK</b>  <i>(3min)</i>	Writes the homework on the board.			
<b>WARM DOWN</b>  <i>(3min)</i>	Recalls the next session, strikes a song and leaves	-Sing		

### LESSON CARD

**CARD N°: 9**

**DURATION : 55 Min**

**SCHOOL: C/S ESSO.**

**CLASS**

**SIZE: .....G.....B.....**

**TEACHER: MR. ABOGLO Kodjovi Séna.**

**DATE**

**FORM: 4ème**

**SEQUENCE : 3/3**

**THEME 1: COMMERCIAL ACTIVITIES**

**LESSON 3: AT THE TRADE FAIR**

**TEACHING AIDS:** realia, flashcards, notebooks, students, teacher

**REFERENCES :** Manuel de l'élève 4è, Programme éducatif 4è, Guide d'exécution

4è Longman Dictionary, Wiktionary

CAPACITIES	CONTENTS
<b>Recognize</b>	Words or expressions related to trade fair
<b>Listen</b>	Listen and answer questions in a text related to trade fair
<b>Write</b>	Simple sentences and expressions describing a trade fair

**COMPETENCE** : Oral manipulation of language structure in a communication situation using simple language.

**LEARNING SITUATION** : During the Christmas Holidays, you went to buy things in a trade fair. But your friend never heard of trade fair. Tell him what he can see when he visits a trade fair. Choose the words or expressions linked to trade fair: supermarket, stand, traders, goods, road, evening events, in the middle, farmers, villagers, to sell, to buy, long vehicles, students, teachers, markets □

### LESSON ORGANIZATION

#### PRE-ACTIVITIES

Greetings (*1min*)

Roll call/check (*3min*)

Date (*1min*)

Warm up (*2min*)

Revision/Homework correction (*3min*)

#### MAIN ACTIVITIES

STAGES/TIMING	TEACHER'S ROLE	STUDENT'S ROLE	NOTE ON BOARD	TEACHING MATERIALIA

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<b>ACTIVITY 1:</b> <b>VOCABULARY</b>  <i>(□.min)</i>	<b>I- PRESENTATION</b>  <b>Presents new items in context and put check questions;</b>  <b>II- PRACTICE</b>  Drills  *Repetition: Says sentences containing new words and expressions and <b>asks ss to repeat after him</b>  *Substitution  <b>Gives a sample of substitution drill</b>  <b>Gives a sentence containing the new item and a cue</b>  <b>III- PRODUCTION</b>  <b>Asks ss to make their own sentences.</b>	Listen, repeat and answer questions  Listen and repeat  Listen  Ss complete  Build their sentences		M



<p><b>Listening comprehension</b>  (□.min)</p>	<p><b>Asks ss to make their own sentences.</b></p> <p>Explains the activity to ss</p> <p><b>II- PRACTICE</b></p> <p>Read the text</p> <p>Asks questions</p> <p><b>II- PRODUCTION</b></p> <p>Correct ss □ mistakes</p>	<p>Build their sentences</p> <p>Listen</p> <p>follow</p> <p>Answer questions</p> <p>Copy correct answers</p>	<p><b><u>Listening comprehension</u></b></p> <p><b><i>Copied text of the last sequence</i></b></p> <p><b><u>Questions :</u></b></p> <p>1- What is a trade fair ?</p> <p>2- Choose the correct answer from a,b,c</p> <p>A trade fair = ?</p> <p>a- Market</p> <p>b- Supermarket</p> <p>c- Trade show</p> <p>3- People go to the trade fair so that they want to entertain themselves (true or false)</p> <p>4- What can we find in the trade fair ?</p> <p>5- Have you ever been in a trade fair ?</p>	
<p><b>ACTIVITY 3:</b></p> <p><b>Writing : description of a trade fair</b></p>	<p><b>I-PRE WRITING</b></p> <p>Explains the activities to ss</p> <p>Give them the</p>	<p>Listen</p>	<p><b>TITLE OF ACTIVITY</b></p> <p><b>Topic :</b></p> <p><b>Describe the trade fair you attended during the Christmas holiday</b></p>	<p>?????</p>

<p>(□.min)</p>	<p>format of a description</p> <p><b>II- WHILE WRITING</b></p> <p>answer the topic question in groups □..</p> <p><b>III- POST WRITING</b></p> <p>Presentation of ss</p>	<p>Do the work</p> <p>They present their own and take note</p>	<p><b>Introduction</b></p> <p>Date and place</p> <p><b>Body :</b></p> <p>Describe the stands, the goods, the place, the organization</p> <p><b>Conclusion :</b></p> <p>Give your impression on this trade fair or your participation.</p>	<p>??????</p> <p>???????</p> <p>??????</p>
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**POST-ACTIVITIES**

<p><b>EVALUATION</b></p> <p>(2min)</p> <p><b>REMEDIAL WORK</b></p> <p>(2min)</p> <p><b>HOMEWORK</b></p>	<p>???????????????</p> <p>?</p> <p>Makes comments on recurrent mistakes</p> <p>Writes the homework on the board.</p>	<p>???????????</p> <p>???</p> <p>Take note of the comments</p>	<p><b><u>Exercise A.</u> Page 19</b></p> <p><b><u>Exercise : A,B,C</u> page 18</b></p> <p><b><u>Homework</u></b></p> <p><i>Your friend has never attended a trade fair. Your friend invited you in a trade fair during the vacation. In a short paragraph,</i></p>	
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<b>K</b>  <b>(3min)</b>  <b>WARM</b> <b>DOWN</b>  <b>(3min)</b>	Recalls the next session, strikes a song and leaves	-Sing	<i>describe it to your friend.</i>	
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**LESSON CARD**

**CARD NO: 10**

**DURATION 55 Min**

**SCHOOL: C/S ESSO**

**CLASS SIZE.....G.....B.....**

**TEACHER : MR. ABOGLO Kodjovi Séna**

**DATE**

**FORM 4e**

**SEQUENCE: 1/3**

**THEME 2: OCCUPATIONS AND PROFESSIONS**

## LESSON 4: THE FARMER.

TEACHING AIDS : teacher, students, realia, pictures

REFERENCES : Programme de la classe de 4<sup>ème</sup>, programme d'étude d'enseignement du deuxième degré, Oxford Advanced Learners' Dictionary

CAPACITIES	CONTENTS
Recognize	<ul style="list-style-type: none"><li>- The names of tools farmers use: Hoe, cutlass, axe, digger, shovel</li><li>- Words and expressions related to agriculture practices: a farm, a farmer, and seed, to plant, to cultivate</li><li>- The grammatical structures expressing the chronology of agriculture activities: when, after, before, as soon as, as long as</li></ul>
Identify	Words and expressions related to agriculture activities
Distinguish	The correct intonation of words and expressions related to agriculture activities
Understand	A text saved on a numerical support and answer comprehension questions

**COMPETENCE** : handle orally a simple language structure in a communicative situation

**LEARNING SITUATION:** Your headmaster asks you to tell him your father's occupation in order to fill a form. Your father is a farmer but you lack words to express it. From the list below, choose the appropriate words that can help your headmaster know that your father is a farmer:

List: planting banana, nurse in the office, hoe, going to farm, tomato, teaching students, cultivate, cutlass, crops.

Do the work in pairs

Teaching strategies: 3Ps, pair, group, individual work.

### PRE-ACTIVITIES

Stages	Teacher's role	Learner's role	Note on board
<b>_ Greeting (1 min)</b>	<b>_ Greets students</b>	<b>_ Answer the greeting</b>	
<b>_ Roll check (2 min)</b>	<b>_ Checks the presence</b> _ Asks students to say and write the date	_ Give the absentees' names _ Say and write the	<b>_ Date</b>

_Date (1 min)	_Asks students to sing _Corrects the homework	date _Sing  _Provide answers	
_Warm up (1 min)			
_Revision			

### MAIN-ACTIVITIES

<b>Activity 1</b> <b>Vocabulary</b> <b>(15 min)</b>	<p><b>-Presentation:</b> presents the new items in context using appropriate strategies</p> <p><b>-Practice:</b>  <ul style="list-style-type: none"> <li>•Repetition drill: Makes sentences with the new words and asks students to repeat.</li> <li>•Substitution drill: Gives a sample sentence as a cue and asks students to substitute. Ex: farmers plant <u>trees</u> (banana, cassava)</li> </ul> </p> <p><b>-Production:</b> Asks students</p>	<p>Listen and repeat individually, in pairs, in rows</p> <p>Use the words provided by the teacher and substitute</p> <p>Make their own sentences</p>	<p><b><u>I/ VOCABULARY</u></b></p> <p><b>1) The farmer (n):</b> a person who works on a farm eg: uncle Sam works on a farm every day; he is a farmer</p> <p><b>2) A Hoe</b> (drawing)</p> <p>Eg: The farmer ploughs the farm with a <b>Hoe</b>.</p> <p><b>3) A cutlass/ Machete (drawing)</b></p> <p>Eg: The farmer clears the land with a <b>cutlass</b></p> <p><b>4) A Rake (drawing) (Râteau)</b></p> <p>Eg: We <b>rake</b> leaves and weeds off the farm.</p> <p><b>5) An Axe (drawing) Hache</b> Eg: We chop trees with an <b>axe</b>.</p> <p><b>6) A digger ( drawing)</b></p>
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	to make their own sentences with the new words taught		
Activity 2 Grammar (15 min)	<p><b>Presentation:</b> presents shorts sentences containing «before» and «after»</p> <p><b>Practice:</b> -Asks students to repeat each of the model sentences.</p> <p>-Asks students to identify the verb.</p> <p><b>Production:</b> Asks students to make their own sentences using the new structure</p>	<p>-Repeat individually, in pairs or in groups</p> <p>-work to identify the verb</p> <p>Make their own sentences using the new structure</p>	<p>II) GRAMMAR: the use of «before» and «after»</p> <p>1.BEFORE * before going to farm we take our meal</p> <p>2.AFTER * after the rain we plant bananas * farmers go home after the work</p> <p>NOTE: after or before are conjunctions. They are followed by a verb in II form or be a conjugated verb with a subject Eg: after clearing the plant we put the fertilizers Eg: before going to farm we lock the doors</p>
Activity 3 Read and look up (10 min)	<p>-reads the whole passage at normal speed</p> <p>-reads again and dictates the slashes</p>	<p>Students listen</p> <p>Students put the slashes</p> <p>Students follow the instructions</p>	<p><b>TEXT:</b> Kalao is my best friend./ His father is a farmer./ Every year,/ he pl maize/, rice/, cotton/, cassava/, yam and millet/ on his farm./ Last time spent my holidays with them./ Every morning, /after taking our breakfast take the hoes and cutlass/ and go to farm./ We use the hoes to clear the cotton farm./</p> <p>When we go back home, /Kalao's mother cook fufu for us./ I enjoyed work on farm because/ I ate bananas,/ avocado and oranges./et</p>

<p><b>-instructs students to read and stop at each slash</b></p> <p><b>-makes a sign and students look up and repeat orally aloud</b></p>	<p>Students read and look up</p>	
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**POST ACTIVITIES**

<p><b>Evaluation (5 min)</b></p>	<p><b>Asks evaluation questions orally</b></p>	<p><b>Listen and answer the questions</b></p>	<p><b>QUESTIONS:</b></p> <p>1) A farmer is a person who works at school. TRUE/FALSE</p> <p>2) What can a farmer plant on his farm?</p> <p>3) Choose the correct answers: farmers work with boards, blackboard, hoes.</p>
<p><b>Remedial work(2 min)</b></p>	<p><b>-corrects students recurrent mistakes</b></p>	<p><b>-take note of the correction</b></p>	
<p><b>Homework (2 min)</b></p>	<p><b>Writes the homework on board and explain</b></p>	<p><b>Follow and copy in their exercise books</b></p>	<p><b>HOMEWORK:</b> use the scrambled words below to write sentences.</p> <p>a) work, the, on, farm, the, everyday, farm</p> <p>b) like, the, I, activities, agriculture</p> <p>c) my, plant, tomatoes, cassava, father, and</p>
<p><b>Warm down (1 min)</b></p>	<p><b>-strikes a song, recall the next session and takes a leave</b></p>	<p><b>sing</b></p>	

## LESSON CARD

**CARD NO : 11.**

**DURATION: 55min**

**SCHOOL : C/S ESSO**

**DATE**

**TEACHER: MR. ABOGLO Kodjovi Séna**

**CLASS SIZE.....G.....B.....**

**FORM 4e**

**SEQUENCE 2/3**

**THEME 2: OCCUPATIONS AND PROFESSIONS**

**LESSON 4: THE FARMER**

**TEACHING AIDS: teacher, students, black board**

**REFERENCES: programme de la classe de 4ème, Programme d'enseignement du deuxième degré, oxford Advanced learners dictionary**

CAPACITIES	CONTENTS
Recognize	Words and expressions related to agriculture practices: to sow , harvest, axe, ?
Identify	Grammatical structures expressing the chronology of agriculture activities: when after, before, as soon as, as long as
Distinguish	The correct intonation of words and expressions related to the agriculture activity
Understand	A text saved on numerical support and answer comprehension questions

**COMPETENCE: handle orally a communication situation by using simple language.**

### LEARNING SITUATION.

Your father is a member of the farmers union in his village. He received the following note from their partners asking him to fill and send back. Your father who cannot read give it to you.

**Note: to receive our aids, please fill the gaps below**

You use hoes to ????the land. You ???? maize and beans but ???? cassava and yam. You cut trees with???. Oranges, bananas, mangoes are??. Maize, beans, millet are??. Cassava, yam, potato are?..

**Use the words that follow to help your father fill the note: clear, sow, fruits, cutlass, tubercles, grains, plant.**

**Teaching strategies: 3Ps, pair, group, individual work**

### PRE-ACTIVITIES

Stages	Teachers' role	Learners' role	Note on board	Materials
<b>Greetings</b> (1 min) <b>Roll check</b> (2 min) <b>Date</b> (1 min) <b>Warm up</b> (1 min) <b>Homework correction</b>	-greet students  -checks the presence  -Asks students to say and write the date  -Asks students to sing  -Corrects the homework	-Answer the greeting  -Give the names of the absentees -Say and write the date  -Sing  -Provide the answers	-Date  <b>HOMEWORK CORRECTION</b> on the exercise use the scrambled words below to write correct sentences a) The farmers work on the farm every day b) I like the agriculture activities c) My father plants tomatoes and cassava	

### MAIN-ACTIVITIES

<b>Activity 1</b> <b>VOCABULARY</b>	<b>Presentation:</b> Presents the new items in context using appropriate strategies.  <b>Practice:</b> •Repetition drill Makes sentences with the new word and asks students to repeat.  <b>Production:</b> Asks students to their sentences with the new words taught	Listen and repeat individually, in pairs, in groups.  Make their own sentences	<b>I) VOCABULARY</b>  <b>1) To sow. S.past sowed PP sown syn to plant</b> Ex. In March farmers <b>plant</b> their maize Ex. My father <b>sows</b> his millet in rows <b>2) To harvest (ed)</b> Ex. When the crops are ripped we <b>harvest</b> it Ex. Farmers <b>harvest</b> their crops in October <b>3) A crop(n) syn a harvest.</b> Ex. The <b>crops</b> are good this year. <b>4) to cultivate (syn) to grow plant.</b> Eg. In Segbe, farmers cultivate maize, beans, cassava.	Teacher Students Black board
<b>Activity 2</b> <b>Grammar</b>	<b>Presentation:</b> Presents short sentences containing «when» and «as soon as» <b>Practice:</b> Asks students to repeat all of the model sentences <b>Production:</b>	Repeat individually, in pairs, in rows	<b>II GRAMMAR: The use of temporals( as soon as, when, until, as long as, after, before.</b> <b>1) When</b> I <b>will go</b> to farm <b>when</b> I reach home. <b>As soon as</b> it <b>stops</b> raining, the farmers <b>will sow</b> the seeds. They <b>will store</b> the maize in a barn <b>after</b> they <b>harvest</b> it. <b>Rule: As soon as, when, until, as</b>	

	Asks students to make their own sentences using the new structure	Make their own sentences with «when» and «as soon as»	long as + subj + Simple Present + Subj + Simple Future.	
Activity 3 Reading aloud	-Reads the text aloud as model reading -Corrects pronunciation, intonation, stress mistakes -asks students to read in pairs	-Follow carefully then read individually, in pairs aloud  -One read aloud and the other one act out( listen and note pronunciation mistakes)	TEXT: THE FARMER. (OE PAGE 24-25. 1- complete the sentence. The farmer clears the land..... 2- The farmer uses fertilizers to have small quantity of crops. T/F? 3- Does the farmer rear animal?	

**POST-ACTIVITIES**

Evaluation	Asks evaluation questions orally	Listen and answer the questions	QUESTIONS: 1) Name three(3) tools a farmer can use on the farm 2) Listen and complete by the farmer/the teacher: a) The..??.plants coffee on his farm b) the??.beats his students	
Homework	Writes the homework on the board and explain	Follow and take note in their exercise books	HOMEWORK: Exercise A,B (GRAM) page 26 Exercise B page 26.	

**LESSON CARD**

**CARD NO : 12**

**DURATION : 55MIN**

**SCHOOL : C/S ESSO**

**DATE .....**

**TEACHER : MR. ABOGLO Kodjovi Séna**

**CLASS SIZE.....G.....B.....**

**FORM: 4eme**

**SEQUENCE: 3 /3**

## THEME 2: OCCUPATIONS AND PROFESSIONS

### LESSON 4: THE FARMER

TEACHING AIDS : flashcards, pictures, blackboard, teacher, students

REFERENCES: Programme de la classe de 4ème, programme d'enseignement du deuxième degré , Oxford advanced learners' dictionary

CAPACITIES	CONTENTS
Recognize	Words and expressions related to the farmer : maiz/corn, cassava, beans, banana, coffee, cocoa
Use	«When» in correct sentences to express the chronology of agriculture activities
Distinguish	The correct intonation of words and expressions related to the agriculture activity
Understand	A text and provide answers to comprehension questions

COMPETENCE : handle orally a simple language structure in a communicative situation

#### LEARNING SITUATION

Your mother sends you to buy cutlass, maize, beans and yam in the market. The seller asks you to tell him the role of each item but you can't. Use the following scrambled words to make correct sentences explaining their roles.

a) cutlass to we cut use trees

b) Kom cooks with mum maize

c) farmers gari eat beans with

d) We fufu pound make to yam

In pairs, do the work

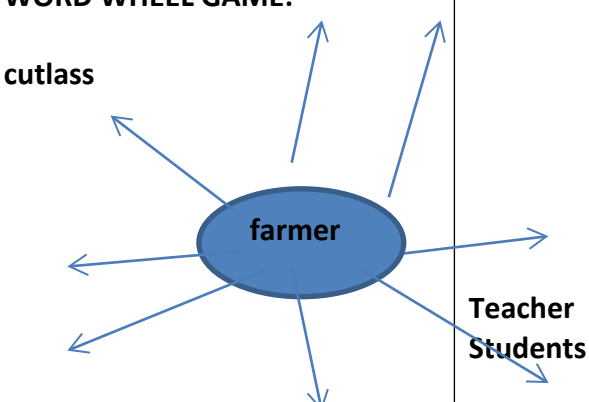
Teaching strategies: 3Ps, group, pair, individual work

#### PRE-ACTIVITIES

Stages	Teacher's role	Learners' role	Note on board	materials
-greetings (1min)	-greet students	-answer the greeting		
-roll check (2min)	-checks the presence	-give the absentees' name	-Date	Blackboard, Teacher, Students, Exercise
-date	-Asks students to say and write the	-say and write		

<p><b>(1min)</b></p> <p><b>-warm up (1min)</b></p> <p><b>-homework correction</b></p>	<p><b>date</b></p> <p><b>-asks students to strike a song and sing</b></p> <p><b>-corrects the homework</b></p>	<p><b>the date</b></p> <p><b>-strike a song and sing</b></p> <p><b>-provides answers</b></p>	<p>HOMework CORRECTION on the exercise read the text carefully and answer the questions</p> <p>Answers:</p> <ol style="list-style-type: none"> <li>1) the young man is talking</li> <li>2) he is talking to the village old men</li> <li>3) false, they plant maize everywhere</li> <li>4) no, because it will get ruined by the weeds</li> </ol>	<p><b>books.</b></p>
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MAIN-ACTIVITIES

<p><b>Activity1</b> Vocabulary</p>	<p><b>Presentation:</b> Presents shorts sentences containing <b>Practice:</b> -asks students to repeat the sentences</p>	<p>-repeat individually, in pairs, in groups</p>	<p><b>1) Organic (fr) Bio</b> Eg: We must eat <b>organic</b> food. <b>2) Fertilizer (fr) engrais</b> Eg: For a better crop, farmers use <b>fertilizers</b>. <b>* Some cereals</b> Rice, maize/corn, millet, wheat, sorghum, groundnuts, beans, soy, fonio <b>* Some tubercles</b> Yam, cassava, potatoes, taro/cocoyam <b>* Vegetables</b> Cabbage, aubergine/eggplant, beetroot, carrots, okro, tomatoes, cucumber, lettuce, parsley <b>* Spices</b> Garlic, pepper, ginger, onion <b>* Some fruits</b> Banana, plantain, pineapple, pawpaw, orange, apple, grape, strawberry, cherry</p>	<p>Teacher Students blackboard</p>
<p><b>Activity 2</b> brainstorming (10min)</p>	<p>-Asks students to find words related to «farmer» -puts questions</p>	<p>-give answers</p>	<p><b>WORD WHEEL GAME:</b></p>  <p><b>QUESTIONS:</b> 1) Where does the farmer work? Answer: the farmer work on the farm 2) Can animals also ork on the farm? Answer: yes some animal can work on the farm</p>	<p>Teacher Students</p>

			<b>3) Choose from the list below the animals which can work on the farm: elephant, lion, dog, pig, goat, cow, donkey, monkey</b>	
<b>Activity 3 WRITING: DESCRIBE CHRONOLOGICALLY THE FARMING ACTIVITY. (15 min)</b>	<p><b>Presentation:</b> Presents the new items in context using appropriate strategies</p> <p><b>Practice:</b> <u>Repetition drill:</u> Makes sentences with the new words and asks students to repeat <u>Substitution drill:</u> -Gives a sample sentence as cue and ask students to substitute Ex: <u>my mother sells maize</u> in the market( beans, coffee, plantain, women, farmers)</p> <p><b>Production:</b> -Asks students to make their own sentences using the</p>	<p>-Listen and repeat individually, in pairs, in chorus</p> <p>-Use the cue and substitute</p> <p>-Make their own sentences</p>	<p>Farming is one of the hardest activity ever. In the following lines, I will describe the farm activities to my father.</p> <p>A farmer is a person whose job is to cultivate the land. He begins his activities by clearing the land with cutlass. After, he uses a rake to gather the herbs and then burns them. He wait for the first rain in order to sow the maize. Once the rain falls, he proceeds to sow. A few days later, he puts fertilizers to speed the growth of the plant. Three months later, he harvests the crops and puts them in a barn.</p> <p>This is in a short way the chronological process of a farm activity.</p>	

	<b>new words</b>			
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**POST-ACTIVITIES**

<b>-Evaluation</b>	<b>-Asks evaluation questions orally</b>	<b>Listen and provide answers</b>	<b>QUESTIONS:</b> <b>1) name five things we can find on a farm and that we use as food</b> <b>HOMEWORK:</b> <b>Make five(5) sentences with «then»</b>	
<b>-Homework</b>	<b>Writes the homework on the board and explain</b>	<b>Follow and copy in their exercise books</b>		
<b>Warm down</b>	<b>Strikes a song, recall the next lesson and takes a leave</b>	<b>sing</b>		

## LESSON CARD

**CARD N°: 13**

**SCHOOL: C/S ESSO**

**TEACHER : MR. ABOGLO Kodjovi Séna**

**FORM 4em**

**THEME 2: OCCUPATIONS AND PROFESSIONS**

**LESSON 5: THE TEACHER**

**TEACHING AIDS:** realia, mp3 player, notebooks, student's book, teacher's book...

**REFERENCES:** ELT form III syllabus, Longman Dictionary

**DURATION:55 mn**

**DATE**

**CLASS SIZE.....G.....B.....**

**SEQUENCE 1/3**

CAPACITIES	CONTENTS
Recognize	words and expressions in link with teaching domain
Listen and identify	Some key words from an oral text related to the domain of teaching
Read	a passage about teaching domain and show understanding by answering to questions on the passage

### COMPETENCE

Oral manipulation of grammatical structures in a communicative situation using simple language.

### LEARNING SITUATION :

Your brother recently came from the University of Kara. He would like to become a teacher. From the list of words and expressions bellow, select those related to the domain of teaching and explaine to him what he must be doing when he becomes a teacher.

List of words and expressions: **punctuality, farming, to solve, homework, to play music, to congratulate, to write, to run, to read out**

*Do the work in pair.*

### Teaching strategies:

Individual work, pair work, group work, 3Ps.

## LESSON ORGANIZATION

### PRE-ACTIVITIES

Greetings (1min)

Roll check (2min)

Date (1min)

Warm up (1min) riddle: he is a living body but a whole temple of knowledge. (The teacher)

Revision/Homework correction (2min)

### MAIN ACTIVITIES

STAGES/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	TEACHING MATERIALS
<b>ACTIVITY 1:</b> <b>VOCABULARY</b>  <i>(10min)</i>	<b>I- PRESENTATION</b>  - Presents the new words with the appropriate techniques.  <b>II- PRACTICE</b>  <b>-Repetition drills:</b> makes students Repeat the new words individually, in rows, chorally.  <b>III- PRODUCTION</b>  - Helps students make their own sentences with the new words on the BB,	-close their note books  -Listen carefully to understand the meaning of the new word  - Repeat the new words as directed by the teacher.  - Make their own sentences with the new words on the BB under the supervision of the teacher.	<b>Vocabulary</b>  <b>1) A teacher(n) (def) someone whose job is to teach in school. (syn) a professor, educator. Eg: Mr ABOGLO is an English teacher. To teach (v) s.p, pp taught. Teaching (n), teachable(adj)</b>  <b>2) a Staff(def) the employees of a work. Eg: my school staff is so competent.</b>  <b>3) a staffroom (fr) salle des professeurs Eg: The teachers are in the staffroom</b>  <b>4) a Headmaster (syn) headteacher Eg: the Headmaster is Mr AKOSSOU.</b>  <b>5- a lesson card.(Fr) Une fiche Eg: Teachers must prepare their lesson cards.</b>  <b>6- a time table Eg: students must always consult their timetable</b>	BB, lesson card, notebooks, students' books, teacher's book...
<b>ACTIVITY 2:</b>	<b>I-</b>	Listen carefully	<b>Grammar: Direct and Indirect speech.</b>	

<p><b>GRAMMAR: DIRECT AND INDIRECT SPEECH.</b></p> <p>(□.15min)</p>	<p><b>PRESENTATION</b></p> <p>Gives instructions to students: a text will be played on an mp3 player. Listen carefully to it and identify the key words with which you will produce sentences later.</p> <p>Plays slowly and then at a normal speed so that the students can listen to</p> <p><b>II- PRACTICE</b></p> <p>Guide students to be concentrated.</p> <p><b>III- PRODUCTION</b></p> <p>Asks students to make sentences with the key words they jotted down</p>	<p>to the audio player</p> <p>-identifying key words and jotting them down while listening a second time to the audio player.</p> <p>-make sentences with the key words they identified in the listened passage</p>	<p><b>1/ Changes in personal pronouns and adjectives</b></p> <p><b>D.S</b>                      <b>I.S</b></p> <p>I,you                      he,she,it</p> <p>We,you                      They</p> <p>My,your                      his,her,my</p> <p>Our,your                      their</p> <p>Me, you                      him, her,</p> <p><b>2) Changes in adverb of time</b></p> <p><b>D.S</b>                      <b>I.S</b></p> <p><b>Today.</b>                      <b>That day</b></p> <p><b>Tonight</b>                      <b>That night</b></p> <p><b>Now.</b>                      <b>Then</b></p> <p><b>Ago.</b>                      <b>Before</b></p> <p><b>Yesterday</b>                      <b>The day before, the previous day</b></p> <p><b>Tomorrow.</b>                      <b>The following day</b></p> <p><b>This.</b>                      <b>That</b></p> <p><b>These</b>                      <b>Those</b></p> <p><b>Here</b>                      <b>There</b></p> <p><b>3) Changes in tenses</b></p> <p><b>D S</b>                      <b>I S</b></p> <p><b>S.present.</b>                      <b>S. Past</b></p> <p><b>Pres. Perfect</b>                      <b>Past Perfect</b></p> <p><b>Pres. Cont</b>                      <b>Past Cont</b></p> <p><b>S.Past</b>                      <b>Past Perfect</b></p> <p><b>Past perfect.</b>                      <b>Past perfect</b></p> <p><b>Past Cont.</b>                      <b>Past perf. Cont</b></p> <p><b>S. Future</b>                      <b>Pres. Conditional</b></p> <p><b>NB: When the reporting verb is in</b></p>	<p>BB, mp3 player, Lesson card, Student s' notebooks, students books, teacher □s book.</p>
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			<p>simple present, the verb in the inverted comma doesn't change.</p> <p>Eg: "I love my parents" Florence says.</p> <p>IS: Florence says that she loves her parents.</p> <p>DS: " My father is a trader" says Kofi.</p> <p>IS: Kofi says that his father is a trader.</p> <p>NB: But when the reporting verb is in simple past, the verb in the inverted comma changes.</p> <p><b>1) Simple Present</b></p> <p>DS: " I'm very happy today" said Kodjo.</p> <p>IS: Kodjo said that he was very happy that day.</p> <p><b>2) Present Continuous</b></p> <p>DS: " Sherifa is going to mosque" Shalom said.</p> <p>IS: Shalom said that Sherifa was going to mosque.</p> <p><b>3) Simple Past</b></p> <p>DS:"We went to the trade fair a week ago."Said the students</p> <p>IS: The students said that they had gone to the trade fair a week before.</p> <p><b>4) Simple Future</b></p> <p>DS: " I will go to the farm tomorrow" Sam said.</p> <p>IS: Sam said that <b>he would go</b> to the farm <b>the following day</b>.</p>	
<p><b>ACTIVITY 3:</b> <b>Reading comprehension</b> (silent reading)</p>	<p>Asks students to take their reading book</p>	<p>-Ss take their reading book and start reading silently</p>	<p>Text : A DEVOTED TEACHER.</p> <p>1- Complete.</p> <p>Everybody likes Mr. SOSSOU</p>	

<p>+ post questions) (□.13min)</p>			<p>because.....</p> <p>2- He never gives homework to students. T/F?</p> <p>3- choose</p> <p>He is punctual, patient .....and friendly towards his students.</p> <p>a- rigorous. b- wicked. c- indifferent.</p> <p>4- Did Kangni fail his exam?</p> <p style="text-align: center;">ANSWERS</p> <p>1- He is a good teacher.</p> <p>2- False</p> <p>3- rigorous</p> <p>4- No, he didn't.</p>	
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**POST-ACTIVITIES**

<p><b>REMEDIAL WORK</b> (2min)</p> <p>Homework (2min).</p> <p><b>WARM DOWN</b> (2min)</p>	<p>Asks questions on the whole lesson and remediates if necessary</p> <p>Recalls the next session, strikes a song and leaves</p>	<p>Take note of the comments</p> <p>-sing</p>	<p>Homework</p> <p>Report the following sentences into Indirect speech</p> <p>1) " The international trade fair opened its doors yesterday" said the Director.</p> <p>2) " I will buy a new pair of shoes next week " said Yasmine.</p> <p>3) " the earth is round" the teacher says</p>	<p>BB, students ' note books.</p>
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## LESSON CARD

CARD N°: 14

TEACHER: MR. ABOGLO Kodjovi Séna

SCHOOL: C/S ESSO

CLASS : form (4<sup>em</sup>)

THEME 2 : **OCCUPATIONS AND PROFESSIONS**

LESSON 5 : **THE TEACHER**

TEACHING AIDS : realia, notebooks, students book, teacher's book...

REFERENCES : ELT form III syllabus, Longman Dictionary

DURATION : 55mn

CLASS SIZE :.....G.....B.....

DATE : □□□□

SEQUENCE : 2

CAPACITIES	CONTENTS
Recognize	words and expressions in link with teaching domain as (dutifully, to collect, remarks, to advise, unpronounceable)
Use	Correctly the imperative of the direct and indirect style in communication
write	a paragraph about the activities of a teacher in your classroom

### COMPETENCE:

Oral manipulation of grammatical structures in a communicative situation using simple language.

**LEARNING SITUATION:** You are back from school; your father wants you to give him a very brilliant explanation about your school day with your English teacher. From the list of words and expressions bellow, select the appropriate words and explain to him how was the day with your english teacher.

List of words and expressions: **dutifully ; taxi-driver ; to collect ; remarks ; to advise ; bus station ; unpronounceable**

*Do the work in pair.*

### Teaching strategies:

Individual work, pair work, group work, 3Ps.

## LESSON ORGANIZATION

### PRE-ACTIVITIES

Greetings (1min)

Roll check (2min)

Date (1min)

Warm up (1min) Game : letter chain

Revision/Homework correction (2min)

### MAIN ACTIVITIES

STAGES/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	TEACHING MATERIALS
<b>ACTIVITY 1:</b> <b>VOCABULARY</b>  <i>(10min)</i>	<b>I- PRESENTATION</b>  - Presents the new words with the appropriate techniques.  <b>II- PRACTICE</b>  <b>-Repetition drills:</b> makes students Repeat the new words individually, in rows, chorally.  <b>III- PRODUCTION</b>  - Helps students make their own sentences with	-close their note books  -Listen carefully to understand the meaning of the new word  - Repeat the new words as directed by the teacher.  - Make their own sentences with the new words on the BB under the supervision of the teacher.	<b><u>vocabulary</u></b> 1- <b>dutifully</b> (adv.) (adj.=dutiful ; n=duty) : in a dutiful manner.  <i>Dutiful ( def) accepting one's legal or moral obligation and willing to do them.</i>  <b>Eg:</b> Every student must <b>dutifully</b> learn their lesson  <b>2- . Punctual</b> (adj) prompt or on time. Punctuality (n)  Eg: I must always be Punctual. 3. <b>a remarks</b> (n): syn.=point out, comment; demonstration  Eg: After the work the teacher made some <b>remarks</b> to the students. 4. <b>To advise</b> (v): <i>advice (n)advisor(n) ; conseiller</i>	BB, lesson card, notebooks, students' books, teacher's book...

	the new words on the BB,			
<b>ACTIVITY 2:</b> <b>Grammar: the direct and indirect style (imperative form) (.15min)</b>	<b>I- PRESENTATION</b> The teacher presents the new grammar point and calls the attention of the students on it.	Listen very carefully to the teacher	<b>Grammar : the direct and indirect style (imperative form)</b> -When we report someone's saying to another person without using his own words it is called the <i>indirect style</i> . The indirect style can also be done with the imperative. (suggestions, command, advice) When saying what someone has told or asked another person to do, you usually use an infinitive. Don't confuse say and tell. Don't say He said me to go home. or He told, Go home! Say He told me to go home. or He said, Go home! Eg : 1-The teacher said, Stop running the corridor! in -The teacher ordered us to stop running in the corridor. 2- Go out of my room father said. -father said (that) we should go out of his room. -father said/ordered to go out of his room. <b>Practice : turn these sentences into the indirect style.</b> a- let us do our homework yawa said. b- learn your lessons the teacher told us. <b>Nb : when using « that » there is no more need to use « the infinitive »</b> <b>Asks students to draw remarks : the</b>	BB, Lesson card, Students' notebooks, students books, teacher's book.
	<b>II- PRACTICE</b> Put sentences on the BB and	Students listen and do Listen and make sentences.		

	<p>asks students to turn it into the indirect speech.</p> <p><b>III- PRODUCTIO N</b></p> <p>Asks students to make sentences with the new grammar point they've just learnt.</p>		<p><b>use of « that », the use of the infinitive without « that », the drop of the quotation mark, the changes occurring in time, places and pronouns.</b></p> <p>(sentences)</p>	
<p><b>ACTIVITY 3:</b></p> <p><b>Writing :</b></p> <p><i>Paragraph writing</i></p> <p>(.13min)</p>	<p><b>I- PRESENTAT ION</b></p> <p>The teacher writes questions on the BB and asks students to use it to write a paragraph by following some steps.</p> <p><b>II-</b></p>	<p>-Listen to instructions.</p> <p>answer to the questions as recommended.</p>	<p><b>Writing :</b></p> <p><b>Questions :</b></p> <p>a-who are you ?</p> <p>b-who is your english teacher ?</p> <p>c-what does he do after each lesson ?</p> <p>d- what does he do with the homework he gives you after each lesson ?</p> <p>e- what does he say after the correction of the homework ?</p> <p>f- Do you like your english teacher ? why ?</p>	<p>Lesson card, BB, Students. Students' notebooks, students</p>

	<p><b>PRACTICE</b></p> <p>Write a paragraph by answering to these questions. Make sure you drop the letters. The work is done in groups of four students.</p> <p><b>III- PRODUCTIO N</b></p> <p>-asks each group to present their production.</p>	<p>- Students present their works by group and then the whole class selects the best production to write on the BB.</p>	<p>(Students production □)</p>	<p>books, teacher □s book.</p>
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**POST-ACTIVITIES**

<p><b>REMEDIAL WORK</b> (2min)</p> <p>Homework (2min).</p>	<p>Asks questions on the whole lesson and remediates if necessary</p>	<p>Take note of the comments and the homework.</p>	<p><b><u>Homework:</u></b></p> <p><i>Turn these sentences into the indirect style.</i></p> <p>1-« come to see me at home » our friend said.</p>	<p>BB, students' note books.</p>
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<b>WARM DOWN</b>  (2min)	Recalls the next session, strikes a song and leaves	-sing	2-« be careful » the police told the man. 3- « learn your lessons » the teacher told me. 4-« let us leave here » kolani suggested.	
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### Sqce 3

#### LESSON CARD

CARD N°: □..

TEACHER : MANTE Damessonou

B-----G----T-----

SCHOOL : □□□□□

CLASS : form III (4<sup>em</sup>)

THEME 2 : [Occupations and Professions](#)

LESSON 5 : The teacher

SEQUENCE 3 :

TEACHING AIDS : realia, video player, notebooks, students book, teacher's book...

REFERENCES : ELT form III syllabus, Longman Dictionary

DURATION : 55mn

CLASS SIZE :

DATE :□□□□

CAPACITIES	CONTENTS
Recognize	words and expressions in link with teaching domain as : roll-check, to teach, record book, educator, counselor□
Describe	Classroom activities of a teacher using pictures
read	Mixed and scrambled letters to find hidden words.

#### Competence:

Oral manipulation of grammatical structures in a communicative situation using simple language.

**Learning situation:**

Your sister came back from school with this exercise. She cannot do it. Help her do the exercise. Fill the column B with the grammatical category of the words in column A and match them to their explanation in column C.

A	Words	B	Grammatical category	C	Explanation
	Roll-check	n			Someone who educates others
	To teach				A person who gives advice to others
	Record book				To transmit knowledge to someone
	Educator				Check the presence of the students
	counselor				The in which the teacher writes the titles of the lessons in the class.

*Do the work in pair.*

**Teaching strategies:**

Individual work, pair work, group work, 3Ps.

**LESSON ORGANIZATION****PRE-ACTIVITIES**

Greetings (*1min*)

Roll check (*2min*)

Date (*1min*)

Warm up (*1min*) riddle: he is a living body but a whole temple of knowledge. (The teacher)

Revision/Homework correction (*2min*)

**MAIN ACTIVITIES**

STAGES/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	TEACHING MATERIALS
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				LS
<p><b>ACTIVITY 1:</b></p> <p><b>Vocabulary</b></p> <p><i>(10min)</i></p>	<p><b>I-PRESENTATION</b></p> <p>- Presents the new words with the appropriate techniques.</p> <p><b>II- PRACTICE</b></p> <p><b>-Repetition drills:</b> makes students Repeat the new words individually, in rows, chorally.</p> <p><b>III- PRODUCTION</b></p> <p>- Helps students to make their own sentences with the new words on the BB,</p>	<p>-close their note books</p> <p>-Listen carefully to understand the meaning of the new word</p> <p>- Repeat the new words as directed by the teacher.</p> <p>- Make their own sentences with the new words on the BB under the supervision of the teacher.</p>	<p><b>Vocabulary:</b></p> <p>1-<b>a roll-check</b> (n): <i>syn.=roll-call, demonstration</i></p> <p>Eg : the teacher use to do the <b>roll-check</b> before the lesson start.</p> <p>2-<b>to teach</b>(v) : <i>teacher(n)</i> explanation</p> <p>Eg : Next year they will <b>teach</b> english in primary school.</p> <p>3-<b>a record book</b>(n) : <i>realia</i></p> <p>Eg : Every day before leaving the class the teacher makes sure the <b>record book</b> is signed.</p> <p>4-<b>an educator</b>(n) : <i>syn.=teacher, instructor</i></p> <p>Eg : Our parents are our first <b>educators</b>.</p> <p>5- <b>a counsellor</b>(v) : <i>syn.=an adviser, consultant.</i></p> <p>Eg : My teacher is also my <b>counsellor</b>.</p>	<p>BB, lesson card, notebooks, students' books, teacher's book...</p>
<p><b>ACTIVITY 2:</b></p> <p><b>Listening comprehension.</b></p> <p><i>(15min)</i></p>	<p><b>I-PRESENTATION</b></p> <p>Gives instructions to students: a video about teacher's activities in a classroom will be played on a video player (phone/ computer/ projector) Follow carefully the</p>	<p>Watch carefully the video</p>	<p>Video/ pictures</p>	<p>BB, video player, Lesson card, Students' notebooks, students</p>

	<p>video and identify the various activities of the teacher on which you will make comments.</p> <p>Plays the video and invites students to watch carefully.</p> <p><b>II- PRACTICE</b></p> <p>Helps students to identify the various activities of the teacher in the video.</p> <p><b>III- PRODUCTION</b></p> <p>Asks students to read the production by designating them.</p>	<p>-identifying the various activities of the teacher and writing their comments in groups of four students.</p> <p>Each group read their comments.</p>	<p>write on the board the identified activities.</p> <p>The best production is selected and written on the board.</p>	<p>books, teacher's book.</p>																																																								
<p><b>ACTIVITY 3:</b></p> <p><b>Reading : game (cross-word)</b></p> <p><i>(13min)</i></p>	<p><b>I-PRESENTATION</b></p> <p>The teacher presents the game and gives instructions.</p> <p>-In a box are letters forming words. students will read the box horizontally, vertically, from up to down and even down to up to come across the studied words.</p>	<p>-Listen to instructions.</p> <p>-Read silently the</p>	<p><b>Cross- word</b></p> <table border="1" data-bbox="954 1409 1289 1906"> <tr><td>C</td><td>A</td><td>D</td><td>V</td><td>I</td><td>S</td><td>E</td></tr> <tr><td>A</td><td>I</td><td>R</td><td>I</td><td>S</td><td>O</td><td>D</td></tr> <tr><td>L</td><td>D</td><td>I</td><td>S</td><td>P</td><td>L</td><td>U</td></tr> <tr><td>L</td><td>O</td><td>V</td><td>A</td><td>C</td><td>V</td><td>C</td></tr> <tr><td>R</td><td>W</td><td>R</td><td>I</td><td>T</td><td>E</td><td>A</td></tr> <tr><td>E</td><td>O</td><td>Y</td><td>Q</td><td>S</td><td>R</td><td>T</td></tr> <tr><td>A</td><td>R</td><td>R</td><td>I</td><td>V</td><td>E</td><td>O</td></tr> <tr><td>D</td><td>K</td><td>R</td><td>A</td><td>M</td><td>E</td><td>R</td></tr> </table>	C	A	D	V	I	S	E	A	I	R	I	S	O	D	L	D	I	S	P	L	U	L	O	V	A	C	V	C	R	W	R	I	T	E	A	E	O	Y	Q	S	R	T	A	R	R	I	V	E	O	D	K	R	A	M	E	R	<p>Lesson card, BB, Students' notebooks, students</p>
C	A	D	V	I	S	E																																																						
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**CARD N°: 1**  
**SCHOOL:**  
**TEACHER:**

WORK AS INSTRUCTED.

**III- PRODUCTION**

-asks the students to write a small paragraph with the formed words to talk about one of their teachers.

Write the Paragraph about one of their teacher with the words.

**POST-ACTIVITIES**

**REMEDIAL WORK**  
*(2min)*

Asks questions on the whole lesson and remediates if necessary

Take note of the comments and the homework.

**Homework:**

*Write the indirect style of these sentences using the  infinitive  and then using  that .*

BB, students' note books.

Homework  
*(2min).*

**WARM DOWN**  
*(2min)*

Recalls the next session, strikes a song and leaves

-sing

- 1-  Let us sing a song  the teacher said.
- 2-  Come back tomorrow  yacoubou suggested.
- 3-  Shut up  the man said.

**LESSON NOTES**

**DURATION:** 3 x 55min

**DATE:**

**NUMBER OF STUDENTS:** \_\_\_ B \_\_\_ G

CAPACITIES	CONTENTS
<b>Recognize</b>	Words and expressions related to a Carpenter job: Carpenter ,maker, teasel, nail, plane, wood'
<b>Use</b>	Grammatical structure to express direct speech and indirect speech ( reported speech )
<b>? Identify</b>	✓ Words and expressions ,related to the Carpenter's job .

**Competence:**

Oral manipulation of language structure in a communication situation using simple language.

**Learning situation:** Your junior brother in form two heard about Carpenters' profession .Hé would like to know some instruments that a Carpenter can use when doing his work. Here are some instruments : a pen , a hammer a chalk , a plane, a plank, a pencil , a cupboard a radio a moto a car.Help him choose those a Carpenter need to do his work.

- **Support:** □□□□□□□□□□.
- **Task:** □□□□□□□□□□□□□□□□..
- Words to be put on the board:** □□□□□□□□□□□□□□□□..
- **Instruction:** □□□□□□□□□□□□□□□□

**Teaching strategies:**

Individual work, pair work, group work, 3Ps.

**LESSON NOTES**

**DURATION:** 55min

**DATE:**

**NUMBER OF STUDENTS:** \_\_\_ B

**SEQUENCE :** 1/3





	<p><b>sentences using the studied vocabulary words.</b></p> <p><b>III- PRODUCTION</b> ????????????????</p>	making their own sentences.		
<p><b>ACTIVITY 2:</b> <b>Grammar</b> <b>(□.15 min)</b></p>	<p><b>I-PRESENTATION</b> Presentes the new structure, read the sentences and asks SS to read . Asks some comprehension questions to lead SS discover the changes of tenses that appear when reporting sentences into simple present and simple future .</p> <p><b>II- PRACTICE</b> Gives an application work .</p> <p><b>III- PRODUCTION</b> Asks SS to make their own sentences in pair .one makes a sentence and his friend reports it .</p>	<p>????????????????</p> <p>????????????????</p> <p>Do the work</p> <p>Do the work as directed by the teacher.</p>	<p><b>TITLE OF ACTIVITY</b> Grammar : reported speech with statements .( into simple present, and simple future) 1: simple présent : Ds"Iam a students" AYO Saïd . IS : AYO Said that she was a student. _My father does well his work. Afi told her camarades. _ Afi told her camarades that , her father did well his work. - We buy good planks .they said - They said that the bought good planks. 2 : simple future I shall be a student AYO say . AYO said that she should be a student . My father will do his work well .afi told her camarades . Afin told her camarades that her father would do well his work. Rule: simple present becomes simple future. Simple future becomes present conditionnal .</p>	<p>Teacher , students ect.....</p>

<p><b>ACTIVITY 3:</b> <b>Dialogue making.</b>  (□10.min)</p>	<p><b>I-PRESENTATION</b> Write the dialogue on the board Read aloud with students.</p> <p><b>II- PRACTICE</b> <b>Invites SS to repeat the dialogue with him</b></p> <p><b>III- PRODUCTION</b> <b>Asks SS to perform the dialogue in pair .</b></p>	<p>Listen , write and read the dialogue with the teacher.</p> <p>Repeat the dialogue after him.</p> <p>Perform the dialogue.</p> <p>????????????????</p> <p>????????????????</p>	<p><b>TITLE OF ACTIVITY</b> Dialogue Koffi : Hello , how is it ? Abalo : Quite well .and . Koffi: I'm fine .please , which would like to do ? Abalo: I would like to become a Carpenter. Koffi: OK , it is a good job .now please talk me about the furnitures that a Carpenter can use Abalo :a Carpenter can use a hammer , a saw, a nail, a plank ect..... Koffi : and what can hé do . Abalo : Hé can roof a room, make a table , a chair, a desk, a cupboard . Koffi: Really, it is a good job.</p>	<p>????? ?????? ???????</p>
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**C. POST-ACTIVITIES**

<p><b>EVALUATION</b> (2min)</p> <p><b>REMEDIAL WORK</b> (2min)</p> <p><b>HOMEWORK</b> (3min)</p> <p><b>WARM DOWN</b> (3min)</p>	<p>????????????????</p> <p>Makes comments on recurrent mistakes</p> <p>Writes the homework on the board.</p> <p>Recalls the next session, strikes a song and leaves</p>	<p>????????????????</p> <p>Take note of the comments</p> <p>-Sing</p>	<p><b><u>Homework</u></b> <b><i>Content of the homework Report the following sentences .</i></b> <b><i>1: I go to school on time .adjo said .</i></b> <b><i>2 : I leave the work at noon .my brother declared .</i></b> <b><i>3: We shall pass our exam .they said.</i></b> <b><i>You will work hard when the time comes .said the</i></b></p>	
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				LS
<b>ACTIVITY 1:</b> Vocabulary . (□15 .min)	<b>I-PRESENTATION</b> Presents the new words and expressions using the suitable strategies .  <b>II- PRACTICE</b> Invites SS to repeat the words and the modal sentences and substitute the subject .  <b>III- PRODUCTION</b> Asks SS to make their own sentences.	Listen, see ,repeat in chorus and individually.  Repeat and substitute the subject of the sentences.  Make their own sentences.	<b>TITLE OF ACTIVITY</b> <b>VOCABULARY.</b> a hammer ( translation or realia ) Ms: We use a hammer to break Woods o iron. Plywood : ( translation) contreplaqué. Ms : Last time a Carpenter made some plywoods. a table : drawing . Ms: koffi is a Carpenter, he makes good tables . a desk. (showing it if possible ) Koffi is reading on the desk. Bench (realia) We sit on the bench . Cupboard : armoire. Ms: we pût books,plates or clothes in the cupboard. Meter(realia) Ms Carpenters use meter to measure the size of Woods. Key : la clé Ms: we use a key to open the doors.	????? ?????? ??????? ??????
<b>ACTIVITY 2:</b>	<b>I-PRESENTATION</b>	Listen repeat and	<b>TITLE OF ACTIVITY</b>	

<p><b>Grammar</b>  (□.15min)</p>	<p>Presents sentences into simple past, present perfect and into past perfect .Reports them .using the appropriate teaching strategies and asks comprehension check questions.</p> <p><b>II- PRACTICE</b></p> <p>Put some sentences on board and asks SS to report them.</p> <p><b>III- PRODUCTION</b></p> <p><b>Asks students to make sentences and report them( in pair : one give the sentence and his camarade reports it)</b></p>	<p>read</p> <p>Do the work .</p> <p>Build sentences and report them.</p> <p>????????????????</p>	<p>Grammar : Report speech with simple past , present perfect and past perfect tenses.</p> <p>1 into simple past tense:</p> <p>"I was a student"koffi said</p> <p>- Koffi said that he had been a student</p> <p>- Yesterday I went to School on time AYO said .</p> <p>AYO said that she had gone to school on time the day before .</p> <p>2 into present perfect .</p> <p>- I have been a student .he said</p> <p>Hé said that he had been a student.</p> <p>He has eaten all the food. She told her father.</p> <p>She told her father that he had eaten all the food .</p> <p>3 into past perfect.</p> <p>I had gone to school on time .koffi declared</p> <p>Koffi declared that he had gone to school on time</p> <p>Note: changes of tenses :</p> <p>Simple past. Past perfect</p> <p>Present perfect past perfect</p> <p>P.perfect past perfect.</p>	<p>?????</p> <p>??????</p> <p>???????</p> <p>??????</p>
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<p><b>ACTIVITY 3:</b> Reading comprehension (we can use this text for reading aloud and silent reading) <i>(15 □.min)</i></p>	<p><b>I-PRESENTATION</b>  Writes the text on the board .Read it in ordre to help students avoid misspelling .</p> <p><b>II- PRACTICE</b>  <b>Asks SS to read the text silently .</b></p> <p><b>III- PRODUCTION</b>  Asks SS to answer the questions on the board .</p>	<p>Listen , see.</p> <p>Read the text silently .</p> <p>They answer the questions.</p> <p>????????????????</p>	<p><b>TITLE OF ACTIVITY</b> Reading comprehension. Text : Koffi is a Carpenter .Early in the morning, he puts his uniform on and leaves for his service. When he arrives at his work, he takes his work instrument like : hammer, nail, plywood, saw, Meter, key ect...and starts working. Last time , he made wonderful furnitures such as : table, chair, desk and bench.People like koffi very well because he is hard working person and does his work well. Ask some reading compréhension questions to your students .</p>	<p>????? ?????? ??????? ??????</p>
<b>POST-ACTIVITIES</b>				
<p><b>EVALUATION</b> <i>(2min)</i></p> <p><b>REMEDIAL</b></p>	<p>Give three words studied in vocabulary and use them to make three sentences.</p>	<p>Do the work.</p> <p>Take note of the</p>		

<p><b>WORK</b> <i>(2min)</i></p>	<p>Makes comments on recurrent mistakes</p>	<p>comments</p>	<p><b><u>Homework</u></b> <i>Content of the homework</i></p>	
<p><b>HOMEWORK</b> <i>(3min)</i></p>	<p>Writes the homework on the board.</p>		<p><i>Report into indirect speech :</i></p> <p>1 I learn my English lesson three day ago.AYO said .</p> <p>2 You wrote this letter since last week.teacher said.</p>	
<p><b>WARM DOWN</b> <i>(3min)</i></p>	<p>Recalls the next session, strikes a song and leaves</p>	<p>-Sing</p>	<p>3 They were lazy students .the headmaster said.</p> <p>Report into direct speech.</p> <p>Abolo said that they had been late at the service.</p> <p>The Carpenter declared that they have stolen his table.</p>	

**LESSON NOTES**



	<p><b>III- PRODUCTION</b></p> <p><b>Invites SS to make their own sentences using the studied words .</b></p>	Listen and make their own sentences.	rooms.	
<p><b>ACTIVITY 2:</b></p> <p><i>(Grammar 15 min)</i></p>	<p><b>I-PRESENTATION</b></p> <p>Presents the new structure showing the the changes of adverbs and persons and asks comprehension .check questions.</p> <p><b>II- PRACTICE</b></p> <p><b>Says sentences containing these changes of adverbs and persons.</b></p> <p><b>III- PRODUCTION</b></p> <p><b>Invites SS to produce their own sentences .</b></p>	<p>Listen ,repeat, and answer the comprehension check questions.</p> <p>????????????????</p> <p>????????????????</p>	<p><b>TITLE OFACTIVITY</b></p> <p>Grammar : changes of adverbs and persons in reported speech.</p> <p>1 : changes of adverbs .</p> <p>DS Indirect speech</p> <p>Here there</p> <p>This. That</p> <p>These those</p> <p>Now. Then</p> <p>Ago. Before</p> <p>Today. That day</p> <p>Tomorrow. The following day</p> <p>Yesterday. The day before/ the previous day</p> <p>Last year. The year before</p> <p>2 changes of persons.</p> <p>DS. Indirect speec</p> <p>I. He / she</p> <p>Me. Him/ her</p> <p>My. His / hers</p> <p>Mine. His / hers</p> <p>We they</p>	<p>?????</p> <p>??????</p> <p>???????</p> <p>??????</p>



<b>REMEDIATIONAL WORK</b> <i>(2min)</i>	food .  The teacher is teaching these people..  They were playing this game yesterday.	Take note of the comments	<p style="text-align: center;"><b><u>Homework</u></b></p> <p><b><i>Content of the homework</i></b></p> Report these sentences .  She will come tomorrow.her mother told me	
<b>HOMEWORK</b> <i>(3min)</i>	Makes comments on recurrent mistakes		We left home two days ago.they said	
<b>WARM DOWN</b> <i>(3min)</i>	Writes the homework on the board.   Recalls the next session, strikes a song and leaves	-Sing	He comes to school today .the teacher declared  They have sawn the tree .said the soldier .	

LESSON CARD

CARD N°:

DURATION

SCHOOL

DATE

TEACHER

NUMBER OF STUDENTS: \_ B\_ G

CLASS: FORM IV

SEQUENCE: 1

THEME 3: EXCURSIONS AND TRAVELS

LESSON 2: A VISIT AT THE ZOO

TEACHING AIDS: Notebooks, students, teacher, pictures,

REFERENCES: EFSA

Capacities	Contents
Recognize	Techniques of writing Words and expressions related to means of transport Grammatical structures to express emotions: conditional type 2,

	superlative ( short adjectives) Words and expressions expressing feelings in term of discovery in a zoo
Identify	Words and expressions related to the animals in a zoo
Distinguish	-The correct intonation of sentences expressing tastes and preferences -Sentences to make comparisons
Understand	A simple text related to a visit at a zoo by answering questions on a text

**Competence:** Handle a communication situation related to writing using a simple language.

**Learning situation:** you made a visit at the zoo with your classmates when your friend was absent. Once he is back, he asks you to tell him what you had seen.

Referring to the picture below, tell him about what you had seen.



**LESSON ORGANIZATION**

STAGES/TIMING	TEACHER'S ROLE	LEARNER'S ROLE	NOTE ON BOARD	TEACHING MATERIALS
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**A-PRE-ACTIVITIES**

-Greetings (1min) -Roll check(2min) -Date(1min)	Greets Checks the presence Asks students the date	Answer the greetings Give the names of absentees Tell the date and write on the board	Date	
-Warm up (1min)	Strikes a tune	Sing in chorus		

**A. MAIN ACTIVITIES**

<b>ACTIVITY 1: VOCABULARY</b>	<b>I-PRESENTATION</b> 1-Presents the new	Listen, see, repeat	I- VOCABULARY 1.Zoo (cognate) The place	
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<p><i>(15min)</i> <b>Zoo, Entry fees, Ticket, guide, historical background, to manage.</b></p>	<p>items in context using appropriate strategies</p> <p><b>II- PRACTICE</b> <b>1- Repetition drill</b> Makes sentences with the new items and asks students to repeat. <b>Substitution drills</b> Gives a sample sentence as cue and asks students to substitute Example: <b>Elephants</b> live in the bush (Lion, monkey, gorilla) <b>III- PRODUCTION</b> Invites students to make their own sentences.</p>	<p>-Listen and answer</p> <p>-Think and substitute</p> <p>-Make their own sentences</p>	<p>where animals are kept Example: There are animals in the zoo</p> <p>2. Entry fees(Explanation): The money you pay to visit a place Example: Before I visit the zoo I must pay the entry fees</p> <p>3. Ticket (cognate) Example: when I buy a product I take the ticket</p> <p>4. Guide(Demonstration) Example: when you go the zoo there is a guide</p> <p>5. Historical background( explanation) Example: we study the historical background of Togo</p> <p>6. To Manage(demonstration)</p>	<p>Teacher</p> <p>Students</p> <p>images</p>
<p><b>ACTIVITY 2: GRAMMAR</b> <i>(15min)</i></p>	<p>I-PRESENTATION Make sentences in conditional type 2</p> <p><b>II- PRACTICE (oral)</b> <b>1- Repetition drills</b> Make two or three students read the sentences.</p> <p><b>2-Substitution drills</b> Gives a sample of substitution drill</p> <p>Asks students to underline the verbs and give their tense Change the verbs to another ones *I would <u>travel</u> if I had</p>	<p>-Listen to the situation and repeat the sentences</p> <p>-Listen and repeat individually, in chorus and in rows.</p> <p>-Listen and give examples</p> <p>-Look, underline the verb give their tense</p>	<p><b>GRAMMAR: The conditional type 2</b> If I went to the zoo , I would see a ----- -if saw a lion I would be frightened -if zebra saw a lion it would run fast .Says and makes students repeat the sentences</p> <p>-Take note of their productions</p> <p><b>Note: we use conditionals to express emotions</b></p>	<p>Lesson card Teacher Students Notebooks</p>

	<p>money</p> <p>*If I saw a lion I would <u>run</u></p> <p>III- PRODUCTION</p> <p>Invites students to give their own sentences in conditional type 2</p>	-Make their own sentences in conditional type 2		
<b>ACTIVITY 3 READING COMPREHENSION</b>	<p><b>-Writes the questions on the board</b></p> <p><b>-asks students to read the text silently and answer the questions</b></p>	Read silently the passage and answer the questions	<p><b>Text: A visit at a zoo</b></p> <p><b>Last month our class made a visit at a zoo. When we reached there, we paid entry fees and they gave us tickets. There was a guide who lead us to show us animals. There, we saw lions, elephants and many other animals. He talked about the historical background of the zoo. He managed to make us enter the zoo without animals</b></p> <p><b>Questions:</b></p> <p><b>1. What does the text talk about?</b></p> <p><b>2. The visitors paid money before entering in the zoo</b></p> <p><b>3. Is it good to visit a zoo?</b></p> <p><b>4. The visitors are students true or false?</b></p>	Teacher Students text

**POST-ACTIVITIES**

<b>EVALUATION (5min)</b>	Asks evaluation questions orally	-Listen and tell the correct answer	<p>Questions:</p> <p>1. Identify the wild animals in the list below: lion, goat, monkey, sheep, elephant and make sentences in conditional type 2 with those names</p>	
<b>REMEDIAL WORK (2min)</b>		Take note of the comments	Makes comments on recurrent mistakes	
<b>HOMEWORK</b>			Homework: Use the scrambled words to writes	

<p><i>(3min)</i></p> <p><b>WARM DOWN</b> <i>(3min)</i></p>		<p>Follow and take note in their exercise books</p> <p>-Sing</p>	<p>the sentences correctly</p> <p>1. succeed □ if □ worked □ would □ i □ hard- - i</p> <p>2. live □ animals □ zoo--in</p> <p>Strikes a song, recalls the next session and takes leave</p>	
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**LESSON CARD**

CARD N°:

DURATION:

SCHOOL:

DATE:

TEACHER:

NUMBER OF STUDENTS: \_ B\_ G

CLASS: FORM IV

SEQUENCE: 2

THEME 3: EXCURSIONS AND TRAVELS

LESSON 1: A VISIT AT THE ZOO

TEACHING AIDS: Notebooks, students, teacher, pictures,

REFERENCES: EFSA, Oxford Advanced Learner's Dictionary

<b>Capacities</b>	<b>Contents</b>
<b>Recognize</b>	<p>Techniques of writing</p> <p>Words and expressions related to means of transport</p> <p>Grammatical structures to express emotions: conditional type 2, superlative ( short adjectives)</p> <p>Words and expressions expressing feelings in term of discovery in a zoo</p>
<b>Identify</b>	<p>Words and expressions related to the animals in a zoo</p>

<b>Distinguish</b>	-The correct intonation of sentences expressing tastes and preferences -Sentences to make comparisons
<b>Understand</b>	A simple text related to a visit at a zoo by answering questions on a text

**Competence:** Handle a communication situation related to writing using a simple language.

### Learning situation

Last year, Lare and his classmates made a visit at the zoo. This year, your friend and his climate want to make a visit too.

Referring to the list of the words below, tell him how they proceeded to enter the zoo.

Entry fees for every person, tickets, a guide and animals.

### LESSON ORGANIZATION

STAGES/TIMING	TEACHER'S ROLE	LEARNER'S ROLE	NOTE ON BOARD	TEACHING MATERIALS
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#### A-PRE-ACTIVITIES

-Greetings (1min) -Roll check(2min) -Date(1min)  Warm up (1min)	Greets  Checks the presence Asks students the date  Strikes a tune	Answer the greetings Give the names of absentees Tell the date and write on the board  Sing in chorus	Date	
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#### B-MAIN ACTIVITIES

Stages/timing	Teacher's role	Learners role	Note on board	Materials
<b>ACTIVITY 1:VOABULARY (15min)</b>	<b>I-PRESENTATION</b> I-Presents the new items in context using appropriate	Listen, see, repeat  -Listen	1.VOCABULARY 1.Zebra(picture) Example: Last year my father	Teacher , Students, Notebooks, Picture

	<p>strategies</p> <p><b>II-Practice</b></p> <p><b>1-Repetition drill</b> Makes sentences with the new items and asks students to repeat. Substitution drills Gives a sample sentence as cue and asks students to substitute Example:</p> <p><b>III-PRODUCTION</b> Invites students to make their own sentences.</p>	<p>and answer</p> <p>Make their own sentences</p>	<p>killed a zebra</p> <p>2.Gorilla(picture ) Example: Gorillas look</p> <p>3.Python(picture ) Example: python swallows animals</p> <p>4. Monkey( explanation) Example: Monkeys live on trees</p> <p>5.Agents (definition)one who exerts power, or has power to act Example: Agents of health cure people.</p> <p>6.Termites(picture) are insects Example: chickens eat termites.</p>	
<p><b>ACTIVITY 2: GRAMMAR</b> <i>(15min)</i></p>	<p><b>I-PRESENTATION</b> Makes sentences with the short adjectives in superlative</p> <p><b>II- PRACTICE (oral)</b></p> <p><b>1- Repetition drill</b> Make two or three students read the sentences.</p> <p><b>2-Substitution drills</b> Gives a sample of substitution drill</p> <p>Asks students to</p>	<p>Listen to the teacher and repeat the sentences</p> <p>Listen and repeat individually, in chorus and in rows.</p>	<p>GRAMMAR: the short adjectives in superlative -Hare is the cleverest animal in the forest. -The teacher is the oldest in the classroom . Says and makes students repeat the sentences</p>	

	<p>underline the adjectives and show how they end. Change the adjective to another ones.</p> <p>1. Elephant is the <u>biggest</u> animal in the forest(fat) 2. <u>Giraffe</u> is the <u>tallest</u> animal in the forest(short)</p> <p><b>III: PRODUCTION</b> Invites students to give their own sentences with the superlative of short adjectives</p>	Listen and give examples	<p>Take note of their productions</p> <p><b>Note:</b> We use the superlative with short adjectives when the elements to compare are more than two (2) Rule: The+ short adjective+est</p>	
<b>ACTIVITY 3 Speaking</b>	<p>Writes the sentences on the board Make two or three students read Asks questions Corrects the intonation Makes students repeat respecting the intonation Invites students to give their own sentences with different intonations</p>	<p>-Read the sentences -Answer the questions</p> <p>Produce their own sentences</p>	<p>QUESTIONS .Giraffe is giant. .Elephant is big? .Python is long!</p> <p>Note: The intonation shows the type of the sentence.</p>	
<b>EVALUATION (5min)</b>	Asks evaluation questions orally	-Listen and tell the correct answer	<p>Questions: 1. Monkeys are animals? True or false. Give the name of four animals you know.</p> <p><b>Correct the form of the</b></p>	
<b>REMEDIAL</b>				

<p><b>WORK</b> <i>(2min)</i></p>		<p>Take note of the comments</p>	<p><b>adjectives</b> 2. Python is the long animal in the forest. 3. Monkeys climb even on the high trees of the forest</p>	
<p><b>HOMEWORK</b> <i>(3min)</i></p>	<p>Writes the homework on the board</p>	<p>Follow and take note in their exercise book</p>	<p><b>HOMEWORK</b> Make four sentences with the superlative of short adjectives</p>	
<p><b>WARM DOWN</b></p>	<p>Strikes a song, recalls the next session and leaves</p>	<p>-Sing</p>		

**LESSON CARD**

CARD N°:

DURATION: 55□

SCHOOL:

DATE:

TEACHER:

NUMBER OF STUDENTS: \_ B \_ G

CLASS: FORM IV

SEQUENCE: 3

THEME 3: EXCURSIONS AND TRAVELS

LESSON 1: A VISIT AT THE ZOO

TEACHING AIDS: Notebooks, students, teacher, pictures,

REFERENCES: EFSA, The program for form IV, Oxford Advanced Learners□ Dictionary

Capacities	Contents
Recognize	Techniques of writing Words and expressions related to means of transport Grammatical structures to express emotions: conditional type 2, superlative ( short adjectives) Words and expressions expressing feelings in term of discovery in a zoo
Identify	Words and expressions related to the animals in a zoo
Distinguish	-The correct intonation of sentences expressing tastes and preferences -Sentences to make comparisons
Understand	A simple text related to a visit at a zoo by answering questions on a text

**Competence:** Handle a communication situation related to writing using a simple language.

### Learning situation

Kodjo spent his holydays in the village with brother. They visited one day a zoo. They have seen many things. At the class resumption, he wants to tell to his friend what he had seen but lacks words and expressions. Basing on the list of words below, tell what they have seen.

List: bees, boa, zoology, to domesticate animals, to capture, bulls

Teaching strategies: 3ps/pair/group/individual work.



	sentences.			
		Make their own sentences		
ACTIVITY 2 WRITING( 15min)	Teacher and students Puts the students in pairs Writes the questions on the board 1.Which animals have you ever seen? 2.When did you see those animals? 3. How where the animals you saw 4.Do you like visiting animals		Answer the questions in a paragraph	Questions
ACTIVITY 3 READING COMPREHENSION +POST QUESTIONS ( 10min)	<b>-Writes the questions on the board</b> <b>-asks students to read the text silently and answer the questions</b>	Read silently the passage and answer the questions	Text: Domestication( to be read) An old man lived near the forest and used to tame some animals. In his house we could find elephants, zebras, giraffe, gorillas and many other animals. Students used to go to his house during the course of zoology to study animals. <b>QUESTIONS</b> 1. Where did the old man live? 2. Many animals could be found in the old man's house. True or false 3. Animals are studied in zoology? Yes or no 4. Would you like timing animals?	Text Questions Notebooks

POST-ACTIVITES				
<b>EVALUATION</b> <i>(5min)</i>	Asks evaluation questions orally		-Listen and tell the correct answer	<b>QUESTIONS</b>
			<b>QUESTIONS</b> 1. Wild animals are animals that live at home. True or false. 2. In which science do we study animals? 3. How do you do to have wild animals in house?	
<b>REMEDIAL WORK</b> <i>(2min)</i>		Take note of the comments		
	Writes the homework on the board	Follow and write the homework in their books.	<b>Homework</b> Write a paragraph about a visit you make to visit animals.	Exercise books
<b>HOMEWORK</b> <i>(3min)</i>	Strikes a song, recalls the next session and takes leave		-Sing	
<b>WARM DOWN</b> <i>(3min)</i>				

**CARD N°: 26**  
**SCHOOL: ESSO**  
**TEACHER: ABOGLO Kodjovi Séna**  
**CLASS: Form III**  
**THEME 3: EXCURSIONS AND TRAVELS**  
**LESSON 8: Tourism**

**DURATION: 3 x 55min**  
**DATE:**  
**SEQUENCE: one**  
**CLASS SIZE: \_\_\_B \_\_\_G**

**TEACHING AIDS:** realia, flashcards, notebooks, students, teacher

**REFERENCES:** Programme éducatif 4è, Guide d'exécution 4è, Longman Dictionary, Far Ahead, English for All

CAPACITIES	CONTENTS
<b>Recognize</b>	<b>Vocabulary:</b> tourism, tourist, guide, curious, eager to, touristic sites, waterfalls, Agou Peak Aledjo Fault, to wander, Tata (Tamberma), Agbodrafo tourist spot, travel agent, hit the road, off track, call it a day, book in advance
<b>Use</b>	3- English functions: ✓ Making suggestions: How about □? What if you □? It would be good if you □. ✓ Accepting/refusing: That □s very kind of you; that □s a very good idea, No, it □s alright □ Sorry.
<b>Build</b>	4- Words, expressions and grammatical structures expressing the description of the touristic sites or suggesting/proposing a friend touristic visits
<b>Write and Understand</b>	✓ An informal letter to a pen friend on the tourism of his country ✓ Descriptive paragraph the touristic sites of his country ✓ An article for publication on the wealth or richness of tourism in your area

**Competence:**

Handle situation related to writing □s expressions by the means of simple language.

**Learning situation:**

You have visited a touristic site during the weekend and the teacher asks one of your classmate to name some of the important sites and what he has seen at the site but he can't. Basing on the list below select words and expressions related to tourism and important sites.

List: mango, Noke of Nano, football, tourism, tourist, guide, curious, eager to, touristic sites, waterfalls, Agou Peak ,Aledjo Fault, to wander, Tata (Tamberma), Agbodrafo tourist spot, travel agent, tomato, orange, bus, □

Do the work in pairs

**Teaching strategies:**

Individual work, pair work, group work, 3Ps.



	their own sentences using the new vocabulary taught	sentences		
<b>ACTIVITY 2:</b> <b>Grammar: the functions of English suggestions</b>  <i>(12min)</i>	<b>I-PRESENTATION</b> -presents the new structure by a classroom demonstration -chooses two situations and suggest a new one as advice or proposition  <b>II- PRACTICE</b> Give an exercise containing the new structure to students  <b>II- PRODUCTION</b> -Invites students to make their own sentences using the cue	-follow carefully and participate to the demonstration      -do the work   -make their own sentences	<b>Grammar: the English functions of suggestions with the use of what if/ how about,sorry□..</b> 1)Kodzo is sick; <b>what if</b> he goes to the hospital? 2-joyce,how about we visit tata temberma?  Rule: What if/How about ×subject×verb  <u>Exercise</u> +Use □what if, how about, sorry, this is very kind of you□ to form/reorder correctly the following sentences 1-Peter /see/the guide/for more explanation? +rephrase the following sentences 2a- Suppose my mother is a tourist; 2b) how about□□□.,? 2c) what if□□□.? 3-Yonah does not likes traveling What if Yonah □□□□.  Ss models sentences	
<b>ACTIVITY 3:</b> <b>Speaking Dialogue</b> <i>(10min)</i>	-Teacher copies a dialogue on the board, reads and acts it out  -asks students to act it out	-follow   -student role play	<b>Dialogue</b>  Guide: madam welcome to the site of Noke. Tourist: thanks. Please, how much for the visit of	

			five persons? Guide: What if we have a tour first? Tourist: Ok, let's go Guide: Thanks!	
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**F. POST-ACTIVITIES**

<b>EVALUATION</b> (2min)	<i>Asks students to write on their sleights: Mango ,pineapple, banana</i>	-write the words on their sleight		
<b>REMEDIAL WORK</b> (2min)	Makes comments on recurrent mistakes	Take note of the comments		
<b>HOMEWORK</b> (3min)	Writes the homework on the board.		<b><u>Homework</u></b> <i>Make two meaning sentences with each of</i> <input type="checkbox"/> <i>what if, how about,</i> <i>sorry</i>	
<b>WARM DOWN</b> (3min)	Recalls the next session, strikes a song and leaves	-listen and Sing		

**CARD N°: 27**

**SCHOOL: ESSO**

**TEACHER: ABOGLO Kodjovi Séna**

**CLASS: Form III**

**THEME 3: EXCURSIONS AND TRAVELS**

**LESSON 11: Tourism**

**TEACHING AIDS:** realia, flashcards, notebooks, students, teacher

**REFERENCES:** Programme éducatif 4è, Guide d'exécution 4è, Longman Dictionary, Far Ahead, English for All 4è

**DURATION:** 3 x 55min

**DATE:**

**SEQUENCE:** Two

**CLASS SIZE:** \_\_\_ B \_\_\_ G

<b>CAPACITIES</b>	<b>CONTENTS</b>
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<b>Recognize</b>	<b>Vocabulary:</b> tourism, tourist, guide, curious, eager to, touristic sites, waterfalls, Agou Peak, Aledjo Fault, to wander, Tata (Tamberma), Agbodrafo tourist spot, travel agent, hit the road, off track, call it a day, book in advance
<b>Use</b>	5- English functions: ✓ Making suggestions: How about □? What if you□? It would be good if you □. ✓ Accepting/refusing: That□s very kind of you; that□s a very good idea, No, it□s alright□ Sorry.
<b>Match</b>	✓ Words corresponding to the pictures

**Competence:** Handle situation related to writing□s expressions by the means of simple language.

**Teaching strategies:** Individual work, pair work, group work, 3Ps.

### LESSON ORGANIZATION

#### PRE-ACTIVITIES

Greetings (*1min*)

Roll call/check (*3min*)

Date (*1min*)

Warm up (*2min*)

Revision/Homework correction (*3min*)

#### MAIN ACTIVITIES

STAGES/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	TEACHING MATERIALS
<b>ACTIVITY 1: vocabulary</b>  <i>(12min)</i>	<b>I-PRESENTATION</b>  -Presents new words in context to students  -makes students repeat the words	-Listen carefully  -repeat	<b>Vocabulary</b>  1- <u>Aledjo fault (n)</u> = picture  Ms: Many cars cannot pass Aledjo fault  2- <u>Curious(adj)</u> =curieux  Ms: I am curious to discover the caves of Noke  3- <u>to book in advance(vb)</u> = to reserve place before  Ms: travel agent help people book seats in advance	

	<p><b>II- PRACTICE</b></p> <p>Makes sentences containing the new word and asks students to repeat</p> <p><b>III- PRODUCTION</b></p> <p>Invites students to make their own sentences using the new vocabulary taught</p>	<p>-listen and repeat</p> <p>-make their own sentences</p>	<p>4-<u>to call it a day(n)</u> = to retire, to cease the activity</p> <p>Ms: We are tired ,let's call it a day</p> <p>Ss model sentences</p>	
<p><b>ACTIVITY 2:</b> <b>English functions of accepting or refusing</b> <i>(12min)</i></p>	<p><b>I-PRESENTATION</b></p> <p>-presents the new structure in a situational context</p> <p>-says and asks students to repeat the sentences</p> <p><b>II- PRACTICE</b></p> <p>-Gives an exercise containing the new structure to students</p>	<p>-do the work</p>	<p><b>Grammar: Accepting or Refusing</b></p> <p>1-Gaou,<u>that's a very good idea</u> to travel to Agbedrafo spot</p> <p>2-Sorry,Gaou I don't need your help</p> <p><b>Exercise</b></p> <p>Use the English functions to accept or refuse the following propositions</p> <p>1-The guide interprete into English or French for you</p> <p>2-Aku has booked the places in advance</p> <p>3-pierre is(handsome) than his father</p> <p>Ms 4-Togo is more attractive than Benin</p> <p>Answer: Yes, that's a</p>	

	<b>II- PRODUCTION</b> -Invites students to make their own sentences using the cue	-Make their own sentences	very good idea. No,sorry.  SS □ MS	
<b>ACTIVITY 3:</b> <b>Writing</b>  <i>(10min)</i>	-presents the picture and a list of words to students  -forms group and asks ss to match the words with the corresponding picture	-follow carefully  -do the work in pairs	Picture of touristic sites = Aledjo fault, Agou peak,cave noke □.	
<b>POST-ACTIVITIES</b>				
<b>EVALUATION</b> <i>(2min)</i>	<i>Asks questions about the sequence</i>  <i>-what is the title of the grammar lesson?</i>  <i>-who can give us the use of the lesson?</i>	-answer		
<b>REMEDIAL WORK</b> <i>(2min)</i>	Makes comments on recurrent mistakes	Take note of the comments		
<b>HOMEWORK</b> <i>(3min)</i>	Writes the homework on the board.	+note it	<b><u>Homework</u></b>  <i>Describe a very interesting and exciting touristic site of your choice</i>	
<b>WARM DOWN</b> <i>(3min)</i>	Recalls the next session, strikes a song and leaves	-Sing		



**CARD N°: 28**

**SCHOOL: ESSO**

**TEACHER: ABOGLO Kodjovi Séna**

**CLASS: Form III**

**THEME 3: EXCURSIONS AND TRAVELS**

**LESSON 11: Tourism**

**TEACHING AIDS:** realia, flashcards, notebooks, students, teacher

**REFERENCES:** Programme éducatif 4è, Guide d'exécution 4è, Longman Dictionary, Far Ahead, English for All 4è

**DURATION:** 3 x 55min

**DATE:**

**SEQUENCE:** Three

**CLASS SIZE:** \_\_\_ B \_\_\_ G

### LESSON NOTES

CAPACITIES	CONTENTS
<b>Recognize</b>	<b>Vocabulary:</b> tourism, tourist, guide, curious, eager to, touristic sites, waterfalls, Agou Peak, Aledjo Fault, to wander, Tata (Tamberma), Agbodrafo tourist spot, travel agent, hit the road, off track, call it a day, book in advance

<b>Use</b>	6- English functions: ✓ Making suggestions: How about □? What if you□? It would be good if you □. ✓ Accepting/refusing: That□s very kind of you; that□s a very good idea, No, it□s alright□ Sorry.
<b>Write and Read</b>	✓ An informal letter to penfriend

**Competence:** Handle situation related to writing□s expressions by the means of simple language.

**Teaching strategies:** Individual work, pair work, group work, 3Ps.

### LESSON ORGANIZATION

#### PRE-ACTIVITIES

Greetings (*1min*)

Roll call/check (*3min*)

Date (*1min*)

Warm up (*2min*)

Revision/Homework correction (*3min*)

#### MAIN ACTIVITIES

STAGES/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	TEACHING MATERIALS
<b>ACTIVITY 1:</b> <b>Vocabulary</b>  <i>(12min)</i>	<b>I-PRESENTATION</b> -Presents new words in context to students  -makes students repeat the words	-Listen carefully  -repeat	<b>Vocabulary</b>  1- <b>eager to(adj)</b> = sharp to,sour,deseriuos to  Ms: My mother has never seen a waterfall, she is eager to go to Kpimé  2- <b>to hit the road(n)</b> = to leave a place, begin traveling  Ms: we hit the road early in the to go to school  3- <b>off track(n)</b> = wayward, away from an intended	

	<p><b>II- PRACTICE</b></p> <p>-Makes sentences containing the new word and asks students to repeat</p> <p><b>II- PRODUCTION</b></p> <p>Invites students to make their own sentences using the new vocabulary taught</p>	<p>-repeat</p> <p>-make sentences</p>	<p>road</p> <p>Ms: the guide helps tourists avoid offtrack</p>	
<p><b>ACTIVITY 2:</b></p> <p><b>English functions:</b></p> <p><b>Suggestions with □should/would□</b></p> <p><b>Grammar: (12min)</b></p>	<p><b>I-PRESENTATION</b></p> <p>-presents the new structure in a situational context</p> <p>-says and asks students to repeat the sentences</p> <p>-asks comprehension questions</p> <ul style="list-style-type: none"> <li>✓ In which tenses are the sentences? <b>conditional</b></li> <li>✓ Underline the conditional form</li> </ul> <p><b>NB: □should and would□</b> are modal verbs used to express suggestions and advice</p> <p><b>II- PRACTICE</b></p> <p>Gives an exercise containing the new structure to students</p>	<p>-follow carefully</p> <p>-repeat</p> <p>-do the work</p>	<p><b>Grammar: the use of Suggestions with □should/would□</b></p> <p>1-We <b>should</b> promote our touristic sites</p> <p>2-<b>Would</b> you mind show me the way</p> <p><u>Exercise</u></p> <p>Match the problems and their suggestions</p> <p>1Jim gets an examination tomorrow</p>	

	<p><b>II- PRODUCTION</b></p> <p>-Invites students to make their own sentences using the cue</p>	<p>-make their own sentences</p>	<p>2 I can't see well</p> <p>3 Sally feels bored.</p> <p>4 mom is well</p> <p>A should study hard</p> <p>B should see the doctor</p> <p>C should wear glasses</p> <p>D should watch TV</p>	
<p><b>ACTIVITY 3:</b></p> <p><b>WRITING AN INFORMAL LETTER</b></p> <p><i>(10min)</i></p>	<p>-Present the frame of an inform letter</p> <p>=reads a short passage of letter on tourism comprehension questions based on the passage</p> <p>-gives instructions</p>	<p>-listen carefully</p> <p>-do the work</p>	<p><b>LETTER WRITING</b></p> <p><b><u>Layout of letter: address, date, salutation, subscription</u></b></p> <p><b><u>Model of informal letter</u></b></p> <p>TGN°1 CEG Japan, POBox 01, Lomé, Togo. November 27,2020</p> <p>My dear Nusrat,</p> <p>At the beginning of the letter, take my cordial love. Hope that you are well by the grace of all mighty Allah. I am also well by the grace of Allah. A Sweet note from you have just anchored to the shore of my heart. You will be glad to know that we are going to a picnic at Sonargaon. It is a place of historical interest. It is near to Dhaka. I hope you will join us. We shall start at seven o'clock in the morning from our school</p>	

			<p>campus. You will come in time. Your presence will give us much pleasure. Best wishes to you and all.</p> <p style="text-align: right;">Yours friendly, Gandhi</p>	
<b>POST-ACTIVITIES</b>				
<p><b>EVALUATION</b> (2min)</p>	<p><i>Write on your sleight the component of</i></p> <p><i>-the layout</i></p>	<p>-write on their sleight</p>		
<p><b>REMEDIAL WORK</b> (2min)</p>	<p><i>-salutation or subscription</i></p> <p>Makes comments on recurrent mistakes</p>	<p>Take note of the comments</p>	<p>Mistakes and their corrections</p> <p style="text-align: center;"><b><u>Homework</u></b></p>	
<p><b>HOMEWORK</b> (3min)</p>	<p>Writes the homework on the board.</p>		<p>The students of Lycée Moderne1 Gandhi take part in a competition organized by the Ministry of tourism. This competition is about making tourist brochures to make their region known.</p>	
<p><b>WARM DOWN</b> (3min)</p>	<p>Recalls the next session, strikes a song and leaves</p>	<p>-Sing</p>	<p>On Facebook, you decide to make the tourist promotion of your country to make people know it well.</p> <p>1-Homework: in a letter to a friend present your country physically with some attractive sites for tourists.</p> <p>2-Research work: Write an article for publication</p>	

			about the importance and values a cultural event and tourism for the development the country	
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## LESSON NOTES

**CARD N°:** 1

**SCHOOL:**

**TEACHER:**

**CLASS:** 4<sup>ème</sup>

**THEME :** EXCUSIONS AND TRAVELS

**LESSON :** At the bus station

**TEACHING AIDS:** realia, flashcards, notebooks, students, teacher

**REFERENCES :** Manuel de l'élève 5<sup>è</sup>, Programme éducatif 5<sup>è</sup>, Guide d'exécution 5<sup>è</sup>, Longman

**DURATION:** 3 x 55min

**DATE:**

**NUMBER OF STUDENTS:** \_\_\_ B \_\_\_ G

CAPACITIES	CONTENTS
<b>Recognize</b>	Words and expressions related to the bus stop and to the Excusions on the "pic d'Agou": to pay a visit, boarded, for instance, to be alarmed, elbow, to soften, mellowed, uncomfortable, to pull up, to rub. √Grammatical structures to express the passive voice of sentences into simple present and into present progressive form.
<b>Apply</b>	√The syntax and writing's technics
<b>Read</b>	✓ A text related to the activities at the bus station and then answer the question based on it ✓ √A text on the Excusions on the "pic d'Agou" and answer questions based on it

### Competence:

Oral manipulation of language structure in a communication situation using simple language.

### Learning situation:

➤ **Support:** You were a student in kpalime in form 4. You had just got your BEPC and you went to Lomé during the holidays to register your name in a school to continue your studies there. When you came back, your mother asked you to talk to her about the journey you made especially at the bus station.

➤ **Task:** Use these words to do the work.

**Words to be put on the board:** left house at 7 o'clock-went to the bus station-saw many cars, many people and many drivers-drivers asking to enter in their cars-entered in a red car-saw many people in the car-sat in the front with the driver-the car moved slowly-stopped by the police- check the vehicle-reached Lomé at 12 o'clock.

➤ **Instruction:** Do the work in pairs

### Teaching strategies:

Individual work, pair work, group work, 3Ps.

### LESSON NOTES

**CARD N°:**

**SCHOOL: JSS BLIFOU**

**TEACHER: PIGNAKI**

**CLASS: 4<sup>ème</sup>**

**THEME 3: EXCUSIONS AND TRAVELS**

**LESSON 9: AT THE BUS STATION**

**TEACHING AIDS:** realia, flashcards, notebooks, students, teacher

**REFERENCES:** Manuel de l'élève 5<sup>e</sup>, Programme éducatif 5<sup>e</sup>, Guide d'exécution 5<sup>e</sup>, Longman Dictionary

**DURATION:** 55min

**DATE:**

**NUMBER OF STUDENTS:** \_\_\_ B \_\_\_ G

**SEQUENCE :** 1/3

### LESSON ORGANIZATION

#### E. PRE-ACTIVITIES

- Greetings (*1min*)
- Roll call/check (*3min*)
- Date (*1min*)
- Warm up (*2min*)
- Revision/Homework correction (*3min*)

#### F. MAIN ACTIVITIES

STAGES/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	TEACHING MATERIALS
<b>ACTIVITY 1:</b> Vocabulary (15 min)	<b>I-PRESENTATION</b> Presents the new words and expressions related to the bus station in context using the appropriate teaching strategies	Listen, repeat individually, in rows and then in chorus	<b>TITLE OF ACTIVITY</b> Vocabulary *To pay a visit (situation) Ms: I paid a visit to my friend yesterday *For instance (syn= example)	Teacher, students, books, lesson cards, realia, picture, drawing.

	<p><b>II- PRACTICE</b>  Repetition drill: says sentences containing the new words thought and asks students to repeat.</p> <p>Substitution drill: asks students to replace verbs of the model sentences and rebuild them.</p> <p><b>II- PRODUCTION</b>  Invites students to produce sentences using the appropriate words studied in vocabulary</p>	<p>repeat</p> <p>do the work</p> <p>Produce sentences</p>	<p><b>Ms: I like some fruits, for instance mangoes 🍌 , bananas 🍌, oranges 🍊.</b>  <b>*To soften (ant: strengthen)</b>  <b>Ms:He made an effort to soften his skin.</b>  <b>*Uncomfortable (ant: comfortable)</b>  <b>Ms: The desks on which we sit are uncomfortable</b>  <b>*To pull up (dem: )</b>  <b>Ms: During sports, students pull the heavy weight up</b></p>	
<p><b>ACTIVITY 2:</b>  <b>Grammar</b>    <i>(14min)</i></p>	<p><b>I-PRESENTATION</b>  The teacher presents a sentence into simple present and it's structure (subject-verb- object)  <b>He transforms it into passive voice explaining how changes occur in the passive sentence.</b>  <b>He asks comprehension check questions based on the presentation sentences</b>  <b>And then guides students so that they derive rules</b></p> <p><b>II- PRACTICE</b>  Repetition drill: says two sentences containing the new structure studied and asks students to repeat.  Transformational drill: put these sentences into passive voice:  1-Ali speaks English  2-students learn their lessons.</p>	<p>Follow  Answer the comprehension questions</p>	<p><b>TITLE OF ACTIVITY</b>  <b>Grammar: the use of passive voice with simple present tense</b>  Ms: The teacher writes the date  Teacher=subject  Writes=verb  The date= object.  -&gt;the date is written by the teacher  Questions :  1-who writes the date?  2-what does the teacher write?  3-what does the teacher do?  Rule: Subject+ to be (is/are) +pp of the verb+ by +agent.  Examples:  Ama invites Afi  -&gt;Afi is invited by Ama  Students learn English and Spanish  -&gt;English and Spanish are learnt by students.</p>	<p>?????  ??????  ???????</p>

	<p><b>II- PRODUCTION</b> invites students to produce sentences using the studied structures</p>	Produce sentences		
<p><b>ACTIVITY 3:</b> <b>Speaking</b> <i>(13min)</i></p>	<p><b>I-PRESENTATION</b> Teacher writes the speaking topic on the blackboard. He reads it and ask three students to read it. He asks one of the students to clarify the topic to the class. He explains the work to do to the class</p> <p><b>II- PRACTICE</b> He guides them to list all the words</p> <p><b>II- PRODUCTION</b> the teacher asks them to build sentences using the words listed</p>	<p>Do the work</p> <p>Do the work</p>	<p><b>TITLE OF ACTIVITY</b> <b>Speaking.</b> <b>1-which bus station do you know?</b> <b>2-What can you use in the bus station?</b></p> <p><b>List: cars , motorcycles, bicycle, many people, drivers, luggage, sellers of pure water, bread, eggs, fruits .....</b></p>	<p>Teacher, students, students books, lesson card</p>

**G. POST-ACTIVITIES**

<p><b>EVALUATION</b> <i>(2min)</i></p>	<p><i>He asks them to say something they kept in mind today</i></p>	say		
<p><b>REMEDIAL</b></p>		Take note of	<b><u>Homework</u></b>	

<b>WORK</b> <i>(2min)</i>	Makes comments on recurrent mistakes	the comments	Put these sentences into passive voice.	
<b>HOMEWORK</b> <i>(3min)</i>	Writes the homework on the board.		1- My friend buys yams 2-the father of Joseph loves his children 3- Students like singing	
<b>WARM DOWN</b> <i>(3min)</i>	Recalls the next session, strikes a song and leaves	-Sing		

## LESSON NOTE

### PRE-ACTIVITIES

Greetings (1min)

Roll call/check (3min)

Date (1min)

**Warm up (2min)**

**Revision/ Homework correction (3min)**

## MAIN ACTIVITIES

### Competence:

Oral manipulation of language structure in a communication situation using simple language

### Teaching strategies:

Individual work, pair work, group work, 3Ps.

## MAIN ACTIVITIES

STAGES/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	TEACHING MATERIALS
<b>ACTIVITY 1: Reading comprehension</b>  <i>(12min)</i>	<b>I-PRESENTATION</b>  Teacher writes the text on the blackboard and ask students to copy in their exercise books.	students copy	<b>TITLE OF ACTIVITY: Reading comprehension:</b>  <b>Text</b>  During an excursion on the "pic d'Agou" , we passed through many villages from the road up to the site. "Pic d'Agou" is situated in Agou, 12 km away from the town.  When we arrived, there is somewhere German people set an antenna up showing the most high summit of Togo and after	Teacher  Student

	<p><b>II- PRACTICE</b> Asks questions</p> <p><b>II- PRODUCTION</b> Guides students</p>	Answer	<p>that French people also found a part that is according to them the most high summit. There are meteorological antenna, relay antenna of Radio Kara, radio Lomé, RFI, TVT, TV5. There are soldiers and some watchmen retaining control of the site.</p> <p>Questions :</p> <p>1.we had an excursion to the"pic d'Agou". True/false</p> <p>2.where is "pic d'Agou" situated?</p> <p>3.choose a word in the bracket to complete the sentence:.....set the first antenna on the"pic d'Agou"</p> <p>4-Is there any antenna on the "pic d'Agou" ?</p> <p>5-The site is kept by (complete)</p> <p>a) Soldiers and watchmen b) English people c) French people.</p>	
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<p><b>ACTIVITY 2:</b>  <b>Grammar: The passive voice with the present progressive</b></p> <p><i>(14min)</i></p>	<p><b>I-PRESENTATION</b></p> <p>Presents a sentence into present progressive and it's structure (subject-verb- object)</p> <p>He transforms it into passive voice explaining how changes occur in the passive sentence.</p> <p>He asks comprehension check questions based on the presentation sentences</p> <p>And then guides students so that they derive rules</p> <p><b>II- PRACTICE</b></p> <p>Repetition drill: says two sentences containing the new structure studied and asks students to repeat.</p> <p>Transformational drill: put these sentences into passive voice:</p> <p>1-Ali is speaking</p>	<p>Follow</p> <p>Answer the comprehension questions</p>	<p><b>TITLE OF ACTIVITY</b></p> <p><b>TITLE OF ACTIVITY</b></p> <p><b>Grammar: the use of passive voice with present progressive tense</b></p> <p>Ms: The teacher is writing the date</p> <p>Teacher=subject</p> <p>Is writing=verb</p> <p>The date= object.</p> <p>-&gt;the date is being written by the teacher</p> <p>Questions :</p> <p>1-who is writing the date?</p> <p>2-what is the teacher writing?</p> <p>3-what is the teacher doing?</p> <p>Rule: Subject+ is/are+ being+pp of the verb+ by +agent.</p> <p>Examples:</p> <p>Ama is inviting Afi</p> <p>-&gt;Afi is being invited by Ama</p> <p>Students are learning</p>	<p>?????</p> <p>??????</p> <p>???????</p> <p>??????</p>

	<p>English</p> <p>2-students are learning their lessons.</p> <p><b>II- PRODUCTION</b></p> <p>Invites students to produce sentences using the studied structures</p>	<p>Produce sentences</p>	<p>English and Spanish</p> <p>-&gt;English and Spanish are being learnt by students.</p>	
<p><b>ACTIVITY 3:</b> <b>Vocabulary</b></p> <p><i>(12min)</i></p>	<p><b>I-PRESENTATION</b></p> <p><b>Presents the new words and expressions related to the bus station in context using the appropriate teaching strategies</b></p> <p><b>II- PRACTICE</b></p> <p>Repetition drill: says sentences containing the new words taught and asks students to repeat.</p> <p>Substitution drill: asks students to replace verbs of the model sentences and rebuild</p>	<p>Repeat</p> <p>Do the work</p>	<p><b>TITLE OF ACTIVITY</b></p> <p><b>Vocabulary:</b></p> <p>*Alarmed (syn): anxious/worried/panicky.</p> <p>Ms: I am extremely alarmed about the army outside my house.</p> <p>*Elbow (v.a.)</p> <p>Ms:All human being have elbows</p> <p>*Mellowed (fr: moelleux)=soft/ not hard</p> <p>Ms:</p> <p>Excursion(syn:) voyage/ trip.</p> <p>We had an excursion to</p>	

	them.  <b>II- PRODUCTION</b>  Invites students to produce sentences using the studied structure	Produce	the Akossombo dam last year.	
<b>POST-ACTIVITIES</b>				
<b>EVALUATION</b> <i>(2min)</i>	Makes comments on recurrent mistakes	Take note of the comments	<u><b>Homework</b></u>  Put these sentences into passive voice.  1- My friend is buying yams  2-the father of Joseph is loving his children  3- Students are listening to the radio	
<b>REMEDIAL WORK</b> <i>(2min)</i>	Writes the homework on the board.	Copy		
<b>HOMEWORK</b> <i>(3min)</i>	Recalls the next session, strikes a song and leaves	-Sing		
<b>WARM DOWN</b> <i>(3min)</i>				

**CARD N°:** 10

**SCHOOL:**

**TEACHER:**

**CLASS:** FORM 3

**THEME 4:**THE SEASONS

**LESSON 1:** The seasons in Africa

**TEACHING AIDS:** realia, flashcards, notebooks, students, teacher

**REFERENCES :**Manuel de l'élève 4è, Programme éducatif 4è, Guide d'exécution 4è, Longman Dictionary.

**DURATION:** 3 x 55min

**DATE:**

**NUMBER OF STUDENTS:** \_\_\_B \_\_\_G

CAPACITIES	CONTENTS
<b>Recognize</b>	<ul style="list-style-type: none"><li>➤ Words and expressions related to seasons in Africa: <i>dry season, rainy season, harmattan, monsoon, rain, cold, hot, dry, sunny, leaves, leafy, green, drought, countryside, mist, wind, to blow, rainbow, humidity, wet.</i></li><li>➤ Grammatical structures that express comparison: <i>Koffi is taller than Komi.</i></li><li>➤ Comparative of inferiority and superiority with short adjectives</li></ul>
<b>Build</b>	<ul style="list-style-type: none"><li>✓ Sentences to express seasons in Africa</li><li>✓ Sentences expressing comparison</li></ul>
<b>Use</b>	✓ The correct intonation of words and expressions related to seasons in Africa
<b>Exchange</b>	✓ Some information about weather in Africa.

**Competence:**

Deal with situations related to written expression using simple language.

**Learning situation:**

- ✓ **Support:** You are Yao a student in Togo, your pen friend Rania who lives in Belgium want to pay you a visit. She also wants to seize the opportunity to visit three another African countries. Rania is worried about the climate and asks you so many questions to know the favorable moment that she can come.
- ✓ **Task:** help your friend by telling him about the season in the whole Africa especially in Togo.
- ✓ **Instruction:** do the work in pairs.

**Teaching strategies:**

Individual work, pair work, group work, 3Ps.

LESSON ORGANIZATION

SEQUENCE: 1/3

STAGES/ TIMING	TEACHER'S ROLE	LEARNER'S ROLE	NOTES ON BOARD	TEACHING MATERIALS
<b>PRE - ACTIVITIES</b>				
<p>1. <i>Greeting (1min)</i>                      2. <i>Roll Call (3min)</i>                      3. <i>Date (1min)</i>                      4. <i>Warm up (2min)</i>                      5. <i>Revision/ Correction of homework (3min)</i></p>	<ul style="list-style-type: none"> <li>- Greets Ss</li> <li>- Checks presence</li> <li>- Says and write date</li> <li>- Give a tune</li> <li>- Asks questions / checks the homework</li> </ul>	<ul style="list-style-type: none"> <li>-Answer greetings</li> <li>-Ss answer roll call</li> <li>-Repeat date and note</li> <li>-Sing</li> <li>-Answer questions /Open their e books</li> </ul>	Date	
<b>MAIN ACTIVITIES</b>				
<p><b>Activity 1:</b></p> <p style="text-align: center;"><b>Vocabulary</b> (13 min)</p>	<p><b><u>PRESENTATION</u></b> Presents new words and expressions related to season in context using the appropriate teaching strategies</p> <p><b><u>PRACTICE</u></b> -Repetition drill: makes sentences containing the new words taught and asks students to repeat.</p> <p><b><u>PRODUCTION</u></b> Invites Students to produce their own sentences using the studied vocabulary words.</p>	<p>Listen and repeat individually, in rows and then in chorus.</p> <p>Repeat</p> <p>Produce good sentences using the studied vocabulary words</p>	<p><b><u>VOCABULARY</u></b>  <b>A dry season “n” ≠ rainy season</b>                      (explanation)                      The animals are thirsty during the <b>dry season</b></p> <p><b>A rain “n”</b> (translation)</p> <p><b>Wet “adj” ≠ dry</b>                      The ground is <b>wet</b> after a rain</p> <p><b>Dry “adj” → a drought “n”</b>                      The <b>drought</b> of this year destroyed the harvest of farmers</p> <p><b>Cold “adj” ≠ hot</b>                      (demonstration)</p>	Teacher Students Lesson card Note book
<p><b>Activity II :</b></p> <p style="text-align: center;"><b><u>Grammar:</u></b> <b>comparative of</b></p>	<p><b><u>PRESENTATION</u></b> Teacher presents the Comparison of inferiority with short adjectives in context by drawing sticks</p>	<p>Follow the teacher, answer questions, repeat</p>	<p><b><u>GRAMMAR:</u></b> <b>comparative of inferiority with short adjectives</b></p>	Lesson card, Ss notebooks  Realia

<p><b>inferiority with short adjectives</b> (10 min)</p>	<p>men on the board. Asks comprehension questions 1. <i>Who is tall? Who is not tall?</i> 2. <i>Who is big? Who is not big?</i> 3. <i>Where is the adjective in the two sentences?</i> 4. <i>Give example of some another short adjectives you know.</i></p> <p><b>PRACTICE</b> Copies a practical exercise on the board and invites students to do it</p> <p><b>PRODUCTION</b> Invites students to produce their own sentences using the studied structures.</p>	<p>and copy</p> <p>Do the practical exercise individual.</p> <p>Produce their own sentences</p>	<p>1. Kofi is <b>not as tall as</b> Kodzo 2. The chair is <b>not as big as</b> the desk</p> <p><b>Note:</b> <b>not as</b> + <i>short adj</i> + <b>as</b> Some short adjectives: <i>short, big, small, fat, thin, long,</i> □ (not more than 2 syllables)</p> <p><b>Practice exercise</b> Use the comparative of inferiority form of the adjectives in brackets 1. Hyena is (<b>sly</b>) Hare 2. Ben is (<b>clever</b>) Bokoe</p>	<p>Teacher, Students)</p>
<p><b>Activity III:</b>  <b>Speaking</b> (9mn)</p>	<p>Gives a topic to students and ask them to give their point of view.</p>	<p>Do the work in group of</p>	<p><b>SPEAKING</b> <b>Topic:</b> between rainy season and dry season, which on do you prefer, especially in Lomé? Why?</p>	<p>Teacher and Students</p>
<p><b>POST ACTIVITIES</b></p>				
<p><b>Evaluation</b> (3mn)</p> <p><b>Remedial work</b> (2min)</p> <p><b>Homework</b> (3min)</p> <p><b>Warm down</b> (3mn)</p>	<p>Write these words and their opposites on your slate: <i>dry, dry season, hot.</i></p> <p>Makes comments on recurrent mistakes</p> <p>Write the homework on the board</p> <p>Recalls the next session, strikes a song and leaves</p>	<p>Take their slate and do the work</p> <p>Take note of the comments</p> <p>Copy</p> <p>Sing</p>	<p><b>HOMEWORK</b> Use the comparative of inferiority of the adjective in brackets 1. English is (<b>easy</b>) French 2. Noepe is (<b>far</b>) Assahoun. 3. Your baby is (<b>cute</b>) mine. 4. Messi runs (<b>fast</b>) Ronaldo.</p>	

**LESSON ORGANIZATION**

**SEQUENCE: 2/3**

STAGES/ TIMING	TEACHER'S ROLE	LEARNER'S ROLE	NOTES ON BOARD	TEACHING MATERIALS
<b><i>PRE - ACTIVITIES</i></b>				
<b><i>1. Greeting (1min)</i></b> <b><i>2. Roll Call (3min)</i></b> <b><i>3. Date (1min)</i></b> <b><i>4. Warm up (2min)</i></b> <b><i>5. Revision/ Correction of homework (3min)</i></b>	<ul style="list-style-type: none"> <li>- Greets Ss</li> <li>- Checks presence</li> <li>- Says and write date</li> <li>- Give a tune</li> <li>- Asks questions / checks the homework</li> </ul>	<ul style="list-style-type: none"> <li>- Answer greetings</li> <li>- Ss answer roll call</li> <li>- Repeat date and note</li> <li>- Sing questions / Open their e books</li> </ul>	Date	
<b><i>MAIN ACTIVITIES</i></b>				

<p><b>Activity 1:</b></p> <p><b>Vocabulary</b> (13 min)</p>	<p><b><u>PRESENTATION</u></b> Presents new words and expressions related to season in context using the appropriate teaching strategies</p> <p><b><u>PRACTICE</u></b> -Repetition drill: makes sentences containing the new words taught and asks students to repeat.</p> <p><b><u>PRODUCTION</u></b> Invites Students to produce their own sentences using the studied vocabulary words.</p>	<p>Listen and repeat individually, in rows and then in chorus.</p> <p>Do the practical exercise</p> <p>Produce good sentences using the studied vocabulary words</p>	<p><b><u>VOCABULARY</u></b></p> <p><b>Harmattan</b> □ n □ (explanation) Some students don't take their bath during <b>harmattan</b> before coming to the school because it's very <b>cold</b>.</p> <p><b>a Monsoon</b> □ n □ (explanation) In Lomé, it is colder in <b>monsoon</b> than in harmattan because of the sea.</p> <p><b>Sunny</b> □ adj □ = <b>bright, shiny</b> (explanation)</p> <p><b>a leaf</b> □ n □ (<b>Plural: leaves</b>) <b>leafy</b> □ adj □ The road toward the presidency of Lomé is <b>leafy</b>, because they didn't sweep it since March 2020.</p> <p><b>Green</b> □ adj □ : Leaves are <b>green</b> during the rainy season</p>	<p>Teacher Students Lesson card Note book</p>
<p><b>Activity II :</b></p> <p><b><u>Grammar:</u></b> <b>comparative of superiority with short adjectives</b> (12 min)</p>	<p><b><u>PRESENTATION</u></b> Presents the comparison of superiority of short adjectives in context by drawing sticks men on the board. Asks comprehension questions 1. <i>Who is tall?</i> 2. <i>Who is small?</i> 3. <i>What is the new form of the adjective in the sentence?</i></p> <p><b><u>PRACTICE</u></b> Copies a practical exercise on the board and invites</p>	<p>Follow the teacher, answer questions, repeat and copy</p> <p>Do the practical exercise individual.</p> <p>Produce</p>	<p><b><u>GRAMMAR:</u></b> <b>comparative of superiority with short adjectives</b></p> <p>1. Kodzo is <b>taller than</b> Koffi 2. The chair is <b>smaller than</b> the desk</p> <p><b><u>Note:</u></b> short adj + <b>er</b> + <b>than</b> Big = <b>bigger</b> than Thin = <b>thinner</b> Fat = <b>fatter</b> Easy = <b>easier</b> than</p>	<p>Lesson card, Ss □ notebooks</p> <p>Realia Teacher, Students)</p>

	students to do it. <b>PRODUCTION</b> Invites students to produce their own sentences using the studied structures.	sentences	<b><u>Practice exercise</u></b> Use the comparative of superiority of the adjectives in brackets 1. Hare is ( <b>sly</b> ) Hyena 2. Bokoe is ( <b>clever</b> ) Ben 3. Ronaldo runs ( <b>fast</b> ) Messi.	
<b>Activity III:</b>  <b>Writing</b> (10mn)	Writes the topic on the board and asks the students to do a pair work.	Do the work	<b><u>WRITING</u></b> What is the difference between harmattan and monsoon?	Teacher and Ss
<b>POST ACTIVITIES</b>				
<b>Evaluation</b> (3mn)	What is the plural of □ a leaf □? Give the synonym of □ sunny □	Take their slate and do the work	<b><u>HOMEWORK</u></b> Use the correct form of the adjectives in bracket 1. Silas is ( <b>clever</b> ) than Yves 2. I am ( <b>big</b> ) than my Yao 3. Komi is ( <b>clever</b> ) as Afi. 4. Bokoe is ( <b>fat</b> ) than Tedji.	
<b>Remedial work</b> (2mn)	Makes comments on recurrent mistakes	Take note of the comments		
<b>Homework</b> (3mn)	Write the homework on the board	Copy		
<b>Warm down</b> (3mn)	Recalls the next session, strikes a song and leaves	Sing		

LESSON ORGANIZATION

SEQUENCE: 3/3

STAGES/ TIMING	TEACHER'S ROLE	LEARNER'S ROLE	NOTES ON BOARD	TEACHING MATERIALS
<b>PRE - ACTIVITIES</b>				
<b>1. Greeting (1min)</b> <b>2. Roll Call (3min)</b> <b>3. Date (1min)</b> <b>4. Warm up (2min)</b> <b>5. Revision/ Correction of homework (3min)</b>	<ul style="list-style-type: none"> <li>- Greets Ss</li> <li>- Checks presence</li> <li>- Says and write date</li> <li>- Give a tune</li> <li>- Asks questions / checks the homework</li> </ul>	<ul style="list-style-type: none"> <li>- Answer greetings</li> <li>- Ss answer roll call</li> <li>- Repeat date and note</li> <li>- Sing</li> <li>- Answer questions / Open their e books</li> </ul>	Date	
<b>MAIN ACTIVITIES</b>				
<b>Activity 1:</b>  <b>Vocabulary (13 min)</b>	<p><b>PRESENTATION</b> Presents new words and expressions related to season in context using the appropriate teaching strategies</p> <p><b>PRACTICE (Drills)</b> -Repetition drill: makes sentences containing the new words taught and asks students to repeat.</p> <p><b>PRODUCTION</b> Invites Students to produce their own sentences using the studied vocabulary words.</p>	<p>Listen and repeat individually, in rows and then in chorus.</p> <p>Repeat</p> <p>Produce good sentences using the studied vocabulary words</p>	<p><b>VOCABULARY</b></p> <p><b>a wind</b> □ n □ (translation) The driver is speeding like a wind</p> <p><b>to blow</b> □ v □ [<b>blew-blown</b>] (translation) The wind <b>blew</b> through her hair as she stood on the deck of the ship.</p> <p><b>a mist</b> □ n □ (translation = brouillard) It is difficult to see through the morning <b>mist</b>.</p> <p><b>a countryside</b> □ n □ (explanation) <b>a rural</b></p>	Teacher Students Lesson card Note book

			<p><b>area</b> I prefer living in the <b>countryside</b>, because fruits and vegetables are cheap there.</p> <p><b>a rainbow</b> □ n □ (translation. Arc-en-ciel)</p> <p><b>an humidity “n”</b> → <b>humid “adj”</b> (Explanation) The soil is humid after the rain</p>	
<p><b>Activity II :</b></p> <p><b>Reading Comprehension</b> (12mn)</p>	<p>Teacher puts a text on season in Africa on the Blackboard and asks Students to read Silently because there Will be questions after. And then he puts questions based on the text and students provide their answers</p>	<p>Read and answer Questions related To the text</p>	<p><b><u>READING COMPREHENSION</u></b> <b><u>Text:</u></b> <i>The climate in Togo</i> In Togo, two main seasons share the year, a dry period from November to March and a rainy season from April to October, with finer variations in the south, where the main rainy season ends in June to give way to a drier passage in July and August, before becoming wet again in September and October.</p> <p>The best time to travel is from November to February, when there is no heavy humidity or heat wave, although the harmattan can darken the atmosphere and bring unpleasant sand dust.</p> <p><b><u>Questions</u></b> 1. What are the main seasons in Togo? 2. Give the period of each season. 3. What is the best time</p>	<p>Lesson card, Ss □ notebooks</p> <p>Realia Teacher, Students)</p>

			to travel in Togo? Why? 4. There is humidity in Togo in December. T/F.	
<b>Activity III:</b>  <b>Listening</b> (8mn)	Teacher pronounces sentences related to the season in Africa in a good manner and intonation for Students to perceive them well and then repeat after him	Listen to words and expressions following the Teaching technics of vocabulary and then repeat	1. <b>Monsoon</b> is a cold wind which blows from south. 2. <b>Harmattan</b> is a dry and dusty wind which blows from north. 3. In my village people believe that <b>rainbow</b> is a sign of richness.	Teacher and Ss
<b>POST ACTIVITIES</b>				
<b>Evaluation</b> (3mn)  <b>Remedial work</b> (2mn)  <b>Homework</b> (5mn)  <b>Warm down</b> (3mn)	Write these words correctly on your slate: <i>sunny, monsoon, wind, leafy.</i>  Makes comments on recurrent mistakes  Write the homework on the board  Recalls the next session, strikes a song and leaves	Take their slate and do the work  Take note of the comments  Copy  Sing	<b>HOMEWORK</b> <b>Topic:</b> You are in the class of 4e and you plan to have an excursion to Dapaong in December. Fortunately before you leave to Dapaong, you have learnt with your teacher a lesson entitled seasons in Africa specially the one of your country Togo. Size this occasion to narrate what you watched, felt and give your impression about the trip.	

## LESSON CARD

Card n°: 1

date:

School :

class size:

Teacher:

duration: 55□

Class : Form III (4em)

Theme 4: the seasons

Lesson 11: seasons in Europe

Sequence: 1

Teaching aids: Realia, teacher and students

References: EFSA-SB, programme éducatif 4em, Guide d'exécution 4em, Oxford Advanced Learner's Dictionary,

CAPACITIES	CONTENT
Recognize	Words and expressions related to seasons in Europe: snow, winter, spring, autumn, summer....  Grammar structures expressing the comparison  -it's colder in Europe than in Africa.  The winter is the coldest season in Europe.  -superlative of adjectives(shorts and longs)
Pronounce	Correctly words and expressions related to seasons in Europe: winter, spring, summer, autumn
Build	-sentences to describe orally the different seasons in Europe: winter, spring, summer, autumn.  Winter is made of: December, January and February.  Spring is made of: March, April and May.  Summer is made of: June , July and August.  Autumn is made of: September, October and November.(Americans says "Fall")

	instead of autumn)
Use	-words, expressions and grammar structures related to seasons in Africa and in Europe.
Exchange	-In a letter, pieces of information about weather in Europe and in Africa during the winter.

Competence 1: deal with situations related to written expression by the mean of a simple language

Learning situation:

You are kokouvi, your brother who lives in Europe with your uncle came back in Africa for the holidays and told you the names of the seasons in Europe and taught you expressions related to seasons. In a discussing at school, your friend Adjo asks you to tell her the names of the different seasons in Europe and some expressions related to them. From the following list of words and expressions ,select those related to seasons in Europe and tell them to

Adjo:school,students,summer,winter,textbook,spring,autumn,weather,chalk,snow,temperature,raincoat,the weather is cold, weather forecast.

Do the work in groups of four.

Teaching strategies: individually, in pairs and in groups.

LESSON ORGANISATION

Stages/timing	Teacher's role	Students' role	Note on board	Materials
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**Pre- activities**

-Greetings	-greet students -	-Answer	Date	Teacher
-Roll call	Checks presence	-Answer		Students
-Date	-Asks the date	-Tell and write the date		Chalk
-Correction of homework	-Corrects exercise	-Correction		Board
-Warm up	-Strikes a tune	-Sing		Text book

**Main activities**

<u>Activity 1</u>	<b>1-presentation stage</b>	-listen and repeat , individually,	<b><u>I-Vocabulary</u></b>	
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<p>I-Vocabulary (The use of 3Ps)</p>	<p>Presents orally the new words in context using the appropriate teaching strategies</p> <p><b>2-Practice stage</b></p> <p>-Repetition drill: Makes sentences containing the new words and asks SS to repeat.</p> <p>- Substitution drill: -makes sample sentences and gives cues</p> <p><b>3-Production</b></p> <p>-Invites SS to make their own sentences using the new words</p>	<p>in rows and chorally</p> <p>-listen and repeat</p> <p>-use the cues to substitute a word in a sample sentence</p> <p>- make their own sentences using the new words</p>	<p><u>-the weather(n);(definition):</u> The condition of the atmosphere at a particular place and time. Eg: In Africa the weather is hotter than in Europe.</p> <p><u>-winter (n):</u> it is the first season in Europe, starting from December, January and February. Winter is the coldest season in Europe. Eg: during the winter people use to wear pullovers.</p> <p><u>-Spring (n):</u> it is the second season in Europe, starting from March, April and May. During the Spring, it rains in Europe. Eg: during the Spring, plants and flowers grow</p> <p><u>-Summer (n) (été):</u> it is the third season in Europe, starting from June, July and August. Summer is the hottest season in Europe Eg: during the summer people use to go to the beach and have fresh air</p> <p><u>-Autumn (n):</u> it is the fourth season in Europe, starting from September, October and</p>	
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			<p>November.</p> <p>It's the dry season in Europe</p> <p>Eg: during Autumn plants and flowers lose their leaves.</p>	
<p><u>Activity 2</u></p> <p>Grammar: the superlative of Short adjectives? (3Ps)</p>	<p><b>1-<u>Presentation stage</u></b></p> <p>-introduces orally the new grammar point</p> <p>- asks Ss to repeat</p> <p><b>2-<u>Practice stage</u></b></p> <p>-Repetition drill</p> <p>Makes sentences using the new grammar point and asks SS to repeat</p> <p>-Substitution drill</p> <p>-Makes sample sentences and proposes some words to substitute in the model sentences</p> <p><b>-<u>Production stage</u></b></p> <p>-asks ss to make their own</p>	<p>-listen carefully and repeat</p> <p>-listen and repeat</p> <p>-make sentences using the words provided by the teacher.</p>	<p><b><u>Grammar:</u></b> the superlative of Short adjectives</p> <p>-Abalo is the tallest student in the class</p> <p>-Adjo is the cleverest student of school</p> <p><b><u>Rule:</u> the+ short adj+ est</b></p>	

	sentences using the new grammar point	Make their own sentences		
<u>Activity3</u> <u>III- Pronunciation</u>	<ul style="list-style-type: none"> <li>-Calls for Ss attention</li> <li>-Gives clear instructions about the activity</li> <li>-Presents the words to be pronounced.</li> <li>-Pronounces the words respecting the intonation, stress and syllables</li> </ul>	<ul style="list-style-type: none"> <li>- keep quiet</li> <li>-listen carefully</li> <li>- listen</li> <li>- listen and repeat correctly after the teacher</li> </ul>	<b><u>III-Pronunciation</u></b> <ul style="list-style-type: none"> <li>Winter ( transcription)</li> <li>Spring (transcription)</li> <li>Summer (transcription)</li> <li>Autumn (transcription)</li> </ul>	

**Post-activities**

Evaluation	-asks some verification questions to Ss about the course	-answer questions		
Remedial work	-corrects eventual mistakes	- take note		

-Homework	-writes the homework on the board	-copy the homework in their exercise book	<p style="text-align: center;"><b><u>Homework</u></b></p> <p>1-How many seasons do we have in Europe?</p> <p>2- What are the seasons in Europe?</p> <p>3-put the following adjectives into the superlative form</p> <p>Cold, old, short, hot, warm, big, small</p>	
-Warm down	-warms the Ss down: strikes a song	- sing		

LESSON CARD

Card n°: 1

date:

School :

class size: B.....G

Teacher:

duration: 55□

Class : Form III (4em)

Theme 4: the seasons

Lesson 11: seasons in Europe

Sequence: 2

Teaching aids: Realia, teacher and students

References: EFSA-SB, programme éducatif 4em, Guide d'exécution 4em, Oxford Advanced Learner's Dictionary,

CAPACITIES	CONTENT
Recognize	Words and expressions related to season in Europe: snow, winter, spring, autumn, summer....  Grammar structures expressing the comparison  -it's colder in Europe than in Africa.  The winter is the coldest season in Europe.  -superlative of adjectives(short and longs)
Pronounce	Correctly words and expressions related to seasons in Europe: winter, spring, summer, autumn
Build	-sentences to describe orally the different seasons in Europe: winter, spring, summer, autumn.  Winter is made of: December, January and February.  Spring is made of: March, April and May.  Summer is made of: June , July and August.  Autumn is made of: September, October and November.(Americans says "Fall" instead of autumn)
Use	-words, expressions and grammar structures to seasons in Africa and in Europe.

Exchange	-In a letter, pieces of information about weather in Europe and in Africa during the winter.
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Competence 1: deal with situations related to written expression by the mean of a simple language

Learning situation:

### LESSON ORGANISATION

Stages/timing	Teacher's role	Students' role	Note on board	Materials
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#### **Pre- activities**

Greetings	greet students	Answer		Teacher
Roll call	Checks presence	Answer		Students
Date	Asks the date	Tell the date	Date	Chalk
Review	Revises the previous lesson.	Correction		Board
-warm up	Gives a tune	Sing		Text books

#### **Main activities**

<u>Activity 1</u>	<b><u>1-presentation stage</u></b>	-listen and repeat , individually, in rows and chorally	<b><u>I-Vocabulary</u></b>	
I-Vocabulary (The use of 3Ps)	Presents the new words in context using the appropriate teaching strategies		- <b>Temperature (n)</b> : a measure of cold or heat. Eg: we measure the <b>temperature</b> with a thermometer	
	<b><u>2-Practice stage</u></b>	-listen and repeat	- <b>raincoat(n):(realia)</b> <b>Eg:</b> we wear a <b>raincoat</b> when it rains	
	-Repetition drill: Makes sentences containing the		- <b>umbrella(n):(drawing)</b> Eg: we use umbrella to protect ourselves from the	

	<p>new words and asks SS to repeat.</p> <p>- Substitution drill:</p> <p>Makes sample sentences and gives cues</p> <p>-asks ss to use the cues and substitute words in the sample sentences</p> <p><b>3-<u>Production</u></b></p> <p>-Invites SS to make their own sentences</p>	<p>-use the cues to substitute words in the sample sentences</p> <p>- make their own sentences</p>	<p>rain</p> <p>- <b>To freeze (v)</b>: to fridge, to put something into the fridge in order to make it become so cold.</p> <p>Eg: my mother <b>freezes</b> the bottles of juice</p> <p>-<b>snow(n)</b>:small soft white pieces of frozen water that fall from the sky in cold weather</p> <p>Eg: <b>Snows</b> fall in Europe during the winter</p> <p>-<b>thunder (n)</b>:</p> <p>( demonstration)</p> <p>Eg: the thunder announces the rain</p> <p>Eg: the thunder fires the Thief</p> <p>-<b>cloud (n)</b>:( showing)</p> <p>Eg: there are clouds in the sky</p>	
<p><u>Activity 2</u></p> <p>II-Grammar: the superlative of long adjectives?</p> <p>(3Ps)</p>	<p><b>1-<u>Presentation stage</u></b></p> <p>-introduces orally the new grammar point</p> <p>- asks Ss to repeat</p>	<p>-listen carefully and</p>	<p><b>II-Grammar</b>: the superlative of long adjectives</p> <p>-Kpatcha is the most intelligent student in the class</p> <p>-my house is the most beautiful</p> <p><u>Rule</u>: <b>the+ most +long adj</b></p>	

	<p><b>2-<u>Practice stage</u></b></p> <p>-Repetition drill</p> <p>Makes sentences using the new grammar point and asks SS to repeat</p> <p>-Substitution drill</p> <p>-Makes sample sentences and proposes some words to substitute in the model sentences</p> <p><b><u>-Production stage</u></b></p> <p>-asks ss to make their own sentences using the new grammar point</p>	<p>repeat</p> <p>-listen and repeat</p> <p>-make sentences using the words provided by the teacher.</p> <p>Make their own sentences</p>		
<p><u>Activity 3</u></p> <p><u>III-Running dictation</u></p>	<p>- organizes the class into groups</p> <p>-makes the sheet of paper according to the number of the groups</p> <p>-sticks the papers on the board</p>		<p><b><u>Iii-Running dictation</u></b></p> <p>In Europe, the weather is too cold.</p> <p>River mono is the longest river in Togo.</p> <p>It is in Europe that we have snows</p>	

	<p>before each row</p> <p>- chooses two Ss at the back and one runs to read what is written, comes back and dictate the sentences to the one who is writing.</p>	- Ss execute		
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**Post-activities**

Evaluation	-asks some verification questions to Ss about the course	-answer questions		
Remedial work	-corrects eventual mistakes	- take note		
-Homework	-writes the homework on the board	-copy the homework in their exercise book		
-Wurm down	-wurms the Ss down: stricks a song	- sing		
			<p><b><u>Homework</u></b></p> <p>1-make three sentences using ( thunder, temperature, raincoat)</p> <p>2-turn the following adjectives in bracket into superlative form.</p> <p>a- this car is.....( expensive)</p> <p>b- Form 4B students are.....( Intelligent)</p> <p>C-Lion is ....(dangerous) animal in the forest</p>	

## LESSON CARD

Card n°:

date:

School :

class size:

Teacher:

duration: 55□

Class : Form III (4em)

Theme 4: the seasons

Lesson 11: seasons in Europe

Sequence: 3

Teaching aids: Realia, teacher and students

References: EFSA-SB, programme éducatif 4em, Guide d'exécution 4em, Oxford Advanced Learner's Dictionary,

CAPACITIES	CONTENT
Recognize	Words and expressions related to season in Europe: snow, winter, spring, autumn, summer....  Grammar structures expressing the comparison  -it's colder in Europe than in Africa.  The winter is the coldest season in Europe.  -superlative of adjectives(shorts and longs)
Pronounce	Correctly words and expressions related to seasons in Europe: winter, spring, summer, autumn
Build	-sentences to describe orally the different seasons in Europe: winter, spring, summer, autumn.  Winter is made of: December, January and February.  Spring is made of: March, April and May.  Summer is made of: June, July and August.  Autumn is made of: September, October and November.(Americans says "Fall" instead of autumn)
Use	-words, expressions and grammar structures to seasons in Africa and in Europe.
Exchange	-In a letter, pieces of information about weather in Europe and in Africa during the winter.

Competence 1: deal with situations related to written expression by the mean of a simple language

### LESSON ORGANISATION

Stages/timing	Teacher's role	Students' role	Note on board	Materials
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**Pre- activities**

Greetings	-greet students - Checks presence	-Answer		Teacher
Roll call		-Answer		Students
Date	-Asks the date	-Tell and write the date	Date	Chalk
Review	-Revises the previous lesson	- revision		Board
Warm up	-Strikes a song	-Sing		Text books

**Main activities**

<u>Activity 1</u> I-Vocabulary (The use of 3Ps)	<p><b><u>1-presentation stage</u></b></p> <p>Presents the new words in context using the appropriate teaching strategies</p> <p><b><u>2-Practice stage</u></b></p> <p>-Repetition drill: Makes sentences containing the new words and asks SS to repeat.</p> <p>- Substitution drill: Gives sentence with cues</p>	<p>-listen and repeat , individually, in rows and chorally</p> <p>-listen and repeat</p> <p>-make sentences with the cues</p>	<p align="center"><b><u>I-Vocabulary</u></b></p> <p><b>-Storm(n):</b> it is a violent wind followed by the rain Eg: the storm destroyed the roof of our classroom</p> <p><b>-rainbow (n):</b> (drawing) Eg: the rainbow has seven colors</p> <p><b>-weather forecast (n):</b> it is a description on the radio or TV of what the weather will look like tomorrow or for the next few days Eg: the weather forecast announced on TV that it will rain tomorrow morning</p> <p><b>- gloves (n):</b>(drawing) Eg: in Europe people wear gloves when it snows</p> <p><b>-Sunny(adv),:</b>when there</p>	
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	<p><b>3-Production</b></p> <p>-Invites SS to make their own sentences</p>	<p>- make their own sentences</p>	<p>is too much sun during a day</p> <p>Eg: the day is sunny</p> <p><b>-chilly</b>(adj)=cold</p> <p>Eg: it is chilly today</p> <p>- <b>socks</b>(n):(realia)</p> <p>Eg: we wear socks before wearing shoes on it</p>	
<p><u>Activity 2</u></p> <p>II-Listening comprehension (3Ps)</p>	<p>-Calls for SS attention</p> <p>-writes the comprehension questions on the board</p> <p>- gives clear instructions</p> <p>-reads aloud the passage three times</p> <p>-asks ss to think about and answer the questions</p>	<p>-keep quiet and listen</p> <p>- read the questions</p> <p>-follow</p> <p>-follow carefully</p> <p>- Answer the questions</p>	<p><b>II-Listening comprehension</b></p> <p>Questions</p> <p>1-what is the title of the passage?</p> <p>2-According to the text how many seasons do we have in Europe?</p> <p>3- the weather in Europe is as cold as in Africa. True or false</p> <p>4-do you prefer living in Africa or in Europe? Why?</p>	

<p><u>Activity 3</u> <u>III-Spelling</u></p>	<p>-Calls for Ss attention</p> <p>-Presents orally the words to be spelled</p> <p>-pronounces the words respecting the intonation, stress and syllable</p> <p>-asks ss to spell the words</p>	<p>- keep quiet and listen</p> <p>-listen carefully</p> <p>- listen</p> <p>-spell the words and pronounce</p>	<p><b>III-Spelling</b></p> <p>Europe</p> <p>Discover</p> <p>Season</p> <p>Weather</p> <p>Pullover</p> <p>Forecast</p>	
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**Post-activities**

<p>Evaluation</p>	<p>-asks some verification questions to Ss about the course</p>	<p>-answer questions</p>		
<p>Remedial work</p> <p>-Homework</p> <p>-Warm down</p>	<p>-corrects eventual mistakes</p> <p>-writes the homework on the board</p> <p>-warms the Ss down: strikes a song</p>	<p>- take note</p> <p>-copy the homework in their exercise book</p> <p>- sing</p>	<p><b><u>Homework</u></b></p> <p>1-Give the antonyms of the following adjectives:</p> <p>Cold, dry season</p> <p>2- Give the synonym of chilly</p> <p>3- make three sentences using: storm, sunny, rainbow</p>	

**Text:** Seasons in Europe

Ali went to Europe and discovered that there are four seasons which are winter, spring, summer and autumn. Once there, he realized that the weather is colder than the weather of Africa. Because of that, people wear most of the time, pullovers, gloves, raincoat and socks. A part from that, before going to work, people check the day's weather forecast.

**TEACHER: FOMBI K. Markus**

**CLASS: Form III**

**THEME 5: Information and Communication Technologies( ICT)**

**LESSON 1: Means of communication**

**TEACHING AIDS:** realia, flashcards, notebooks, students,

**DURATION:** 3 x 55min

**DATE:**

**NUMBER OF STUDENTS:** \_\_\_B

\_\_\_G

**Sequence 1.**

<b>CAPACITIES</b>	<b>CONTENTS</b>
<b>Recognize</b>	Words and expressions related to means of communication: radio, viewer, to turn on/off, channel, newspaper. Correctly grammatical structures to establish the comparison of superiority.
<b>Identify</b>	Words and expressions pointing out the different means of communication
<b>Read</b>	A text related to means of communication and establish a relation between the title and the content.

**Competence:**

Oral manipulation of language structure in a communication situation using simple language.

**Learning situation:**

You are John Ami in form III at the JSS of Kossikopé. You went to the cinema last week to watch the most exciting film you like. In the following day, the teacher asked you to rearrange the jumbled sentences below in order to give a short comment on the film.

- 1) In/somebody/film/the/radio/the/listening/was/to
- 2) Among/women/the/were/viewers/more/men/than
- 3) Togo presse/a/newspaper/good/is

**LESSON ORGANIZATION**

**A.PRE-ACTIVITIE**

**1. Greetings 1min**

**2. Roll check 2min**

**3.Date 1min**

4. Revision / homework correction 2min.

5. Warm up 1 Mon.

**B.MAIN ACTIVITIES**

STAGES/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	TEACHING MATERIALS
<p><b>ACTIVITY 1:</b>  <b>Vocabulary</b>  <i>Use 3Ps</i>            (□.10min)</p>	<p><b>I-PRESENTATION</b>            T. Presents the new items with the required techniques.</p> <p><b>II- PRACTICE.</b>            T.Listens to students' repetition of the new items to note the mistakes</p> <p><b>II- PRODUCTION</b>            T. asks students to make their own sentences with the new words on the BB.</p>	<p>- Close their books            - Listen carefully            -Repeat after the teacher</p> <p>-Repeat as the teacher is listening.</p> <p>- Students produce their own sentences under the supervision of the teacher.</p>	<p><b>Vocabulary</b>  <b>1. Radio: (n) (picture)</b>  <b>Ms: my father has a new radio</b>  <b>2. Viewer(N).</b>            (Synonym)=watcher            Ms: there are many viewers in the cinema  <b>3. To turn on (v) (explanation)# to turn off</b>            Ms: koffi turns on his radio for the news.  <b>4. Channel(n)(syn)= radio/TV station</b>  <b>Ms: the channel 4 is more interested than the channel 2</b>  <b>5. Newspaper (n) (trans)= la presse</b>  <b>Ms: Togo presse is a good newspaper</b></p>	<p>BB,            students,            Lesson card.</p>
<p><b>ACTIVITY 2:</b>  <b>Grammar: the comparative of superiority of long adjectives</b>  <i>Use 3Ps</i>            (□.10min)</p>	<p><b>I-PRESENTATION</b>            Presents the grammar point on the BB with explanations concerning the use of the new item.</p> <p><b>II- PRACTICE</b>            Asks students to connect the following sentences using the</p>	<p>Listen to understand</p>	<p><b>Grammar : The comparative of superiority of long adjectives</b>            1. Watching TV is more interesting than listening to radio            2. People are more frequent in radio la paix than excelsior            2. Television is more expensive than newspaper</p>	<p>BB,            Lesson card,            Students' note books.</p>



	<p><b>II- PRACTICE</b>  <b>-Repetition drills:</b>  makes them repeat the pronunciation mistakes.  - Substitution drills:  From the village of Johnny, w replace it with some towns and villages for the class to know that stigmatization is everywhere.</p> <p><b>II- PRODUCTION</b>  - Leads students to ask questions if they have.</p>	- Ask questions if they have any.		
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**C.POST-ACTIVITIES**

<p><b>EVALUATION (2min)</b></p> <p><b>REMEDIAL WORK (2min)</b></p> <p><b>HOMEWORK (3min)</b></p> <p><b>WARM DOWN (3min)</b></p>	<p><i>Asks questions about the vocabulary words and the grammar point:</i>  - What have we learned today I vocabulary?  - what have we learned today in grammar?.  - What is the text about?</p> <p>-Makes comments on recurrent mistakes</p> <p>Writes the homework on the board.</p> <p>Recalls the next session, strikes a song and leaves</p>	<p>-answer</p> <p>Take note of the comments</p> <p>Sing.</p>	<p><b>Homework</b></p> <p>1. Give the synonym of watcher, news, and give the opposite of to turn off.  2. Use the comparative of superiority of the adjectives in brackets  a- RFI is (talkative) BBC  b- Rambo is (powerful) Commando</p>	
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**CARD N°: 2**

**SCHOOL: JSS**

**TEACHER: FOMBI K. Markus**

**CLASS: Form III**

**THEME 5: Information and Communication Technologies(ICT)**

**LESSON 1: Means of communication**

**TEACHING AIDS:** realia, flashcards, notebooks, students, teacher, Longman Dictionary.

**DURATION:** 3 x 55min

**DATE:**

**NUMBER OF STUDENTS:** \_\_\_B \_\_\_G

**Sequence 2.**

CAPACITIES	CONTENTS
Recognize	Words related to means of communication: journalist, magazine, headlines, to publish, to inform.  Correctly grammatical structures to establish the comparison of inferiority
Identify	Words and expressions pointing out the different means of communication.
Writing	A simple text related to the importance of means of communication.

**Competence:**

Oral manipulation of language structure in a communication situation using simple language.

**Learning situation:**

Your name is Emèlanyo, a student at korbongou JSS. During the cultural week in your school many means of communication have been used to inform the whole school about the importance of masse media. Base on the following list of words, select the appropriate ones related to means of communication.

**List of words:** table, internet, elephant, magazine, journalist, forest, to publish.

**Teaching strategies:** group/pair work,

**LESSON ORGANIZATION**

**PRE-ACTIVITIES**

Greetings (1min)

Roll call/check (3min)

Date (1min)

Warm up (2min)

Revision/Homework correction (3min)

### MAIN ACTIVITIES

STAGES/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	TEACHING MATERIALS
<b>ACTIVITY 1:</b> <b>Vocabulary</b> Use 3Ps (10min)	<b>I-PRESENTATION</b> Presents the new items to the class with the required techniques at his disposal.  <b>II- PRACTICE</b> <b>Repetition drills:</b> makes them repeat - listen to note the mistakes in the pronunciation of students  <b>II- PRODUCTION</b> Invites students to make their own sentences with the new words on the BB under his supervision.	- close their books - Listen carefully to understand.  Repeat as the teacher pronounces the words.  - make their own sentences with the new words on the BB under the supervision of the teacher	Vocabulary. <b>1. Journalist</b> (n) (syn)= reporter Ms: Gerson Dovo is a journalist at TVT <b>2. To inform</b> (v) (explanation) *Information (n) Ms: we can get information on radio <b>3. To publish</b> (v) (trans): publier (fr) Ms: The reporter publishes his novel <b>4. Magazine</b> (n) (explanation) Ms: I like reading school's magazine <b>5. Headlines</b> (npl) (syn)= titles Ms: The news contain many headlines.	BB, Students' note books, Lesson card.
<b>ACTIVITY 2:</b> <b>Grammar: the</b>	<b>I-PRESENTATION</b> - The teacher puts the	Close their note	Grammar: the comparative of inferiority	

<p><b>comparative of inferiority of long adjectives</b></p> <p>Use 3Ps</p> <p>(□.10min)</p> <p>(□.10min)</p>	<p>following sentences on the BB:</p> <ul style="list-style-type: none"> <li>- Adjo is less beautiful than Jennifer.</li> <li>- Teacher explains to the class why less is used in terms of inferiority.</li> </ul> <p><b>II- PRACTICE</b></p> <p>Puts the following sentences on the BB and helps students to connect them using the new grammar point on under study.</p> <ol style="list-style-type: none"> <li>1. Ericson is (powerful) Toofan.</li> <li>2. Listening to the radio is (interesting) reading a book.</li> </ol> <p><b>II- PRODUCTION</b></p> <ul style="list-style-type: none"> <li>- Invites students to make their own sentences with the new item under his supervision for him to correct the mistakes.</li> </ul>	<p>books.</p> <ul style="list-style-type: none"> <li>- Listen carefully to understand the instructions</li> </ul> <ul style="list-style-type: none"> <li>- Listen carefully to the instructions</li> <li>- Do the work.</li> </ul>	<p>of long adjectives</p> <ol style="list-style-type: none"> <li>1. Listening to the radio is less interesting than watching TV</li> <li>2. Hyena is less dangerous than Lion</li> <li>3. BBC is less talkative than RFI</li> </ol> <p><u>Rule:</u> subj+ verb+ less+ long adj+ than</p>	<p>BB, Lesson card, students' note books.</p>
<p>ACTIVITY 3:</p> <p>Writing</p>	<p><b>I-PRESENTATION</b></p> <ul style="list-style-type: none"> <li>- writes the jumbled sentences on BB.</li> </ul>	<p>Students close their note books.</p> <ul style="list-style-type: none"> <li>-Listen carefully</li> </ul>	<p>Writing:</p> <p>Rearrange these jumbled sentences in order to have</p>	<p>BB, lesson card,</p>



<b>REMEDIAL WORK</b> <i>(2min)</i>	grammar point.  Makes comments on recurrent mistakes	Take note of the comments	<p style="text-align: center;"><b><u>Homework</u></b></p> Use the comparative of inferiority of the adjectives in brackets	
<b>HOMEWORK</b> <i>(3min)</i>	Writes the homework on the board.		1) Nokia is (powerful) Iphone 2) Radio is (preferable) TV	
<b>WARM DOWN</b> <i>(3min)</i>	Recalls the next session, strikes a song and leaves	Sing	3) Tom is (miserable) Jerry	

**LESSON NOTES**

**CARD N°: 3**

**SCHOOL: JSS**

**TEACHER: FOMBI K. Markus**

**CLASS: Form III**

**THEME 5: Information and Communication Technologies (ICT)**

**LESSON 1: Means of communication**

**TEACHING AIDS:** realia, flashcards, notebooks, students, teacher, Longman Dictionary.

**DURATION:** 3 x 55min

**DATE:**

**NUMBER OF STUDENTS:** \_\_\_ B \_\_\_ G

**Sequence 3.**

<b>CAPACITIES</b>	<b>CONTENTS</b>
Recognize	Words and expressions related to means of communication: to broadcast, computer, social network, to entertain, mobile.

Identify	Words and expressions pointing out the different means of communication.
Exchange	The importance of the radio and the computer.

**Competence:**

Oral manipulation of language structure in a communication situation using simple language.

**Learning situation:**

You are chosen by the headmaster to talk about the importance of means of communication in your school.

Match the following words to their corresponding meanings:

- 1) entertainment.            a- giving information on TV/radio
- 2) broadcasting.            b-an electronic machine
- 3) Computer.                c- rejoice by watching a movie
- 4) network                    d- devices connected together

**Teaching strategies:**

Individual work, pair work, group work, 3Ps.

**LESSON ORGANIZATION**

**PRE-ACTIVITIES**

Greetings (1min)

Roll check (2min)

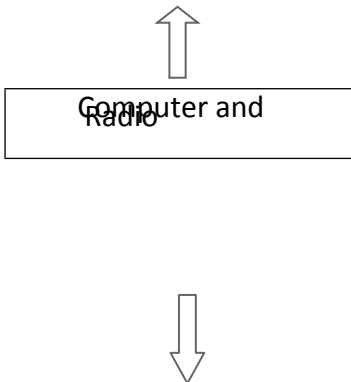
Date (1min)

Warm up (1min)

Revision/Homework correction (2min)

**MAIN ACTIVITIES**

STAGES/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	TEACHING MATERIALS
<b>ACTIVITY 1:</b> <b>Vocabulary</b>  (□.10min)	<b>I-PRESENTATION</b>  - Presents the new words with the appropriate techniques.	-close their note books  -Listen carefully to understand the use of the new	vocabulary  1- to broadcast (v) (syn)= to present new on TV/radio	BB,  Lesson card.

	<p><b>II- PRACTICE</b></p> <p><b>-Repetition drills:</b> makes students Repeat the new words individual, by rows, the whole class.</p> <p><b>II- PRODUCTION</b></p> <p>- Helps students make their own sentences with the new words on the BB,</p>	<p>words.</p> <p>- Repeat the new words as directed by the teacher.</p> <p>- Make their own sentences with the new words on the BB under the supervision of the teacher.</p>	<p>*Broadcasting (n)</p> <p>Ms: BBC is a good broadcasting radio</p> <p>2. Computer(n) (flash card)</p> <p>Ms: There are lots of information in a computer</p> <p>3. Social network (exp) (transl): réseau social (fr)</p> <p>Ms: Whatsapp is a popular social network..</p> <p>4. To entertain(v)( Syn)= to relax/to rejoice</p> <p>Ms: I entertain myself by watching football match</p> <p>5. Mobile (n) (Syn)=phone</p> <p>Ms: My mobile number begins by 90</p>	
<p><b>ACTIVITY 2:</b></p> <p><b>Writing (semantics maps)</b></p> <p>(□.15min)</p>	<p><b>I-PRESENTATION</b></p> <p>Presents the map on BB.</p> <p>Gives instructions to students that they will give any word related to computer and radio and they will be filling the map</p> <p>Lays emphasis on the different means of communication</p> <p>Gives time to students to discuss in groups.</p>	<p>Listen carefully to avoid misunderstanding s.</p> <p>Listen carefully and ask questions to understand the text.</p>	<p>Semantics maps</p> <p>Give the possible words That can be found around The words in the maps</p> <div style="text-align: center;">  <p>Computer and Radio</p> </div>	<p>BB,</p> <p>Lesson card,</p> <p>Students' note books.</p>

	<p><b>II- PRACTICE</b></p> <p>Leads students to fill the chart.</p> <p><b>II- PRODUCTION</b></p> <p>Leads students to ask questions.</p>	<p>Discuss in groups</p> <p>_fill the chart after their discussions in groups.</p> <p>-Ask questions.</p>		
<p><b>ACTIVITY 3:</b></p> <p>Debate</p> <p>(□.13min)</p>	<p><b>I-PRESENTATION</b></p> <p>puts the topic on BB.</p> <ul style="list-style-type: none"> <li>- Gives time to students to discuss about the topic in groups.</li> <li>- As students are discussing, T is at the same time talking about the topic emphasizing the different means of communication.</li> </ul> <p><b>II- PRACTICE</b></p> <ul style="list-style-type: none"> <li>- Lanches The debate</li> <li>- Gives the floor to students who are ready.</li> <li>-Gives instructions to students to present the work in not more than 2min per group.</li> <li>- Calls all the groups</li> </ul>	<p>Listen to instructions.</p> <p>Present their</p>	<p>Topic: Between the radio and the computer, which one do you like.Why?</p>	<p>Lesson card, BB, Students.</p>

	<p>before the class.</p> <p>- each group presents its work one after the other.</p> <p><b>II- PRACTICE</b></p> <p>Gives the floor to students to present their findings.</p> <p>- Takes notes of the mistakes in pronunciation.</p> <p><b>II- PRODUCTION</b></p> <p>-Leads the class to ask questions.</p>	<p>findings about the topics.</p> <p>- The whole class has the floor to put questions to their class mates and also to the teacher.</p>		
<b>POST-ACTIVITIES</b>				
<p><b>REMEDIAL WORK</b></p> <p><i>(2min)</i> Homework (2min).</p> <p><b>WARM DOWN</b></p> <p><i>(2min)</i></p>	<p>Makes comments on recurrent mistakes</p> <p>Recalls the next session, strikes a song and leaves</p>	<p>Take note of the comments</p> <p>-Sing</p>	<p>Homework:</p> <p>Give the advantages and disadvantages of watching TV everyday.</p>	<p>BB, students' note books.</p>

CARD N° :

DURATION:

SCHOOL :

DATE:

TEACHER: BUAME

NUMBER OF STUDENTS:-----B-----G

CLASS : FORM3

SEQUENCE: 1

THEME 5: INFORMATION AND COMMUNICATION TECHNOLOGY

(LA TECHNOLOGIE DE L'INFORMATION ET DE LA COMMUNICATION)

LESSON 13 : The telephone (le téléphone )

TEACHING AID : realia, flashcards, notebooks, students, teacher

REFERENCES : Manuel de l'élève 4è, Programme éducatif 4è, Guide d'exécution 4è, Longman dictionary

CAPACITIES	CONTENTS
Recognize	Words and expressions related to the telephone and its use : telephone, cell phone, telephone book,signal,line,operator
Use	Grammatical structures related to telephone
Read	Passage related to the telephone and its use

### **Competence V :**

Handle communication situations related to the written English by the means of a sophisticated language.

### **Learning situation:**

Support : This morning, your class mate Ali wants to ask a permission to go out. He lacks words.

Task: From the list below, choose the appropriate expression for permission.

Instruction: Do the work in pairs

List: I'm going out/I go out/ Would you mind letting me go out?

Teaching strategies:

### LESSON ORGANIZATION

STAGES/TIMIN	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	TEACHING MATERIALS
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G				
PRE-ACTIVITIES				
Greetings(1mn )	-Greets the students	-Answer		Teacher
Roll check(2mn)	- Checks the presence	-Give the name of the absentees		Students
Date(1mn)	- Asks students to say and write the date	- Say and write the date	-Date	Blackboard
Warm up(2mn)	-Asks students to sing a song	-Sing		
Revision(3mn)	- Asks students to recall what they learnt during the previous lesson	-Recall what they learnt		
Correction of homework (2mn)	-corrects the home	Take note		
MAIN ACTIVITIES				
ACTIVITY I	<u>PRESENTATION</u>		<u>Vocabulary</u>	Teacher
VOCABULARY (3Ps) (15min)	-Presents the new words and expressions in a context using the appropriate strategies	-Listen	1- <u>Telephone</u> : (cognate) My father calls koffi by <i>telephone</i> .	Students
	-Asks students to repeat	-Repeat	2- <u>Cell phone</u> : (drawing) Ama is using a new Itel <i>cell phone</i> .	realia
	-Asks comprehension questions	-Answer	3- <u>Telephone book</u> : (realia) Koffi found his uncle's number in <i>the telephone book</i> .	Note books
			4- <u>Signal</u> : (situational) I called Tom but there was no <i>signal</i> .	
			5- <u>Line</u> : (translation) (ligne telephonique)	
			6- <u>Hold the line</u> : Fr (Ne quitter pas)	

	<p><u>PRACTICE</u>  Repetition drill  -Makes sentences using the new words and asks students to repeat</p> <p><u>PRODUCTION</u>  -asks students to make their own sentences using the new words or expressions</p>	<p>-Listen and repeat</p> <p>-Make sentences</p>	<p>7-<u>Operator</u>: (definition)  My sister is an <i>operator</i> at <i>Hotel Sarakawa</i>.</p> <p>-Students best sentences</p>	
<p>ACTIVITY II  GRAMMAR  (3Ps)  (15mn)</p>	<p><u>PRESENTATION</u>  -Presents the new structure in a situational context  -Says and makes students repeat  -asks verification questions on the situation:  *What does Mr Ali want?  * what expression does he use?  *When do we use it?  *What is the form of the verb that follows this expression?</p> <p><u>PRACTICE</u>  <i>Repetition drill</i>  -Makes sentences and asks students to repeat them</p> <p>Please sir, would you mind letting me go out?</p> <p>Please Koffi, Would you</p>	<p>-listen to the situation</p> <p>-repeat sentences</p> <p>-listen carefully</p> <p>-Answer the verification questions</p> <p>-listen and repeat</p>	<p><u>GRAMMAR</u>: The use of <i>Would you mind + ing</i></p> <p>-Mr. Ali: Hallo, madam. Would you mind <i>?</i></p> <p>-Operator: No, sir. A minute, please</p> <p>Rule : <b>would you mind</b> +verb +<b>ing</b></p> <p>Eg: Please koffi, I can't see the blackboard. Would you mind sitting down.</p>	

	<p>mind giving me that pen?</p> <p>I can't hear you. Would you mind speaking louder, please?</p> <p>Would you mind repeating what you have just said?</p> <p><i>Substitution drill</i></p> <p>-Asks students to replace "pen" in sentence 2 by "book", "pencil"..</p> <p><u>PRODUCTION</u></p> <p>-Asks students to make their own sentences using the new structure.</p>	-replace words in the sentence	Students' best sentences	
<p>ACTIVITY III</p> <p>READING COMPREHENSION</p> <p>(10mn)</p>	<p>-Copies the text on the board and explain the difficult words</p> <p>-puts the question on the board</p> <p>-Asks students to read the passage silently and answer the question in groups.</p> <p><u>Question:</u></p> <p>What is the general idea of this passage?</p>	<p>-Follow carefully</p> <p>-Follow</p> <p>-Read silently and answer the question</p>	<p><u>Text:</u></p> <p>A telephone is the telecommunication device that permits two or more users to conduct a conversation when they are too far apart to be heard directly. A telephone converts sound, typically and most efficiently the human voice, into electronic signals that are transmitted via cables and other communication channels to another telephone which reproduces the sound to the receiving user.</p>	
<b>POST ACTIVITIES</b>				
<p>EVALUATION</p> <p>(2mn)</p>	-Asks students to recall the words studied and the structure of the sequence	Recall the previous lesson	<p><u>Homework</u></p> <p>Make 2 sentences with "would you mind"</p>	Exercise - books
<p>REMEDIAL WORK</p> <p>(1mn)</p>	-Makes comments on the recurrent mistakes	-Take notes of comments		

HOMEWORK (2mn)	-Copies the homework on the board	-Copy in the exercise-book		
WARM DOWN (1mn)	-Recalls the next session, strikes a song and leaves	-Sing		

CARD N° :

DURATION:

SCHOOL :

DATE:

TEACHER: BUAME

NUMBER OF STUDENTS:-----B-----G

CLASS : FORM3

SEQUENCE: 2

THEME 5: INFORMATION AND COMMUNICATION TECHNOLOGY

(LA TECHNOLOGIE DE L'INFORMATION ET DE LA COMMUNICATION)

LESSON 13 : The telephnone (le téléphone )

TEACHING AID : Realia, flashcards, notebooks, students, teacher

REFERENCES : Manuel de l'élève 4è, Programme éducatif 4è, Guide d'exécution 4è, Longman dictionary

CAPAC ITIES	CONTENTS
Recognize	Words and expressions related to the telephone and its use : message, tone, receiver, phone card, mobile phone, telephone number, phone call
Identify	Structure related to the polite expressions in ration with telephone
Read	Passage related to the telephone and its use through scanning

**Competence V :**

Handle c ommunication situations related to the written English by the means of a sophisticated language.

**Learning situation:**

Support: Your teacher gives you the following list of words and asks you to select words related to the telephone.

Task : select the words related to telephone

Instruction : Do the work in groups of 6.

List: receiver/ Mobile phone/ Table/ Phone card/ Goat/

Teaching strategies: Individuals work, pair work, group work, 3Ps

LESSON ORGANIZATION

STAGES/TIMIN G	TEACHER'S ROLE	STUDENTS 'S ROLE	NOTE ON BOARD	TEACHING MATERIALS
PRE-ACTIVITIES				

Greetings	-Greet the students	-Answer		
Roll check	- Checks the presence	-Give the name of the absentees		Teacher
Date		- Say and write the date	-Date	Students
Warm up	-Asks students to say and write the date			Blackboard
Revision	-Asks students to sing a song	-Sing		
Correction of homework	- Asks students to recall what they learnt during the previous lesson	-Recall what they learnt		
	-corrects the home	-Take note	<p style="text-align: center;"><u>Correction</u></p> <p>Two sentences with "would you mind"</p> <ol style="list-style-type: none"> <li>1- Please sir, would you mind repeating what you have said?</li> <li>2- Would you mind giving the money you promised to me?</li> </ol>	

**MAIN ACTIVITIES**

ACTIVITY I	<u>PRESENTATION</u>		<u>Vocabulary</u>	Teacher
VOCABULARY (3Ps) (15min)	-Presents the new words and expressions in a context using the appropriate strategies	-Listen	1- <u>Message</u> : (cognate) My sister received a <u>message</u> from her friend.	Students
	-Asks students to repeat	-Repeat	2- <u>Phone card</u> : (explanation) Tom called his father by a <u>phone card</u> .	realia
	-Asks comprehension questions	-Answer	3- <u>Mobile phone</u> : (realia) My English teacher has a <u>mobile phone</u> .	Note books
			4- <u>Telephone number</u> : (situational) The <u>telephone number</u> of my father is... .	
			5- <u>Phone call</u> : (translation)	

	<p><u>PRACTICE</u>  Repetition drill  -Makes sentences using the new words and asks students to repeat</p> <p><u>PRODUCTION</u>  -asks students to make their own sentences using the new words or expressions</p>	<p>-Listen and repeat</p> <p>-Make sentences</p>	<p>My father received a <u>phone call</u> from the doctor.</p> <p>6-<u>Receiver</u>: ( Fr recepteur / combine)  If the <u>receiver</u> is closer to your mouth, people cannot hear what you are saying.</p> <p>-Students best sentences</p>	
<p>ACTIVITY II  GRAMMAR  (3Ps)  (15mn)</p>	<p><u>PRESENTATION</u>  -Presents the new structure in a situational context  -Says and make students repeat  -asks verification questions on the situation:  *What does the first student want?  *What expression does he use?  *What does the second student want?  *what expression does he use?</p> <p>*What is the form of the verb that follows these expressions?</p> <p><u>PRACTICE</u>  <i>Repetition drill</i>  -Makes sentences and asks students to repeat</p>	<p>-listen to the situation  -repeat sentences  -listen carefully  -Answer the verification questions</p> <p>-listen and</p>	<p><u>GRAMMAR</u>: The use of polite expression+ infinitive  - Please sir, I would like to go out.  -May I go out, sir?</p> <p>Rule : <b>would like to/ May/Could</b> + Infinitive</p> <p>Eg: Please koffi, could you come?  Please sir, may I sit down?</p>	

	<p>them</p> <p>Please sir, would you like to visit my parents?</p> <p>Please Aline, may I use that pen?</p> <p>I can't hear you, sir. Could you speak louder, please?</p> <p><u>PRODUCTION</u> -Asks students to make their own sentences using the new structure.</p>	<p>repeat</p> <p>-Make their sentences</p>	<p>Students' best sentences</p>	
<p>ACTIVITY III LISTENING COMPREHENSION</p>	<p>-Pre-teach the difficult words -Reads the text 3 times</p> <p>-puts the questions on the board -Asks students to answer the questions in pairs.</p> <p><u>Question:</u> 1-What are the essential elements of telephone given in the passage? 2-A transmitter plays a key role on a telephone. T/F? Justify your answer.</p>	<p>-Follow carefully -Follow -listen and answer the question</p>	<p><u>Text:</u> The elements of the telephone The essential elements of a telephone are a microphone (transmitter) to speak into and an earphone (receiver) which reproduces the voice in a distant location. In addition, most telephones contain a ringer to announce an incoming call, and a dial or keypad to enter a telephone number when initiating a call to another telephone. The receiver and transmitter are usually built into a handset which is held up to the ear and mouth during conversation.</p>	
<b>POST ACTIVITIES</b>				
<p>EVALUATION  REMEDIAL WORK</p>	<p>-Asks students to recall the words studied and the structure of the sequence</p>	<p>-Take</p>	<p><u>Homework</u> 1-Make 2 sentences using the new vocabulary words 2-Make 2 sentences using the</p>	<p>Exercise - books</p>

HOMEWORK	-Makes comments on the recurrent mistakes	notes of comments	new structure	
WARM DOWN	-Copies the homework on the board  -Recalls the next session, strikes a song and leaves	-Copy in the exercise-book -Sing		

CARD N° :

DURATION:

SCHOOL :

DATE:

TEACHER: BUAME

NUMBER OF STUDENTS:-----B-----G

CLASS : FORM3

SEQUENCE:3

THEME 5: INFORMATION AND COMMUNICATION TECHNOLOGY

(LA TECHNOLOGIE DE L'INFORMATION ET DE LA COMMUNICATION)

LESSON 13 : The telephone (le téléphone )

TEACHING AID : Realia, flashcards, notebooks, students, teacher

REFERENCES : Manuel de l'élève 4è, Programme éducatif 4è, Guide d'exécution 4è, Longman dictionary

CAPACITIES	CONTENTS
Recognize	Words and expressions related to the telephone and its use: to reply, to lift, to ring back, to dial a phone number, to hang up, to speak to, etc.
exchange	On the advantages and disadvantages of using a telephone
Read	Passage related to the telephone and its use

### Competence V :

Handle communication situations related to the written English by the means of a sophisticated language.

### Learning situation:

Support: Koffi, a student in the 3<sup>rd</sup> form wants his father to buy him a mobile phone because he is the top of the class. To test him, his father told him to give 3 advantages of a mobile phone.

Task: From the list below, select sentences that constitute the advantages of telephone.

Instruction: Do the work in groups of 4.

### Teaching strategies:

#### LESSON ORGANIZATION

STAGES/TIMING	TEACHER'S ROLE	STUDENTS ROLE	NOTE ON BOARD	TEACHING MATERIALS
PRE-ACTIVITIES				
Greetings	-Greet the students	-Answer		
Roll check	- Checks the presence	-Give the name of the absentees		Teacher
Date	- Asks students to say and write the date	- Say and write the date	-Date	Students
Warm up	-Asks students to sing a song	-Sing		Blackboard
Revision	- Asks students to recall what they learnt during the previous lesson	-Recall what they learnt		
Correction of homework	-corrects the home	-Take note		
MAIN ACTIVITIES				
ACTIVITY I	<u>PRESENTATION</u>		<u>Vocabulary</u>	Teacher
VOCABULARY	-Presents the new	-Listen	1- <u>To reply</u> : (syn) to answer My father always <u>replies</u> when	

<p>(3Ps) (15min)</p>	<p>words and expressions in a context using the appropriate strategies</p> <p>-Asks students to repeat -Asks comprehension questions</p> <p><u>PRACTICE</u> Repetition drill -Makes sentences using the new words and asks students to repeat</p> <p><u>PRODUCTION</u> -asks students to make their own sentences using the new words or expressions</p>	<p>-Repeat -Answer</p> <p>-Listen and repeat</p> <p>-Make sentences</p>	<p>he has a call.</p> <p>2-<u>To ring back</u> : (situational) Tony will ring you back when he sees your calls</p> <p>3-<u>To dial a phone number</u> : (dem) I cannot dial my teacher's phone number because I don't know it.</p> <p>4-<u>To hang up</u>: (opposite: to pick up) I called Tom but there was no <i>signal</i> .</p> <p>5-<u>Line</u> : (translation) (ligne telephonique)</p> <p>-Students best sentences</p>	<p>Students</p> <p>realia</p> <p>Note books</p>
<p>ACTIVITY II</p> <p>READING COMPREHENSION (15mn)</p>	<p>-Copies the text on the board and explain the difficult words -puts the question on the board -Asks students to read the passage silently and answer the questions in groups.</p>	<p>-Follow carefully -Follow</p> <p>-Read silently and answer the questions</p>	<p><u>Text</u> The first telephones were directly connected to each other from one customer's office or residence to another customer's location. Being impractical beyond just a few customers, these systems were quickly replaced by manually operated centrally located</p>	

			<p>switchboards. These exchanges were soon connected together, eventually forming an automated, worldwide public switched telephone network. For a greater mobility, various radio systems were developed for transmission between mobile stations on ships and automobiles in mid-20<sup>th</sup> century. Hand-held mobile phones were introduced for personal service starting in 1973. In later decades their analog cellular system evolved into digital networks with greater capacity and lower cost.</p> <p><u>Questions</u>  1-The first telephones were not practical. T/F?  2-Complete:  These systems were quickly replaced because?????  3-In your opinion, do we really need telephone</p>	
ACTIVITY III SPEAKING	-Gives a topic to students and asks them to give their viewpoints	-Do the work	<u>Topic</u> Advantages and disadvantages of the telephone use. ( four in each case)	
<b>POST ACTIVITIES</b>				
EVALUATION REMEDIAL WORK  HOMEWORK  WARM DOWN	-Asks students to recall the words studied and the structure of the sequence  -Makes comments on the recurrent mistakes  -Copies the homework on the board	-Recall  -Take notes of comments -Copy in the exercise-book	<u>Homework</u>  <u>Topic :</u> Can a student use mobile phone?	Exercise - books

	-Recalls the next session, strikes a song and leaves	-Sing		
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Card N°

Class size: B\_ G\_

School:

Date:

Class: **Form III**

Duration:55 □

Teacher:

Sequence: 1

Theme 5: Information and Communication Technologies (ICT).

Lesson 3: The radio.

Teaching aids: Black board, students, teacher, realia, notebook, slate.

Reference: Programme éducatif 4e, Guide d'exécution 4e, Oxford Advanced Learner's Dictionary 8 th edition.

Capacities	Contents
Recognize	Words and expressions related to the parts of the radio: medium wave-radio station- frequency range- tape- record player-antenna.
Use	Wish + unreal simple past tense to express a regret about present situation.
Identify	In a text words and expressions designating the different parts of a radio.

Competence 5: Deal with situations of communication related to the reading comprehension by means of an elaborated language.

Learning situation Yao always plays music with radio. One day his brother asked him the different parts of the radio, but Yao was not capable. Basing on the list below choose the words and expressions related to the different parts of the radio.

List: cupboard- antenna- feet- frequency range- medium wave.

Do the work in pairs.

Teaching strategies: Individual, pair work, the use of 3Ps.

## LESSON ORGANIZATION

Stages/timing	Teacher's role	Learners' role	Note on the board	Teaching materials
<b>PRE-ACTIVITIES</b>				
-Greetings (1mn)	-Greet	-Answer the greetings.		Teacher
-Roll check (2mn)	-Checks the name of the absentees	-Provide the name of the absentees.		Students
-Date (1mn)	-Asks Ss to tell the date. -Asks Ss to write the date on the board.	-Tell the date. -Write the date and take note.	DATE	Black board Students
-Warm up (1mn)	-Sings a song.	-Sing in chorus.		Exercise book
-Correction of homework (2min)	-Corrects the homework	-Take note		
<b>MAIN-ACTIVITIES</b>				
<b>Activity 1</b> <u>Vocabulary</u> (15mn) <b>The use of 3Ps</b> -medium wave -radio station -frequency range -tape -record player -antenna.	I/ PRESENTATION *Presents new words in context using the appropriate teaching strategies.  II/PRACTICE * <b>Repetition drill</b> -Asks Ss to repeat words and expressions after him. * <b>Completion drill</b> -Asks Ss to complete orally the sentences below: 1- This □. contains seven songs. ( <b>tape</b> )	-Repeat individually, in row and in chorus.  -Complete orally the sentences.	<b>Vocabulary</b> 1) <b>A short wave</b> (expression; realia) Eg: This radio has two short waves band. 2) <b>A radio station</b> (Expr; Explanation): A place where a radio program is organised. Eg: Radio Lomé is a radio station. 3) <b>A frequency range</b> (Expr; syn) = a frequency band. Eg: The frequency range of my radio is from 88 to 108 Megahertz (MHz) 4) <b>A tape</b> (N; syn) = a cassette. Eg: Yao plays audio on a tape.	Teacher  Students  Board

	<p>2- Please, is there any □ in this town? (<b>radio station</b>)</p> <p>3-The boy played music with a □. (<b>record player</b>)</p> <p>III/ PRODUCTION</p> <p>-Invites Ss to make their own sentences with the new words.</p> <p>-Gives Ss time to take note (5min).</p>	<p>-Make their own sentences</p> <p>-Take note</p>	<p>5) <b>A record player</b> (N; realia). Eg: He bought a new record player in the shop.</p> <p>6) <b>An antenna</b> (N; realia) Eg: Ali changed a new antenna for his radio yesterday.</p>	<p>Note books</p>
<p><b>Activity 2</b> (15mn) <u>Grammar:</u> The use of Wish + unreal simple past. <b>The use of 3Ps.</b></p>	<p><b>Presentation stage</b></p> <p>-Introduces the new structure in the context:</p> <p>Asks verification questions</p> <p>-Underline the verbs that are in the simple present tense.</p> <p>-Which tense is the verb where <b>wish</b> is used?</p> <p>-Wish is always used with the negation. True/false?</p> <p>-With which tense do we use <b>wish</b> to express a regret about present situation then?</p> <p><b>Practice stage</b> <b>*Transformation drill</b></p> <p>-Asks Ss to write</p>	<p>-Follow</p> <p>-Underline</p> <p>-Simple past</p> <p>-False.</p> <p>-We use wish with simple past.</p>	<p>Grammar: The use of Wish + unreal simple past to express a regret about present situation.</p> <p>1a- I don't go to church. b- I wish I went to church.</p> <p>2a- Ali comes to school late. b- I wish Ali didn't come to school late. c- I wish Ali came to school on time.</p> <p>NOTE: We use wish + unreal simple past to express a regret about present situation.</p> <p><u>Exercise</u> Write correctly the</p>	<p>Teacher</p> <p>Students</p> <p>Board</p>

	<p>on their slate the correct form of the verbs in brackets.</p> <p><b>Production stage.</b> -Asks Ss to use wish in their own sentences.</p>	<p>-Write on the slate.</p> <p>-Make sentences with wish.</p>	<p>verbs in brackets. 1-I am not rich; I wish I.. (to be) rich. 2- Kodjo eats all the meat; we wish kodjo □ (not eat) all the meat.</p>	Slate
<p><b>Activity 3</b> (10mn) Reading- Comprehension: Identify in the passage the different parts of a radio.</p>	<p>-Give the objective of the task. -Presents a passage to the Ss. -Asks Ss to point out from the text the different parts of a radio. -Times the work (5min).</p> <p>-Asks Ss to write the answers on the board.</p> <p>-Correct the answers if necessary.</p>	<p>- Follow</p> <p>-Look for the answers.</p> <p>-Write the answers on the board.</p> <p>-Take note.</p>	<p><u>Text:</u> Channels are set in the <b>frequency range</b> of the radio. The 9/10KHz channel stepping on <b>Medium Wave (MW)</b> requires limiting the audio bandwidth to 4.5/5KHz because the audio spectrum is transmitted twice on each side band. Most <b>AM radio stations</b> are required to employ a directional <b>antenna</b> at night in order to avoid interference. (<a href="http://www.google.com">www.google.com</a>)</p>	
<b>POST-ACTIVITIES</b>				
<p>Evaluation (3min).</p> <p>Remedial work</p>	<p>-Asks Ss to list the new vocabulary words learnt.</p> <p>-Asks Ss about the grammar structure studied.</p>	<p>-Answer.</p> <p>-Answer.</p> <p>-Take notes of</p>		<p>Teacher</p> <p>Students</p>

<p>Home work (3min)</p>	<p>-Makes comments on the Ss' answers if necessary.</p> <p>-Copies homework on the board.</p>	<p>the comments</p> <p>-Copy homework in the exercise book.</p>	<p><u>Homework</u> Complete the sentences below with the correct form of the words in brackets. Example: The student fails the exam; I wish the student <input type="checkbox"/> (not to fail) the exam. Answer: I wish the student <b>did not fail</b> the exam.</p>	<p>Black board</p> <p>Exercise book</p>
<p>Warm down (3min)</p>	<p>-Asks Ss to give a tune.</p>	<p>-Sing.</p>	<p>1-The teacher punishes Kodjo; we wish the teacher <input type="checkbox"/> (not punish) Kodjo. 2-It <input type="checkbox"/>s a pity Adjoa does not come to school on time; I wish Adjoa <input type="checkbox"/> (come) to school on time. 3-I regret Amah is ill; I wish Amah <input type="checkbox"/> (not to be) ill.</p>	<p>Students</p>

Card N°

Class size: B\_ G\_

School:

Date:

Class: **Form III**

Duration: 55'

Teacher:

Sequence: 2

Theme 5: Information and Communication Technologies (ICT).

Lesson 3: The radio.

Teaching aids: Black board, students, teacher, realia, notebook.

Reference: Programme éducatif 4e, Guide d'exécution 4e, Oxford Advanced Learner's Dictionary 8 th edition.

Capacities	Contents
Recognize	Words and expressions related to the radio: listener- news- earphone- a broadcasting- a journalist- speaker.
Read	Skimming the general idea of a text. Scanning the secondary ideas of the text.
Silent reading	And answer comprehension questions.

Competence 5: Deal with situations of communication related to the reading comprehension by means of an elaborated language.

Learning situation Yao always plays music with radio. One day his brother asked him the different parts of the radio, but Yao was not capable. Basing on the list below choose the words and expressions related to the different parts of the radio.

List: cupboard- antenna- feet- frequency range- medium wave.

Do the work in pairs.

Teaching strategies: Individual, pair work, the use of 3Ps.

### LESSON ORGANIZATION

Stages/timing	Teacher's role	Learners' role	Note on the board	Teaching materials
<b>PRE-ACTIVITIES</b>				
-Greetings (1mn)	-Greet	-Answer the greetings.	DATE	Teacher
-Roll check (2mn)	-Checks the name of the absentees	-Provide the name of the absentees.		Students
-Date (1mn)	-Asks Ss to tell the date. -Asks Ss to write the date on the board.	-Tell the date. -Write the date and take note.		Black board Students

-Warm up (1mn)	-Strikes a song.	-Sing in chorus.		Exercise book
-Correction of homework (2min)	-Corrects the homework	-Take note		
<b>MAIN-ACTIVITIES</b>				
<b>Activity 1</b> <u>Vocabulary</u> (15mn) <b>The use of 3Ps</b> - a listener - a news - an earphone - a broadcasting - a journalist - a speaker	I/ PRESENTATION *Presents new words in context using the appropriate teaching strategies.		<b>Vocabulary</b> 1) A listener (N;demonstration) Eg: Koffi listens to music every day, he is a listener of the music. 2) A news /nju :z/ (N ; syn) = information. Eg : Do you have any news about our examination ? 3) An earphone (N; realia) Eg: I am listening to music with an earphone. 4) A broadcasting (N; explanation): a sending out of news in all direction. Eg: Where is the local radio station broadcasting from? 5) A journalist (N; true cognate) = un journaliste. Eg : Aminata Adu was a journalist in Radio Lomé. 6) A speaker (N; realia) Eg: My radio has two speakers.	Teacher
	II/PRACTICE * <b>Repetition drill</b> -Asks Ss to repeat words after him. * <b>Completion drill</b> -Asks Ss to complete orally the sentences below: 1- We are listening to the □ ( <b>news</b> ) on the radio. 2- Please, is there any female □. in this group? ( <b>journalist</b> ) 3-He plugs an □ ( <b>earphone</b> ) into his radio.	-Repeat individually, in row and in chorus.  -Complete orally the sentences.		Students
	III/ PRODUCTION -Invites Ss to make their own sentences with the new words.  -Gives Ss time to take note (5min).	-Repeat individually, in row and in chorus.  -Complete orally the sentences.  -Repeat individually, in row and in chorus.  -Complete orally the sentences.	-Repeat individually, in row and in chorus.  -Complete orally the sentences.	Board
		-Repeat individually, in row and in chorus.  -Complete orally the sentences.		Note books

<p><b>Activity 2</b> (15mn) <b>Skimming and Scanning reading:</b> Read the following text: skim the general idea and scan the secondary ideas.</p>	<ul style="list-style-type: none"> <li>-Tells the objective of the activity.</li> <li>-Presents the text to Ss</li> <li>-Asks Ss to skim the general idea of the text.</li> <li>-Time the work (4 minutes)</li> <li>-Asks Ss to give the answer</li> <li>-Asks Ss to scan now the secondary ideas of the text.</li> <li>-Times the work (5minutes)</li> <li>-Whistles the end of the allotted times.</li> <li>-Correct the answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>-Follow</li> <li>-Follow</li> <li>-Look for the answer.</li> <li>-Give the answer (<i>The importance of the radio</i>).</li> <li>-Look for the answers.</li> <li>-Give the answers. (<i>The bold elements in the text</i>)</li> <li>-Take note.</li> </ul>	<p><u>Text:</u> The radio in Africa. <b>Radio remains the most used mass-communication medium in Africa. Programs are broadcast in local languages:</b> nutrition information for mothers, how to avoid viral infection, school lessons for children, etc. <b>Africans trust news and information on local and community radio stations,</b> as well as BBC World Service. [□] People listen to radio anytime, anywhere. [□]. (<a href="http://www.google.com">www.google.com</a>)</p>	<p>Teacher</p> <p>Students</p> <p>Board</p> <p>Slate</p>
<p><b>Activity 3</b> (10mn) <b>Reading-Comprehension:</b> Pre- questions + Silent reading.</p>	<ul style="list-style-type: none"> <li>- Tells the objectives of the activity.</li> <li>-Presents a passage to the Ss.</li> <li>-Asks Ss to read the questions.</li> <li>-Asks Ss to read silently the text and look for the answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow</li> <li>-Follow</li> <li>-Read the questions</li> <li>-Look for the answers.</li> </ul>	<p><u>Text:</u> The radio in Africa.</p> <p><u>Questions:</u> 1-Is the radio used to communicate in Africa? 2-In which languages are the radio programs broadcast? 3-How many</p>	

	<p>-Times the work (5min).</p> <p>-Asks Ss to write the answers on the board.</p> <p>-Correct the answers if necessary.</p>	<p>-Write the answers on the board.</p> <p>-Take note.</p>	<p>radio stations are mentioned in the text?</p> <p>4-People listen to radio in Africa only for music. T/F?</p> <p>5-According to you is the radio important? Why?</p>	
<i>POST-ACTIVITIES</i>				
Evaluation (3min).	-Asks Ss to list the new vocabulary words learnt.	-Answer.		Teacher
Remedial work	-Asks Ss about the grammar structure studied.	-Answer.		Students
	-Makes comments on the Ss' answers if necessary.	-Take notes of the comments		
Home work (3min)	-Copies homework on the board.	-Copy homework in the exercise book.	<p><u>Homework</u></p> <p>Build one sentence with each of the words below:</p> <p>News- speaker- journalist- broadcasting.</p>	Black board
				Exercise book
Warm down (3min)	-Asks Ss to give a tune.	-Sing.		Students

Card N°

Class size: B\_ G\_

School:

Date:

Class: **Form III**

Duration: 55'

Teacher:

Sequence: 3

Theme 5: Information and Communication Technologies (ICT).

Lesson 3: The radio.

Teaching aids: Black board, students, teacher, realia, notebook.

Reference: Programme éducatif 4e, Guide d'exécution 4e, Oxford Advanced Learner's Dictionary 8 th edition.

Capacities	Contents
Recognize	Words and expressions related to the radio: to turn on/off- to record- low- loud- to switch on-button.
Listening	And answer comprehension questions.
Read and look up	Read a paragraph louder and look up.

Competence 5: Deal with situations of communication related to the reading comprehension by means of an elaborated language.

Learning situation Yao always plays music with radio. One day his brother asked him the different parts of the radio, but Yao was not capable. Basing on the list below choose the words and expressions related to the different parts of the radio.

List: cupboard- antenna- feet- frequency range- medium wave.

Do the work in pairs.

Teaching strategies: Individual, pair work, the use of 3Ps.

### LESSON ORGANIZATION

Stages/timing	Teacher's role	Learners' role	Note on the board	Teaching materials
<b>PRE-ACTIVITIES</b>				
-Greetings (1mn)	-Greet	-Answer the greetings.		Teacher
-Roll check (2mn)	-Checks the name of the absentees	-Provide the name of the absentees.		Students
-Date (1mn)	-Asks Ss to tell the date. -Asks Ss to write the date on the board.	-Tell the date. -Write the date and take note.	DATE	Black board Students
-Warm up (1mn)	-Strikes a song.	-Sing in chorus.		Students Exercise book
-Correction of homework (2min)	-Corrects the homework	-Take note		
<b>MAIN-ACTIVITIES</b>				
<b>Activity 1</b> <u>Vocabulary</u> (15mn) <b>The use of 3Ps</b> - to turn on/off - to switch on - to record - low - loud - button.	I/ <u>PRESENTATION</u> *Presents new words in context using the appropriate teaching strategies.  II/ <u>PRACTICE</u> <b>*Repetition drill</b> -Asks Ss to repeat words after him.  <b>*Completion drill</b> -Asks Ss to complete orally the sentences	-Repeat individually, in row and in chorus.  -Complete orally the sentences.	<b>Vocabulary</b> 1) To turn on (V; demonstration) Eg: I turn on the radio before listening to the news. 2) To switch on (V; syn) = to turn on. Eg: Please, switch on your radio they are broadcasting a new program. <b>Remark:</b> to turn <b>on</b> # to turn <b>off</b> ; to switch <b>on</b> # to switch <b>off</b> . 3) To record (V;	Teacher  Students  Board



	-Correct the answers if necessary.	-Take note.		
<b>Activity 3</b> (10mn) <b>Reading and look up:</b>	<ul style="list-style-type: none"> <li>- Tells the objectives of the activity.</li> <li>-Presents a paragraph to the Ss.</li> <li>-Asks Ss to divide the paragraph into sense groups.</li> <li>-Tells Ss to read and stop at each slash.</li> <li>-Makes sign and Ss have to look up and repeat orally what they have just read.</li> <li>-Times the work (5min).</li> <li>-Correct the mispronounced words on the board.</li> <li>-Let the Ss repeat the correct pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow</li> <li>-Follow</li> <li>-Divide the paragraph.</li> <li>-Read loudly.</li> <li>-Repeat orally what they've just read.</li> <li>-Repeat in chorus.</li> </ul>	<u>PARAGRAPH</u> <b>The radio remains/ the most used/ mass-communication medium/ in Africa/. Programs are/ broadcast in/ local languages/: nutrition information/ for mothers, /how to avoid/ viral infection/.</b>	<p>Students</p> <p>Teacher</p> <p>Board</p>
<i>POST-ACTIVITIES</i>				
Evaluation (3min).	<ul style="list-style-type: none"> <li>-Asks Ss to list the new vocabulary words learnt.</li> <li>-Asks Ss to give title of the text they have listened to</li> </ul>	<ul style="list-style-type: none"> <li>-Answer.</li> <li>-Answer.</li> </ul>		<p>Teacher</p> <p>Students</p>
Remedial work		-Take notes of		

Home work (3min)	-Makes comments on the Ss answers if necessary.	the comments	<u>Homework</u> Rearrange the jumbled words below to form a meaningful paragraph. In-everybody-has-Africa- radio got. Purposes-many-for-people-different-listen-the-to-radio.	Black board  Exercise book  Students
Warm down (3min)	-Copies homework on the board.  -Asks Ss to give a tune.	-Copy homework in the exercise book.  -Sing.		

## ANNEX

PICTURES OF: speaker, antenna, record player.

## LESSON CARD

CARDN°:

DATE:

TEACHER: Miss SEYDOU

CLASSSIZE: 2B2G

SCHOOL:

DURATION: 55 min

CLASS: FORMIII

SEQUENCE: 1

THEME6: THE ENVIRONMENT

LESSON 15: MY ENVIRONMENT

TEACHING AIDS: Teacher, Students, notebooks, flashcards

REFERENCES: Programme Educatif 4e, Guide d'Execution 4e EFSA SB3, Oxford Advanced Learner's Dictionary.

CAPACITIES	CONTENTS
Recognize	<ul style="list-style-type: none"><li>-Words and expressions related to the protection of environment: environment, Ocean, Sea, Reforestation, Flora, Fauna</li><li>- Grammatical Structure use to express moral obligation/ advice: Ought to/ Should</li></ul>
Identify	<ul style="list-style-type: none"><li>- Key words and expressions related to environment</li><li>- Grammatical Structure which expresses moral obligation.</li></ul>
Read	<ul style="list-style-type: none"><li>- A simple text related to the upkeep of environment and its protection</li></ul>
Demonstrate	<ul style="list-style-type: none"><li>- Comprehension to a text related to the importance and the upkeep of environment by answering to comprehension questions</li></ul>

COMPETENCE: Deal with communicative situations related to the comprehension of texts written in simple language.

TEACHING STRATEGIES: The use of 3Ps, Pairs, Individual, Group

## LEARNING SITUATION:

Your teacher wants to teach you words related to environment and its protection. He asks your classmate Elom to give him two words he knows related to environment but he doesn't know. To help him, the teacher gives him a list of words and asks you and your classmate to read and give him words related to environment and its protection.

LIST OF WORDS: flora, fauna, environment, sea, reforestation, ocean, soil, to take care of, to protect, preserve, to plant, rubbish, cold, warm, sensitization

Do the work in pairs.

## LESSON ORGANISATION

### A-PRE-ACTIVITIES

Stage/Timing	Teacher's role	Learner's role	Note on the board	Teaching materials
Greetings(1min) Roll check Date (1mn) Warm up (1min) Revision/ Correction of the homework	Greets students Checks the presence Asks the date Strikes a tune	Answer greetings Answer the roll check Tell the date and write it on the board Sing in chorus	- Date Monday, 23th November 2020	Teacher, students, note books & lesson card



	<p>students can use and build sentences.eg: There are many trees in the environment. Mountains, animals, a sea in Lomé.</p> <p>III- Production stage</p> <p>Asks students to make their own sentences</p>	<p>-use words and substitute</p> <p>-make sentences</p>		
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<p>II-GRAMMAR: The use of 3Ps(15min):Moral obligation: the use of Ought to/Should</p>	<p>I- Presentation</p> <p>-Creates a situation using the new structure and explain</p> <p>Eg: you ought to be more careful</p> <p>-asks comprehension questions</p> <p>II-Practice stage</p> <p>*Repetition drill</p> <p>-gives sentences and asks students to repeat</p> <p>*Substitution drill</p> <p>-gives a sentence</p>	<p>-listen carefully and repeat</p> <p>-answer to questions</p> <p>-listen and repeat</p>	<p>II-GRAMMAR: Moral Obligation: the use of <b>ought to</b></p> <p>*Modal sentences</p> <p>1-I <b>ought to</b> vote in the coming election</p> <p>2-students <b>ought to</b> come to school on time</p> <p><b>RULE:</b></p> <p><b>Ought+ to+ verb (infinitive)</b></p>	

	<p>containing new structure and a cue. Asks students to build sentences using the cue.</p> <p>Eg: you ought to learn your lesson</p> <p>-help your mother</p> <p>-come to school on time</p> <p>-be polite</p> <p>- respect his teacher</p> <p>III- Production</p> <p>-invites students to produce sentences using the new structure</p>	<p>-build sentences using the cue</p> <p>-Produce sentences</p> <p>-students follow carefully</p> <p>-students read aloud individually</p> <p>-read the passage in pairs</p>		
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<p>III- READIN G ALoud</p> <p>Text: My environme nt</p>	<p>-teacher selects a short passage on which pronunciatio n, intonation or stress may cause a problem</p> <p>-teacher reads the text aloud as model reading</p> <p>-teacher corrects pronunciatio n, intonation and stress mistakes</p> <p>-teacher asks students to read the passage in pairs</p>		<p>III-READING ALoud</p> <p>Text: My environment</p> <p>To preserve our environment safe and clean, we ought to burn rubbish or put it in rubbish cans. We should avoid bush fires and practice reforestation, plant trees and maintain them. Sensitize the population on the danger of using chemical products on the soil and the atmosphere. We ought to avoid killing wild animals in other to conserve our fauna.</p>	
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C- POST-ACTIVITIES

EVALUATION	Asks students questions	Answer to the		
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(2min)	about the sequence 1-give the vocabulary words we have learnt today 2-which grammar point have we learnt?	questions		
REMEDIAL WORK (2min)	Makes comments on recurrent mistakes	Take note of the comments		
(HOMEWORK 3min)	Writes the homework on the board.	Copy in their exercise books	<u>Homework</u> Make four sentences using the new grammar structure and two sentences with two vocabulary words	
WARM DOWN (3min)	Recalls the next session, strikes a song and leaves	-Sing		

## LESSON CARD

CARDN°:

DATE:

TEACHER: Miss SEYDOU

CLASS SIZE: 2 B.G

SCHOOL:

DURATION: 55 min

CLASS: FORM III

SEQUENCE: 2

THEME6: THE ENVIRONMENT

LESSON 15: MY ENVIRONMENT

TEACHING AIDS: Teacher, Students, notebooks, flashcards

REFERENCES: Programme Educatif 4e, Guide d'Execution 4e EFSA SB3, Oxford Advanced Learner's Dictionary.

CAPACITIES	CONTENTS
Recognize	-Words and expressions related to the protection of environment: to preserve, to avoid, to plant, rubbish, soil
Use	- Ought to/ should to express moral obligation
Read	- A simple text related to the upkeep of environment and its protection and then answer to comprehension questions

COMPETENCE: Deal with communicative situations related to the comprehension of texts written in simple language.

TEACHING STRATEGIES: The use of 3Ps, Pairs, Individual, Group

LEARNING SITUATION:

Your teacher wants to teach you words related to environment and its protection. He asks your classmate Elom to give him two words he knows related to environment but he doesn't know. To help him, the teacher gives him a list of words and asks you and your classmate to read and give him words related to environment and its protection.

LIST OF WORDS: ocean, soil, to take care of, to protect, to preserve, to plant, rubbish, cold, warm, sensitization

Do the work in pairs.

### LESSON ORGANISATION

#### A-PRE-ACTIVITIES

Stage/Timing	Teacher's role	Learner's role	Note on the board	Teaching materials
- Greetings(1min)	- Greets students	- Answer greetings		Teacher, students,
- Roll check(2min)	- Checks the presence	- Answer the roll check		note books & lesson card
- Date (1min)	- Asks the date	- Tell the date and write it on the board	- Date Monday, 23th November 2020	
- Warm up (1min)	- Strikes a	- Sing in chorus		

Revision/Correction of homework	tune			
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**B-MAIN ACTIVITIES**

<p>ACTIVITY 1: VOCABULARY: The use of 3Ps(15min)</p>	<p>I-Presentation stage</p> <p>-presents new words in a context to the students: to protect, to plant, to take care of, rubbish, soil</p> <p>II- Practice stage</p> <p>*Repetition drill</p> <p>-makes sentences containing new words and asks students to repeat</p> <p>*Substitution drill</p> <p>-gives a cue students can use and build sentences.eg: koffi protects his maize from the rain. plant a tree, take care of his</p>	<p>- Listen carefully</p> <p>-repeat ind, in rows or in chorus</p> <p>-listen and repeat sentences</p>	<p>I-VOCABULARY</p> <p>1-to plant(v)(trans):</p> <p>Eg: my father plants a mango tree in his garden</p> <p>2-to take care of(v)(trans):</p> <p>Eg : My mother takes care of her baby</p> <p>3-rubbish(n)(expla)</p> <p>Eg: we throw rubbish in rubbish cans</p> <p>4-soil(n)(demon):</p> <p>Eg :the soil produces lot wealth to people</p> <p>5- to protect(v)(sym)= to keep safe</p> <p>Eg :to protect our environment we should avoid bush fires</p>	
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<p>Ought to/Should</p>	<p>new structure and explain</p> <p>Eg: You should be more careful</p> <p>-asks comprehension questions</p> <p>II-Practice stage</p> <p>*Repetition drill</p> <p>-gives sentences and asks students to repeat</p> <p>*Substitution drill</p> <p>-gives a sentence containing new structure and a cue. Asks students to build sentences using the cue.</p> <p>Eg: you should brush your teeth every day</p> <p>-help your mother</p> <p>-come to school on time</p> <p>- respect your teacher</p> <p>III-Production</p>	<p>-answer to questions</p> <p>-listen and repeat</p> <p>-build sentences using the cue</p>	<p>*Modal sentences</p> <p>1-you <b>should</b> paint your door</p> <p>2-students <b>should</b> sweep their classroom</p> <p><b>RULE</b></p> <p><b>Should + bare infinitive</b>(infinitive without <b>to</b>)</p> <p><b>Remark:</b></p> <p><b>Ought to =should</b> but we use should with the infinitive without <b>to</b></p>	
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<p>III-READING COMPREHENSION</p>	<p>-invites students to produce sentences using the new structure</p> <p>-puts pre-question to students(question before reading)</p> <p>-what is environment?</p> <p>-Asks students to read silently the text</p> <p>- the teacher puts post-questions to students(questions puts after the first</p>	<p>-Produce sentences</p> <p>-answer the question</p> <p>-students read the text silently</p> <p>-students listen and answer to questions</p>	<p>III-READING COMPREHENSION</p>	
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<p>Text: My environment</p>	<p>reading)</p> <p>*Questions</p> <p>1-what should you do to protect your environment</p> <p>2-It is good to cut trees. True/False?</p> <p>Why?</p> <p>3- give three words related to environment</p>		<p>Text: My environment</p> <p>To preserve our environment safe and clean, we ought to burn rubbish or put it in rubbish cans. We should avoid bush fires and practice reforestation, plant trees and maintain them. Sensitize the population on the danger of using chemical products on the soil and the atmosphere. We ought to avoid killing wild animals in order to conserve our fauna.</p>	
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- POST-ACTIVITIES

<p>EVALUATION (2min)</p>	<p>Asks students questions about the sequence</p> <p>1-give the vocabulary words we have learnt today</p> <p>2-which grammar point have we learnt?</p>	<p>Answer to the questions</p>		
<p>REMEDIATION WORK (2min)</p>	<p>Makes comments on recurrent mistakes</p>	<p>Take note of the comments</p>		
<p>HOMEWORK (5min)</p>	<p>Writes the homework on the board.</p>	<p>Copy in their exercise books</p>	<p><u>Homework</u> Make sentences using to protect, soil, rubbish</p>	
<p>WARM DOWN (3min)</p>	<p>Recalls the next session, strikes a song and leaves</p>	<p>-Sing</p>		

## LESSON CARD

CARDN°:

DATE:

TEACHER: Miss SEYDOU

CLASS SIZE: 2.B2.G

SCHOOL:

DURATION: 55min

CLASS: FORMIII

SEQUENCE: 3

THEME6: THE ENVIRONMENT

LESSON 15: MY ENVIRONMENT

TEACHING AIDS: Teacher, Students, notebooks, flashcards

REFERENCES: Programme Educatif 4e, Guide d'Execution 4e EFSA SB3, Oxford Advanced Learner's Dictionary.

CAPACITIES	CONTENTS
Recognize	-Words and expressions related to the protection of environment: cold, warm, sensitization, countryside, heat, climate, bin
Identify	- Key words and expressions related to environment
Discuss	- On a topic related to the protection of environment

COMPETENCE: Deal with communicative situations related to the comprehension of texts written in simple language

TEACHING STRATEGIES: The use of 3Ps, Pairs, Individual, Group

LEARNING SITUATION:

Your teacher wants to teach you words related to environment and its protection. He asks your classmate Elom to give him two words he knows related to environment but he doesn't know. To help him, the teacher gives him a list of words and asks you and your classmate to read and give him words related to environment and its protection.

LIST OF WORDS: ocean, soil, to take care of, to protect, to preserve, to plant, rubbish, cold, warm, sensitization, heat, school, students, ruler, pen, pencil, climate, bin

Do the work in pairs.

LESSON ORGANISATION

A-PRE-ACTIVITIES

Stage/Time	Teacher's	Learner's	Note on the board	Teaching
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ng	s role	role		g material s
Greetings(1min)	Greets students	Answer greetings		Teacher, students
Roll check(2min)	Checks the presence	Answer the roll check		, note books & lesson card
Date (1min)	Asks the date	Tell the date and write it on the board	- Date Monday, 23th November 2020	
Warm up (1min)		Sing in chorus		
Revision/Correction of homework	Strikes a tune			

### B-MAIN ACTIVITIES

ACTIVITY 1: VOCABULARY: The use of 3Ps(15min)	I-Presentation stage  -presents new words in a context to the	- Listen carefully  -repeat ind, in rows or in chorus	I-VOCABULARY  1-heat(n)(trans):  Eg: in April, the weather is heat in Dapaong	
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	<p>students: to protect, heat, warm/cold, countryside, bean clean</p> <p>II-Practice stage</p> <p>*Repetition drill</p> <p>-makes sentences containing new words and asks students to repeat</p> <p>*Substitution drill</p> <p>-gives a cue students can use and build sentences.eg: my mother warms her soup, clean the ceiling, throw rubbish in the bin</p> <p>III-Production</p>	<p>-listen and repeat sentences</p> <p>-use words and substitute</p> <p>-make</p>	<p>2-<b>warm(adj)</b>(antonymy)= <b>cold</b></p> <p>Eg : my father likes drinking warm coffee</p> <p>3-<b>countryside(n)</b>(trans): campagne</p> <p>Eg: Kodjo and his parents are living in the countryside</p> <p>4-<b>bin(n)</b>(sym):= <b>dustbin(trans): poubelle</b></p> <p>Eg :there are many bins in our school compound</p> <p>5- <b>clean(adj)</b> (antonymy) =<b>dirty, unclean</b></p> <p>Eg :Afi is cleaning her room</p>	
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	<p>stage</p> <p>Asks students to make their own sentences</p>	<p>sentences</p>		
<p>II-WRITING: Identification</p>	<p>- The teacher writes words on the board and asks students to identify words and expressions related to environment and write it on their exercise book</p>	<p>-follow carefully on the BB and write words and expressions related to environment on their exercise book</p>	<p>II-WRITING: identification</p> <p>Words and Expressions:</p> <p>Flora, environment, clean, take care of, to protect, to preserve, teacher, lorry, countryside, sheep, goat, sensitization, heat, warm, cold, to avoid, rubbish, to plant, ozone layer, infected, soil, sea, ocean, reforestation, fauna, fresh</p>	

			air, foul, driver, bin, police man, lorry park, climate, atmosphere, pollution, planet, water	
		-follow carefully on the BB and read the topic  -form groups and discuss	III-DISCUSSION  TOPIC:  What should you do to keep your environment safe and clean?	

<p>III-DISCUSSION</p>	<p>-The teacher writes the topic on the BB</p> <p>-Asks students to form groups, to discuss and share ideas about it</p> <p>-the teacher times the discussion</p>			
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**C- POST-ACTIVITIES**

<p>EVALUATION (2min)</p>	<p>Asks students questions about the sequence 1-give the vocabulary words we have learnt today 2-which grammar point have we learnt? Makes comments on recurrent mistakes</p>	<p>Answer to the questions</p>	<p style="text-align: center;"><u>Homework</u> What should you do to keep your environment safe and clean? Write in not more than 15lines</p>	
<p>REMEDIAL WORK (2min)</p>	<p>Writes the homework on the board.</p>	<p>Take note of the comments</p>		
<p>(HOMEWORK 3min)</p>	<p>Recalls the next session, strikes a song and leaves</p>	<p>Copy in their exercise books</p>		
<p>WARM DOWN (3min)</p>		<p>-Sing</p>		



CARD N° :

DURATION:

SCHOOL :

DATE:

TEACHER:

NUMBER OF STUDENTS:---B---G

CLASS : FORM III

SEQUENCE: 1

THEME 6: The environment

LESSON 16: Bushfires

TEACHING AID : realia, flashcards, notebooks, students, teacher

REFERENCES : Manuel de l'élève 4è, Programme éducatif 4è, Guide d'exécution 4è, Longman dictionary

CAPACITIES	CONTENTS
Recognize	-Words and expressions related to Bushfires such as : Bushfire , wild animals, shelter, deforestation, desertification, endangered species, weapons, to destroy, to set fire, to burn, wood, firefighters to disappear and their use in meaningful sentences. -Grammatical structure to express obligation by using have to/must.
Identity	- The key words and expressions related to bushfires. -Grammatical structures related to bushfires.
Read	Passage related to bushfires and its inconvenients on the environment.
Show	Understanding of a text related to bushfires by answering comprehension questions

### **Competence**

Handle communication situation related to written English by the means of a sophisticated language.

### **Learning situation.**

As a student in form III, your junior brother brings you an exercise which is to select from a given list of words and expressions , those that related to bushfires .

List of words and expressions: Market, to burn ,to destroy, umbrella, wild animals, hunting, fauna, books, to set fire, firebreak.

Help your junior brother do the work.

Teaching strategies: Individual/group/pair work ; 3Ps.

### LESSON ORGANIZATION

STAGES/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	TEACHING MATERIALS
PRE-ACTIVITIES				
Greetings(1mn)	-Greets the students	-Answer		
Roll check(2mn)	- Checks the presence	-Give the name of the absentees		Teacher
Date(1mn)	- Asks students to say and write the date	- Say and write the date	-Date	Students
Warm up(2mn)	-Asks students to sing a song	-Sing		Blackboard
Revision(3mn)	- Asks students to recall what they learnt during the previous lesson	-Recall what they learnt		
Correction of homework (2mn)	-corrects the home	Take note		
MAIN ACTIVITIES				
ACTIVITY I  VOCABULARY (3Ps) (15min)	<u>PRESENTATION</u>  -Presents the new words and expressions in a context using the appropriate strategies  -Asks students to repeat -Asks comprehension questions	-Listen  -Repeat -Answer	<u>Vocabulary</u> 1- <b>Wild animals:</b> Lion, Elephant, giraffe, Hare, Hippopotamus are wild animals. * Dog, Cat, hen, goat are domestic animals. 2- <b>Bush:</b> A wild area of land <i>e.g: Hare lives in the bush.</i> 3- <b>Bushfire:</b> uncontrolled fire in a wooded or grassy area * <i>syn. : wildfire.</i> <i>e.g.: The bushfire destroys all the old man's farm.</i> 4- <b>To hunt:</b> To chase . e.g The villagers hunt a crocodile in the river. 5- <b>To set fire:</b> to light by using	Teacher  Students  realia  Note books

	<p><u>PRACTICE</u> Repetition drill -Makes sentences using the new words and asks students to repeat</p> <p><u>PRODUCTION</u> -asks students to make their own sentences using the new words or expressions</p>	<p>-Listen and repeat</p> <p>-Make sentences</p>	<p>fire. e.g.: The bad guys set fire to the market.</p> <p>-Students best sentences</p>	
<p>ACTIVITY II GRAMMAR (3Ps) (15mn)</p>	<p><u>PRESENTATION</u> -Presents the new structure in sentences -Says and makes students repeat -asks verification questions.</p> <p><u>PRACTICE</u> <i>Repetition drill</i> -Makes sentences and asks students to repeat them</p> <p><u>PRODUCTION</u> -Asks students to make their own sentences using the new structure.</p>	<p>-listen to the situation</p> <p>-repeat sentences</p> <p>-listen carefully</p> <p>-Answer the verification questions</p> <p>-listen and repeat</p> <p>Make sentences .</p>	<p><u>GRAMMAR:</u> The use of "Have to" and "must"</p> <p><u>Presentation</u> 1) They must protect the fauna and the flora against bushfires. 2) People have to avoid hunting bush animals.</p> <p><b>Note:</b> 1- <b>Must</b> is a modal verb 2- <b>Have to</b> and <b>Must</b> are the same in meaning . 3- <b>Have to</b> is used in simple past and in simple future tenses as equivalent of <b>must</b> . E.g.: John must kill a lion. <b>Simple future:</b> John <b>will have to kill</b> a lion <b>Simple past:</b> John <b>had to kill</b> a lion.</p> <p>-Students best sentence .</p>	
<p>ACTIVITY III</p>	<p>-Copies the text on the board and explain the</p>	<p>-Follow carefully</p>	<p><u>Text</u> Bushfire is a fire that burns in</p>	

<p>READING COMPREHENSION (10mn)</p>	<p>difficult words -puts the question on the board -Asks students to read the passage silently and answer the question in groups.</p> <p><b>Questions:</b> 1-Give the text a convenient title. 2- What is the general idea of this passage?</p>	<p>-Follow  -Read silently and answer the question</p>	<p>grass, bush, or woodland. They are very dangerous to people, the environment and the animals. Most of bushfires start from things like lightning, matches or electricity. Bushfire can start at any time but can be more dangerous during dry seasons.</p>	
<p>POST ACTIVITIES</p>				
<p>EVALUATION (2mn)</p> <p>REMEDIAL WORK(1mn)</p> <p>HOMEWORK (2mn)</p> <p>WARM DOWN (1mn)</p>	<p>-Asks students to recall the words studied and the structure of the sequence</p> <p>-Makes comments on the recurrent mistakes</p> <p>-Copies the homework on the board</p> <p>-Recalls the next session, strikes a song and leaves</p>	<p>Recall the previous lesson</p> <p>-Take notes of comments</p> <p>-Copy in the exercise-book</p> <p>-Sing</p>	<p style="text-align: center;"><u>Homework</u></p> <p>Make 2 sentences in simple future and simple past tense with " must"</p>	<p>Exercise - books</p>

CARD N° :

DURATION:

SCHOOL :

DATE:

TEACHER: ETOU

Class size:-----B-----G

CLASS : FORM III

SEQUENCE: 2

Theme 6: The environment

LESSON 16 : Bushfires

TEACHING AID : Realia, flashcards, notebooks, students, teacher

REFERENCES : Manuel de l'élève 4è, Programme éducatif 4è, Guide d'exécution 4è, Longman dictionary

CAPAC ITIES	CONTENTS
Recognize	Words and expressions related to bushfires and their use : drought, weapons , dry tinder, campfire , homeless , obliterate.....
Identify	Structure related to express obligation by using have to/ must.
Read	Passage related to bushfire and its inconvenients through scanning

**Competence V :**

Handle communication situations related to the written English by the means of a sophisticated language.

**Learning situation:**

Support: Your teacher gives you the following list of words and asks you to select words related to bushfires .

List: Campfire, burn out, reading , belch smoke , drug , to extinguish , cutting

Task : select the words related to bushfires.

Instruction : Do the work in groups of 4.

Teaching strategies: Individuals work, pair work, group work, 3Ps

**LESSON ORGANIZATION**

STAGES/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	TEACHING MATERIALS
PRE-ACTIVITIES				
Greetings	-Greet the students - Checks the presence	-Answer		Teacher
Roll check		-Give the name of the absentees		
Date		-Date		

Warm up	-Asks students to say and write the date	- Say and write the date		Students
Revision	-Asks students to sing a song	-Sing		Blackboard
Correction of homework	- Asks students to recall what they learnt during the previous lesson	-Recall what they learnt		
	-corrects the home	-Take note	<p style="text-align: center;"><u>Correction</u></p> <p>Two sentences with <b>must</b> in simple past and simple future tense.</p> <p>1- S. Past : you <b>had to</b> do all your exercises.</p> <p>2- S.future: Students will <b>have to</b> learn hard.</p>	

**MAIN ACTIVITIES**

ACTIVITY I	<u>PRESENTATION</u>		<u>Vocabulary</u>	Teacher
VOCABULARY (3Ps) (15min)	-Presents the new words and expressions in a context using the appropriate strategies	-Listen	<p>1- <b>to burn:</b> to be consumed by fire . <i>E.g. All the forest burnt last night</i></p> <p>2- <b>weapon</b> : any object used in fighting or war such as : gun , bomb, knife, etc..</p> <p>3- <b>smoke:(n)</b> - trans. Fumée * to smoke (reg. v.) E.g. there is no smoke with out fire.</p> <p>4- <b>Homeless</b> : (trans.) sans abri When the bushfire destroyed his house he becomes homeless. .</p>	Students
	-Asks students to repeat	-Repeat		realia
	-Asks comprehension questions	-Answer		Note books
			-Students best sentences	

	<p><u>PRACTICE</u>  Repetition drill  -Makes sentences using the new words and asks students to repeat</p> <p><u>PRODUCTION</u>  -asks students to make their own sentences using the new words or expressions</p>	<p>-Listen and repeat</p> <p>-Make sentences</p>		
<p>ACTIVITY II  GRAMMAR  (3Ps)  (15mn)</p>	<p><u>PRESENTATION</u>  -Presents the new structure in a situational context  -Says and make students repeat  -asks verification questions on the situation:  *What does the first student want?  *What expression does he use?  *What does the second student want?  *what expression does he use?</p> <p>*What is the form of the verb that follows these expressions?</p> <p><u>PRACTICE</u>  <i>Repetition drill</i>  -Makes sentences and asks students to repeat them</p>	<p>-listen to the situation  -repeat sentences  -listen carefully  -Answer the verification questions</p> <p>-listen and repeat</p> <p>-Make their own</p>	<p><u>GRAMMAR:</u> The use of "ought to"  1) You ought to stop burning forests  2) Children ought to respect their parents .</p> <p><b>Rule:</b> ought to + V  E.g.  Gorvenment ought to make laws against bushfires.</p>	<p>Students' best sentences</p>

	<p><b>PRODUCTION</b> -Asks students to make their own sentences using the new structure.</p>	sentences		
ACTIVITY III LISTENING COMPREHENSION	<p>-Pre-teach the difficult words -Reads the text 3times</p> <p>-puts the questions on the board -Asks students to answer the questions in pairs.</p> <p><u>Questions:</u> 1) A Fire Danger Rating predicts a coming bushfire . T/F? Justify your answer. 2- How do the ratings help people? .</p>	<p>-Follow carefully -Follow</p> <p>-listen and answer the question</p>	<p><b>Text:</b> What is a Fire Danger Rating? A Fire Danger Rating is linked to weather forecasts and tells people how bad a bushfire that starts that day might be. The ratings do not predict that a bushfire will happen but they help you to prepare and think about what to do if one happen.</p>	

POST ACTIVITIES

EVALUATION	<p>-Asks students to recall the words studied and the structure of the sequence</p> <p>-Makes comments on the recurrent mistakes</p> <p>-Copies the homework on the board</p> <p>-Recalls the next session, strikes a song and leaves</p>		<p><u>Homework</u></p> <p>1-Make 2 sentences using the new vocabulary words 2-Make 2 sentences using the new structure</p>	Exercise - books
REMEDIAL WORK				
HOMEWORK		<p>-Take notes of comments</p>		
WARM DOWN		<p>-Copy in the exercise-book -Sing</p>		

CARD N° :

DURATION:

SCHOOL :

DATE:

TEACHER: BUAME

NUMBER OF STUDENTS:-----B-----G

CLASS : FORM3

SEQUENCE:3

THEME 5: INFORMATION AND COMMUNICATION TECHNOLOGY

(LA TECHNOLOGIE DE L'INFORMATION ET DE LA COMMUNICATION)

LESSON 13 : The telephne (le téléphone )

TEACHING AID : Realia, flashcards, notebooks, students, teacher

REFERENCES : Manuel de l'élève 4è, Programme éducatif 4è, Guide d'exécution 4è, Longman dictionary

CAPAC ITIES	CONTENTS
Recognize	Words and expressions related to the telephone and its use: to reply, to lift, to ring back, to dial a phone number, to hang up, to speak to, etc..
exchange	On the advantages and disadvantages of using a telephone
Read	Passage related to the telephone and its use

**Competence V :**

Handle communication situations related to the written English by the means of a sophisticated language.

**Learning situation:**

You organize a debate about bushfires in your class and you want you to bring out some consequences of bushfires .

Use words and expressions from the list below to do the work.

Do the work in groups of 4.

List: wild animals- Homeless- to destroy - deforestation- fauna and flora- Hunger....

**Teaching strategies:**

**LESSON ORGANIZATION**

STAGES/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	TEACHING MATERIALS
<b>PRE-ACTIVITIES</b>				
Greetings	-Greet the students	-Answer		
Roll check	- Checks the presence	-Give the name of the absentees		Teacher
Date	- Asks students to say and write the date	- Say and write the date	-Date	Students
Warm up	-Asks students to sing a song	-Sing		Blackboard
Revision	- Asks students to recall what they learnt during the previous lesson	-Recall what they learnt		
Correction of homework	-corrects the home	-Take note		
<b>MAIN ACTIVITIES</b>				
ACTIVITY I	<u>PRESENTATION</u>		<u>Vocabulary</u>	Teacher
VOCABULARY (3Ps) (15min)	-Presents the new words and expressions in a context using the appropriate strategies	-Listen	1- <b>firefighters: trans.</b> Les pompiers.	Students
	-Asks students to repeat	-Repeat	2- <b>Firebreak: (trans.)</b> pare-feu	realia
	-Asks comprehension questions	-Answer	E.g. The firefighters create firebreak to contain the forest fire .	Note books
	<u>PRACTICE</u>		3- <b>Endangered species:</b> animals or plants that are disappearing.	
	Repetition drill		E.g. buffalos are endangered species .	
	-Makes sentences			

	<p>using the new words and asks students to repeat</p> <p><u>PRODUCTION</u> -asks students to make their own sentences using the new words or expressions .</p>	<p>-Listen and repeat -Make sentences</p>	<p>-Students best sentences</p>	
<p>ACTIVITY II</p> <p>READING COMPREHENSION (15mn)</p>	<p>-Copies the text on the board and explain the difficult words -puts the question on the board -Asks students to read the passage silently and answer the questions in groups.</p>	<p>-Follow carefully -Follow  -Read silently and answer the questions</p>	<p><u>Text</u> Bushfires can happen at any time but there is a higher possibility especially during dry seasons and Harmattan. As bushfires are very dangerous and unpredictable, measures such as : Firebreak, cleaning the surroundings of our houses if you live near a bush or forest ..... must be taken . To avoid bushfires people must be sensitized on the dangers of bushfires.</p> <p><u>Questions</u> 1- The risk of bushfires vary according to the seasons T/F? 2- what do you do during a bushfire?</p>	
<p>ACTIVITY III</p> <p>SPEAKING</p>	<p>-Gives a topic to students and asks them to give their viewpoints</p>	<p>-Do the work</p>	<p><u>Topic</u> (discussion) What are the causes , causes and the consequences of bushfires?</p>	
<b>POST ACTIVITIES</b>				
<p>EVALUATION</p> <p>REMEDIAL WORK</p> <p>HOMEWORK</p>	<p>-Asks students to recall the words studied and the structure of the sequence</p>	<p>-Recall   -Take notes</p>	<p><u>Homework:</u> Topic : You witnessed a house destroyed completely by bushfires . Write a short paragraph of</p>	<p>Exercise - books</p>

WARM DOWN	<ul style="list-style-type: none"><li>-Makes comments on the recurrent mistakes</li><li>-Copies the homework on the board</li><li>-Recalls the next session, strikes a song and leaves</li></ul>	of comments -Copy in the exercise-book -Sing	ten lines to say what happened.	
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## LESSON CARD

Card n° : 1

date :

School :

class size:

Teacher :

duration : 55 '

Class : Form III( 4em)

Theme 6 :the environment

Lesson 17: air pollution

Sequence: 1

Teaching aids: Realia , teacher and students

References : EFSA-SB, programme éducatif 4em,Guide d'exécution 4em,Oxford Advanced Learner's Dictionary,

CAPACITIES	CONTENT
Recognize	Words and expressions related to air pollution: air pollution,air polluters, garbage,smoke,toxic waste, industrial waste,drain gas...  The use of "had better"( had better not)
Identify	The meaning of words and expressions related to air pollution.  -grammatical structures expressing pieces of advice
Read	
Demonstrate	-the comprehension of a text related to air pollution by answering comprehension questions

Competence 6: deal with communicative situations related to the comprehension of a written text by the mean of a very simple language.

Learning situation:

You are chosen by your class to take part in a meeting on the protection of the environment. There they talked about the air pollution. Back in class, you are asked to tell your classmates what was said at the meeting.

1/ here are some words related to air pollution : air pollution, toxic waste, heart attack... In pairs, complete this list with the key words used at the meeting or that you know.



	<p>-makes sample sentences and gives cues</p> <p><b>3-<u>Production</u></b></p> <p>-Invites SS to make their own sentences</p>	<p>-use the cues and substitute words in sample sentences</p> <p>- make their own sentences</p>	<p>from the fire</p> <p>- <b>toxic waste</b> (n):waste that are harmful for health</p> <p>Eg: Waterproofs, industries'smoke, dirty water are toxic waste</p> <p>- <b>industrial waste</b> (n): rubbish from industries</p> <p>Eg: Industrial waste pollute air in many towns</p>	
<p><u>Activity 2</u></p> <p>II-Grammar: the use of "had better"(not) (3Ps)</p>	<p><b>1-<u>Presentation stage</u></b></p> <p>-introduces orally the new grammar point</p> <p>- asks Ss to repeat</p> <p><b>2-<u>Practice stage</u></b></p> <p>-Repetition drill</p> <p>Makes sentences using the new grammar point and asks SS to repeat</p> <p>-Substitution</p>	<p>-listen carefully and repeat</p> <p>-listen and repeat</p>	<p><b><u>II-Grammar</u></b> : the use of "had better(not)"</p> <p>-You had better protect your environment</p> <p>-You had better learn your lessons</p> <p>-You had better wash your hands</p> <p>-Students had better not throw garbage on School compound</p> <p>-You had better not pollute air</p> <p>NB: We use "had better" or "had better not" to give advice</p>	

	<p>drill</p> <p>-Makes sample sentences and proposes some words to substitute in the model sentences</p> <p><b><u>-Production stage</u></b></p> <p>-asks ss to make their own sentences using the new grammar point</p>	<p>-make sentences using the words provided by the teacher.</p> <p>Make their own sentences</p>	<p>Rule: "had better (not)" + infinitive without (to)</p>	
<p><u>Activity 3</u></p> <p><u>III-Reading comprehension</u></p>	<p>-calls for SS attention</p> <p>-Gives clear instructions about the activity</p> <p>-writes the questions on the board</p> <p>-asks ss to read silently the passage</p>	<p>- keep quiet</p> <p>-listen carefully</p> <p>- read silently in pairs and answer the comprehension questions</p>	<p>Questions</p> <p>1- What is hanging like brown cloud over Lomé town today?</p> <p>2-Where are the dirt and smoke coming from?</p> <p>3-What is pollution doing to the air and to our health?</p> <p>4-What do you think we should do to Keep the air clean?</p>	

**Post-activities**

Evaluation	-asks some verification questions to Ss about the course	-answer questions		
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Remedial work	-corrects eventual mistakes	- take note		
-Homework	-writes the homework on the board	-copy the homework in their exercise book		
-Warm down	-warms the Ss down: stricks a song	- sing		
			<p style="text-align: center;"><b><u>Homework</u></b></p> <p>1-Make three sentences using: garbage, smoke, toxic waste</p> <p>2- Cite three air polluters that you know</p> <p>3-Complete the following sentences with:" had better "and "had better not".</p> <p>a- You..... pollute the environment.</p> <p>b-We.....throw garbage on the public dump</p>	

**Text** : pollution

Pollution is hanging like a brown cloud over Lomé town today. Dirt and flying plastic are welcomed to the passers-by in our untarred and bumpy streets. Smoke out of our burning heaps of rubbish, cars and factories are pouring over the town.

Pollution is spoiling the air we breathe and it is harming our health. Lomé has a big problem these days. The city has dirty air . The air smells bad and it looks ugly. Pollution is a health problem too, because it is hurting people's lungs.

### LESSON CARD

Card n° : 2

date :

School :

class size:.....B.....G

Teacher :

duration : 55 '

Class : Form III( 4em)

Theme 6 :the environment

Lesson 17: air pollution

Sequence: 2

Teaching aids: Realia , teacher and students

References : EFSA-SB, programme éducatif 4em,Guide d'exécution 4em,Oxford Advanced Learner's Dictionary,

CAPACITY	CONTENT

Recognize	Words and expressions related to air pollution: air pollution,air polluters, garbage,smoke,toxic waste, industrial waste,drain gas...  The use of "had better"( had better not)
Identify	The meaning of words and expressions related to air pollution.  -grammatical structures expressing pieces of advice
Read	- read a text related to air pollution in expressive way
Demonstrate	-the comprehension of a text related to air pollution by answering comprehension questions

Competence 6: deal with communicative situations related to the comprehension of a written text by the mean of a very simple language.

### LESSON ORGANISATIONAL

Stages/timing	Teacher's role	Students' role	Note on board	Materials
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#### **Pre- activities**

Greetings	greet students	Answer	Date	Teacher
Roll call	Checks presence	Answer		Students
Date	Asks the date	Tell the date		Chalk
Review	Corrects exercise	Correction		Board
Wurm up	Strikes a tune	Sing		Text books

#### **Main activities**

<u>Activity 1</u> <b>Vocabulary</b>	1- <b><u>presentation stage</u></b>	-listen and repeat , individually, in rows and	<b><u>Vocabulary</u></b>  - <b>drain gas(n)</b> :a pipe that carries away dirty gas out of	
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<p>(The use of 3Ps)</p>	<p>Presents the new words in a context using the appropriate teaching strategies</p> <p>-Teacher says</p> <p><b>2-Practice stage</b></p> <p>-Repetition drill:</p> <p>Makes sentences containing the new words and asks SS to repeat.</p> <p>- Substitution drill:</p> <p>Gives sentence with cues</p> <p><b>3-Production</b></p> <p>-Invites SS to make their own sentences</p>	<p>chorally</p> <p>- listen and repeat</p> <p>-listen and repeat</p> <p>-make sentences with the cues</p> <p>- make their own sentences</p>	<p>a machine in a factory</p> <p>Eg: Factory machines have drain gas</p> <p>- <b>green house effect</b> (n): (gaz à effet de serre)</p> <p>Eg: Green house effect destroys the ozone layer</p> <p>-<b>foul</b>(adj)=unclean</p> <p>Eg :The air was so foul that nobody could breath</p> <p>-<b>pure</b>(adj)=clean</p> <p>Eg: We need pure air for our good health.</p> <p>Eg: we should drink water that is pure</p> <p>-<b>fresh</b> (adj): pleasantly clean</p> <p>Eg: Air is usually fresh in the forest.</p> <p>-<b>cool</b>(adj)=pleasantly cold</p> <p>Eg: The weather is cool</p>	
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<p><u>Activity 2</u></p> <p><b>Listening comprehension</b></p>	<ul style="list-style-type: none"> <li>- calls for ss attention</li> <li>-writes the comprehension questions on the board</li> <li>-gives clear instructions</li> <li>-reads aloud the passage three times</li> <li>- asks Ss to think about and answer the comprehension questions</li> </ul>	<ul style="list-style-type: none"> <li>-keep quiet</li> <li>-read the questions</li> <li>-follow</li> <li>-follow carefully</li> <li>Answer the questions</li> </ul>	<p><b><u>Listening comprehension:</u></b></p> <p style="text-align: center;"><b><u>Questions</u></b></p> <ol style="list-style-type: none"> <li>1- Give a title the text and justify.</li> <li>2- Cite the causes of the pollution of the environment</li> <li>3-What are diseases caused by the pollution?</li> <li>4- What should you do to protect your environment?</li> </ol>	
<p><u>Activity 3</u></p> <p><b>Pronunciation</b></p>	<ul style="list-style-type: none"> <li>-calls for SS attention</li> <li>-Gives clear instructions about the activity</li> <li>-presents the words to be pronounced</li> <li>- pronounced the words respecting the intonation, stress and syllable.</li> </ul>	<ul style="list-style-type: none"> <li>- keep quiet</li> <li>-listen carefully</li> <li>-listen</li> <li>-listen and repeat correctly after the teacher</li> </ul>	<p style="text-align: center;"><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>-<b>influence.</b> (transcription)</li> <li>- <b>environment</b></li> <li>- <b>disease</b></li> <li>- <b>healthy</b></li> <li>- <b>human</b></li> <li>- <b>nature</b></li> </ul>	

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### Post-activities

Evaluation	-asks some verification questions to Ss about the course	-answer questions		
Remedial work	-corrects eventual mistakes	- take note		
-Homework	-writes the homework on the board	-copy the homework in their exercise book	<p style="text-align: center;"><b><u>Homework</u></b></p> <p>1- build three sentences using the following words: pure, fresh, green house effect</p> <p>2- check in the dictionary at home, the pronunciation of the following words: cancer, infection, suffocation, die.</p>	
-Wurm down	-wurms the Ss down: stricks a song	- sing		

**Text :**

The influence of human on the nature leads to the pollution of the environment and damages the ozone layer. They are responsible of infections, cancer, heart attack and other diseases that we have nowadays in our societies. All these diseases and problems are the results of air pollution caused by the toxic waste, smokes, industries wastes, green house effect and dirty water. To avoid these problems, everybody had better protect the environment by throwing the garbage in the garbage can, maintaining the environment cleaned. All these actions will help the human beings to have a healthy and long life.

## LESSON CARD

Card n° : 3

date :

School :

class size:

Teacher :

duration : 55 '

Class : Form III( 4em)

Theme 6 :the environment

Lesson 17: air pollution

Sequence: 3

Teaching aids: Realia , teacher and students

References : EFSA-SB, programme éducatif 4em,Guide d'exécution 4em,Oxford Advanced Learner's Dictionary,

CAPACITY	CONTENT
Recognize	Words and expressions related to air pollution: air pollution,air polluters, garbage, smoke, toxic waste, industrial waste,drain gas...  The use of "had better"( had better not)
Identify	The meaning of words and expressions related to air pollution.  -grammatical structures expressing pieces of advice
Read	- read a text related to air pollution in an expressive way
Demonstrate	-the comprehension of a text related to air pollution by answering comprehension questions

Competence 6: deal with communicative situations related to the comprehension of a written text by the mean of a very simple language.

## LESSON ORGANISATIONAL

Stages/timing	Teacher's role	Students' role	Note on board	Materials
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### **Pre- activities**

Greetings	greet students	Answer		Teacher
Roll call	Checks presence	Answer		Students
Date	Asks the date	Tell the date	Date	Chalk
Review	Corrects exercise	Correction		Board
Wurm up	Strikes a tune	Sing		Text book

### **Main activities**

<p><u>Activity 1</u></p> <p>I-Vocabulary (The use of 3Ps)</p>	<p><b><u>1-presentation stage</u></b></p> <p>Presents the new words in a context using the appropriate teaching strategies</p> <p><b><u>2-Practice stage</u></b></p> <p>-Repetition drill:</p> <p>Makes sentences containing the new words and asks SS to repeat.</p> <p>- Substitution</p>	<p>-listen and repeat , individually, in rows and chorally</p> <p>- listen and repeat</p>	<p style="text-align: center;"><b><u>I-Vocabulary</u></b></p> <p><b>- die of suffocation:</b> breathing difficulty due the lack of oxygen</p> <p>Eg: If you breathe the green house effect,you will die of suffocation</p> <p><b>-heart attack :</b> the sudden disfunction of the heart.</p> <p>Eg: The polluted air causes heart attack</p> <p><b>-infection(n):</b> an illness that is caused by bacteria and virus.</p> <p>Eg: covid-19 causes a lot of infections in the body</p> <p><b>-cancer(n):</b>it is a dangerous</p>	
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	<p>drill:</p> <p>Gives sample sentence and cues</p> <p><b>3-<u>Production</u></b></p> <p>-Invites SS to make their own sentences</p>	<p>-use cues and substituents in sample sentence</p> <p>- make their own sentences</p>	<p>disease</p> <p>Eg: Toxic waste can cause cancer</p> <p><b>-sound in mind and in body : healthy mind and body</b></p> <p>Eg: If we maintain our environment clean we will have sound in mind and in body</p>	
<p><u>Activity 2</u></p> <p><b>II-Writing :</b> unprepared dictation</p>	<p>- calls for Ss attention</p> <p>- gives clear instructions about the activity</p> <p>-reads aloud the passage considering the punctuations to times</p> <p>-dictates</p>	<p>- keep quiet</p> <p>-follow</p> <p>- follow carefully</p> <p>-write</p>	<p><b><u>Dictation:</u></b> pollution(correction)</p> <p>The human's activities lead to the pollution of the environment. This pollution damages the ozone layer. It is responsible of infections, cancer, heart attack and other diseases that we have nowadays in our societies.</p>	
	-calls for SS	- keep quiet	<b>II-Spelling</b>	

<p><u>Activity 3</u></p> <p><b><u>III-Spelling</u></b></p>	<p>attention</p> <p>-Gives clear instructions about the activity</p> <p>-presents orally the words to be spelled</p> <p>- asks Ss to spell the words</p>	<p>-listen carefully</p> <p>- listen</p> <p>- spell the words</p>	<p>- <b>damage</b></p> <p>-<b>ozone layer</b></p> <p>- <b>nowadays</b></p> <p>-<b>industry</b></p> <p>- <b>environment</b></p>	
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**Post-activities**

<p>Evaluation</p>	<p>-asks some verification questions to Ss about the course</p>	<p>-answer questions</p>		
<p>Remedial work</p> <p>-Homework</p> <p>-Wurm down</p>	<p>-corrects eventual mistakes</p> <p>-writes the homework on the board</p> <p>-warms the Ss down: stricks a song</p>	<p>- take note</p> <p>-copy the homework in their excercise books</p> <p>- sing</p>	<p style="text-align: center;"><b><u>Homework</u></b></p> <p>-Make four sentences using the following words: infection, cancer, heart attack, die of suffocation</p>	

## LESSON NOTES

**CARD N°:** 1

**SCHOOL:**

**TEACHER:** AGUESSOU

**CLASS:** Form III

**THEME 7:** HIV/AIDS

**LESSON 1:** Sources of contamination of HIV / AIDS

**TEACHING AIDS:** realia, flashcards, notebooks, students, teacher

**REFERENCES:** Manuel de l'élève 4è, Programme éducatif 4è, Guide d'exécution 4è, OALD.

**DURATION:** 55min

**DATE:**

**NUMBER OF STUDENTS:** \_\_\_B \_\_\_G

**SEQUENCE :** 1/3

**Competence:** Deal with communicative situations related to the comprehension of a written text by the means of an elaborated language.

### Learning situation:

You are talking about the HIV/AIDS at home. Your siblings do not understand what the HIV/AIDS is. They ask you to help them discover it.

1. Make a list of eight words related to the HIV/AIDS.
2. Say the possible ways of contracting this disease.
3. Say how to avoid the HIV/AIDS.

Do the work in groups of three.

### Teaching strategies:

Individual work, pair work, group work, 3Ps.

CAPACITIES	CONTENTS
Recognize	<b>Vocabulary :</b> HIV/AIDS, HIV positive, sex, sexual intercourses, blood transfusion, infected objects, pandemic, to spread, to transmit, to suffer from, vulnerable, unprotected sex. <b>Grammar:</b> The use of: Should/ ought to; must/mustn't, need/ need not.
Identify	In a text : -the words and expressions related to sources of contamination of HIV/AIDS. -the grammatical structures to give advice on HIV/AIDS.
Read	A text on VIH/SIDA
Write	A text on the sources of contamination VIH/SIDA.

## LESSON ORGANIZATION

### I. PRE-ACTIVITIES

- Greetings (*1min*)
- Roll call/check (*3min*)
- Date (*1min*)



<p><b>2:</b> <b>Grammar:</b> The use of: Should/ ought to; must/mustn t, need/ need not.</p> <p>(□.min)</p>	<p>Presents the new structure to the Ss. Reads the context and asks Ss to read. Ask Ss to find the verbs and the modal verbs in the sentences.</p> <p><b>II- PRACTICE</b> Correct the verbs in parenthesis in the following sentences.</p> <ol style="list-style-type: none"> <li>We (to greet) our parents.</li> <li>The students (to respect) the teachers.</li> <li>You (sleep) early in night.</li> </ol> <p><b>III- PRODUCTION</b> Asks the Ss to make their own sentences using the new structure.</p>	<p>Follow the teacher, listen, repeat answer the questions.</p> <p>Correct the verbs in the brackets.</p> <ol style="list-style-type: none"> <li>should greet</li> <li>should respect</li> <li>ought to sleep</li> </ol> <p>Make their own sentences using the new structure.</p>	<p><b>Should/ ought to</b></p> <p>Context:</p> <ol style="list-style-type: none"> <li>The students should sing the national anthem.</li> <li>You ought to learn your lessons before coming to school.</li> <li>you should do your home works.</li> <li>Every student ought to know how to spell his/her name.</li> </ol> <p><b>Should + verb(bare infinitive)</b></p> <p><b>Ought to+ verb (infinitive without to)</b></p> <p>Note: we use <i>ought to</i> to make strong suggestions and talk of someone's duty. <i>Should</i> is used to express one's duty.</p>	<p>Lesson card, Ss notebooks, T., Ss.</p>
<p><b>ACTIVITY</b> <b>3: reading comprehension</b></p> <p>(□.min)</p>	<p><b>I-PRESENTATION</b> Asks SS to read the text, then answer the questions</p> <p><b>II- PRACTICE</b> Questions - Holly is HIV-positive. T/F? -When can people contract HIV/AIDS? - What would you do if you were Holly? Why?</p>	<p>Read carefully the text</p> <p>Answer the questions</p>	<p><b>Reading comprehension:</b> <b>Pre-questions + silent reading.</b></p> <p><b>Questions</b> 1-Holly is HIV-positive. T/F? 2- when can people contract HIV/AIDS? 3- what would you do if you were Holly? Why?</p> <p><b>Text:</b> My name is Holly, but I am also called □Holly</p>	<p>????? ?????? ??????? ???????</p>

	<p><b>II- PRODUCTION</b></p> <p>T. makes Ss answer the questions and helps them with comments.</p>	<ol style="list-style-type: none"> <li>1. T</li> <li>2. People can be infected through sexual intercourses; sharing razor blades, tattooing needles,□</li> <li>3. free choice</li> </ol>	<p>Street□. The streets were my home for many years.</p> <p>I spent all my times in discos and in bars. I had great time and made a lot of money.</p> <p>Then I became ill. I thought that I had □flu or malaria□. But I did not recover. My neighbor persuaded me to go to the doctor.</p> <p>I was tested for HIV. I was told that I am HIV-positive. The doctor gave me some ARVs and she explained about living with HIV.</p> <p>That□s why I am telling my story. I don□t want other teenagers to make the same mistakes as I did. Don□t ruin your life! Tell my story to other people and remember these things,</p> <ul style="list-style-type: none"> <li>- Scientists have not yet found a cure for AIDS.</li> <li>- the HIV virus is not transmitted by sexual contact only.</li> <li>- girls and boys can transmit HIV.</li> <li>- you can become infected if you share tattooing needles, syringes and razor blades with other people.</li> <li>- see a doctor if you lose too much weight.</li> <li>- take a test if you don□t recover from an illness.</li> </ul>	
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**III. POST-ACTIVITIES**

<b>EVALUATION</b> (2min)	Asks Ss what they have learnt.	Answer orally		
<b>REMEDIAL WORK</b> (2min)	Makes comments on recurrent mistakes	Take note of the comments	<b>Homework</b> Use should and ought to to make three correct sentences.	
<b>HOMEWORK</b> (3min)	Writes the homework on the board.			
<b>WARM DOWN</b> (3min)	Recalls the next session, strikes a song and leaves	-Sing		

### LESSON NOTES

**CARD N°:** 2

**SCHOOL:**

**TEACHER:** AGUESSOU

**CLASS:** Form III

**THEME 1:** HIV/AIDS

**LESSON 1:** Sources of contamination of HIV / AIDS

**TEACHING AIDS:** realia, flashcards, notebooks, students, teacher

**REFERENCES:** Manuel de l'élève 4è, Programme éducatif 4è, Guide d'exécution 4è, OALD.

**DURATION:** 55min

**DATE:**

**NUMBER OF STUDENTS:** \_\_\_B \_\_\_G

**SEQUENCE :** 2/3

**Competence:** Deal with communicative situations related to the comprehension of a written text by the means of an elaborated language.

#### Learning situation:

You are talking about the HIV/AIDS at home. Your siblings do not understand what the HIV/AIDS is. They ask you to help them discover it.

1. Make a list of eight words related to the HIV/AIDS.
2. Say the possible ways of contracting this disease.
3. Say how to avoid the HIV/AIDS.

Do the work in groups of three.

#### Teaching strategies:

Individual work, pair work, group work, 3Ps.

CAPACITIES	CONTENTS
Recognize	<b>Vocabulary</b> : HIV/AIDS, HIV positive, sex, sexual intercourses, blood transfusion, infected objects, pandemic, to spread, to transmit, to suffer from, vulnerable, unprotected sex. <b>Grammar</b> : The use of: Should/ ought to; must/mustn't, need/ need not.
Identify	In a text : -the words and expressions related to sources of contamination of HIV/AIDS. -the grammatical structures to give advice on HIV/AIDS.
Read	A text on VIH/SIDA
Write	A text on the sources of contamination VIH/SIDA.

## LESSON ORGANIZATION

### I. PRE-ACTIVITIES

- Greetings (*1min*)
- Roll call/check (*3min*)
- Date (*1min*)
- Warm up (*2min*)
- Revision/Homework correction (*3min*)

### II. MAIN ACTIVITIES

STAGES/TI MING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	TEACHING MATERIALS
<b>ACTIVITY 1:</b> ( <i>□.min</i> )	<b>I-PRESENTATION</b> -presents the words one by one using the techniques of vocabulary teaching and the 3Ps: Infected objects, pandemic, to spread, to suffer from. <b>II- PRACTICE</b> <b>Completion drill</b>  Asks Ss to complete the following sentences.  -the patient is □.asthma.  -Ebola had □.in Africa. -we should avoid using □.	Follow the teacher, listen and repeat the words after the teacher and take note in their notebooks        Repeat        -suffering from -spread	<b>Vocabulary</b> <b>1. Infected objects (def):</b> Objects containing harmful bacteria. MS: the sharpen objects that hurt sick people are <i>infected objects</i> .  <b>2. a pandemic (n):</b> a disease that spreads over a whole world. MS: The corona virus is a pandemic because people contract it everywhere.  <b>3. to spread (v):</b> demonstration. MS: the COVID-19	Lesson card, bb, realia.

	<p><b>II- PRODUCTION</b> Teacher asks Ss to make correct sentences using the new words.</p>	<p>-infected objects</p> <p>Make their own sentences</p>	<p>spreads all over the world.</p> <p><b>4. to suffer from (phr. v): to be affected by a disease.</b> MS: the is sick; he suffers from malaria.</p>	
<p><b>ACTIVITY 2:</b> <b>Grammar:</b> The use of: Should/ ought to; must/mustn't, need/ need not.  (□.min)</p>	<p><b>I-PRESENTATION</b> Presents the new structure to the Ss. Reads the context and asks Ss to read. Asks Ss to find the verbs and the modal verbs in the sentences.</p> <p><b>II- PRACTICE</b> Correct the verbs in parenthesis in the following sentences.</p> <p>1. We must (to greet) our parents.</p> <p>2. Afi must (not to slap) you.</p> <p><b>III- PRODUCTION</b> Asks the Ss to make their own sentences using the new structure.</p>	<p>Follow the teacher, listen, repeat answer the questions.</p> <p>Correct the verbs in the brackets.</p> <p>1.must greet</p> <p>2.must not slap</p> <p>Make their own sentences using the new structure.</p>	<p><b>Grammar: The use of: must/mustn't</b></p> <p>context:</p> <p>1.I must mail this letter today.</p> <p>2.You must speak louder. I can't hear you.</p> <p>3.Children must not play with matches.</p> <p>4.Why must I do my homework tonight?</p> <p>Must/mustn't + bare infinitive.</p> <p>Note: we <b>must</b> to talk about things that we have to do. we <b>mustn't</b> (must not) to talk about things that we have not to do.</p>	<p>Lesson card, Ss' notebooks, T., Ss.</p>



**Competence:** Deal with communicative situations related to the comprehension of a written text by the means of an elaborated language.

**Learning situation:**

You are talking about the HIV/AIDS at home. Your siblings do not understand what the HIV/AIDS is. They ask you to help them discover it.

1. Make a list of eight words related to the HIV/AIDS.
2. Say the possible ways of contracting this disease.
3. Say how to avoid the HIV/AIDS.

Do the work in groups of three.

**Teaching strategies:**

Individual work, pair work, group work, 3Ps.

CAPACITIES	CONTENTS
Recognize	<b>Vocabulary</b> : HIV/AIDS, HIV positive, sex, sexual intercourses, blood transfusion, infected objects, pandemic, to spread, to transmit, to suffer from, vulnerable, unprotected sex. <b>Grammar:</b> The use of: Should/ ought to; must/mustn't, need/ need not.
Identify	In a text : -the words and expressions related to sources of contamination of HIV/AIDS. -the grammatical structures to give advice on HIV/AIDS.
Read	A text on VIH/SIDA
Write	A text on the sources of contamination VIH/SIDA.

**LESSON ORGANIZATION**

**I. PRE-ACTIVITIES**

- Greetings (*1min*)
- Roll call/check (*3min*)
- Date (*1min*)
- Warm up (*2min*)
- Revision/Homework correction (*3min*)

**II. MAIN ACTIVITIES**

STAGES/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	TEACHING MATERIALS
<b>ACTIVITY 1:</b>	<b>I-PRESENTATION</b> -presents the words one by one using the techniques of	Follow the teacher, listen and repeat the words	<b>Vocabulary</b> 1. <b>Vulnerable</b> (adj): <b>weak person</b>	

<p>(□.min)</p>	<p>vocabulary teaching and the 3Ps: HIV/AIDS, HIV positive, sex, sexual intercourses, blood transfusion</p> <p><b>II- PRACTICE</b> <b>Answer drill</b></p> <p>Asks Ss to answer the following questions.</p> <p>-when do we talk of unprotected sex?</p> <p><b>II- PRODUCTION</b> Teacher asks Ss to make correct sentences using the new words.</p>	<p>after the teacher and take note in their notebooks</p> <p>Use the cues to do the work individually</p> <p>Make their own sentences</p>	<p>MS: the pedestrians are vulnerable on the road.</p> <p><b>2. Unprotected sex ≠ protected sex.</b> MS: some people are used to having sex without condom; it is an unprotected sex.</p> <p><b>3.to transmit (v) ≠ to transfer</b> MS: the HIV is transmitted from one person to the other.</p>	<p>Lesson card, bb, realia.</p>
<p><b>ACTIVITY 2:</b> <b>Grammar:</b> The use of: Should/ ought</p> <p>(□.min)</p>	<p><b>I-PRESENTATION</b> Presents the new structure to the Ss. Reads the context and asks Ss to read. Ask Ss to find the verbs and the modal sentence in the sentences.</p> <p><b>II- PRACTICE</b> Correct the verbs in parenthesis in the following sentences.</p> <ol style="list-style-type: none"> <li>We need (to buy) books.</li> <li>The students needn't (to talk) to their teachers anyhow.</li> <li>Girls need (to need) hard.</li> </ol> <p><b>III- PRODUCTION</b> Asks the Ss to make their own sentences using the new structure.</p>	<p>Follow the teacher, listen, repeat answer the questions.</p> <p>Correct the verbs in the brackets.</p> <ol style="list-style-type: none"> <li>to buy</li> <li>talk</li> <li>to study</li> </ol> <p>Make their own sentences using the new structure.</p>	<p><b>Grammar: The use of: need/ need not.</b></p> <p>Context: -We need <i>to</i> learn our lesson before we succeed at the end of the year. -The thief needn't <i>tell</i> you the truth.</p> <p>Rules: <b>Need + infinitive with to</b> <b>Needn't + bare infinitive.</b></p>	<p>Lesson card, Ss, notebooks, T., Ss.</p>

<p><b>ACTIVITY 3: writing: completing open ended dialogue.</b></p> <p>(□.min)</p>	<p><b>I-PRESENTATION</b></p> <p>Asks SS to use the learned vocabulary words about HIV/AIDS and the grammar structures to write a text by completing the gaps basing on the information given by the 2<sup>nd</sup> person.</p> <p><b>Dialogue:</b>  <b>Afi:</b> we should avoid the HIV by all means.  <b>Amivi:</b> why?  <b>Afi:</b> <i>it kills many people in the world.</i>  <b>Koffi:</b> and <i>there is no medicine to cure this disease.</i>  <b>Afi:</b> we should avoid <i>unprotected</i> sexual intercourses.  <b>Koffi:</b> do you think condom can provide us with pleasure?  <b>Amivi:</b> <i>yes! Anyway I am a student now. I need to abstain until I am ready to get married.</i>  <b>Afi:</b> <i>we must be faithful to our partners.</i></p>	<p>Recall all the vocabulary words and the grammar structures. Complete the dialogue.</p>	<p><b>Writing: completing open ended dialogue</b></p> <p><b>Dialogue:</b>  <b>Afi:</b> we should avoid the HIV by all means.  <b>Amivi:</b> why?  <b>Afi:</b> □□□□□□□□  <b>Koffi:</b> and□□□□□□.  <b>Afi:</b> we should avoid □.sexual intercourses.  <b>Koffi:</b> do you think condom can provide us with pleasure?  <b>Amivi:</b> □□□□□□□□  <b>Afi:</b> □□□□□□□□.</p>	<p>Bb, Ss, T</p>
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### III. POST-ACTIVITIES

<p><b>EVALUATION (2min)</b></p> <p><b>REMEDIAL WORK (2min)</b></p> <p><b>HOMEWORK (3min)</b></p>	<p><b>What have learnt today?</b></p> <p>Makes comments on recurrent mistakes</p> <p>Writes the homework on the board.</p> <p>Recalls the next session, strikes a song</p>	<p>Answer orally</p> <p>Take note of the comments</p>	<p><b>Homework</b>  <i>Build a passage about how to avoid the HIV/AIDS</i></p>	
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<b>WARM DOWN</b> <i>(3min)</i>	and leaves	-Sing		
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### LESSON NOTES

**CARD N°:** 1

**SCHOOL:**

**TEACHER:**

**CLASS:** form3

**THEME 7:HIV/AIDS**

**LESSON 19:** Let's avoid HIV/AIDS

**TEACHING AIDS:** realia, flashcards, notebooks, students, teacher

**REFERENCES :** Manuel de l'élève 4è, Programme éducatif 4è, Guide d'exécution 5è, Longman

**DURATION:** 3 x 55min

**DATE:**

**NUMBER OF STUDENTS:** \_\_\_ B \_\_\_ G

CAPACITIES	CONTENTS
<b>Recognize</b>	Words and expressions relates to the prévention of HIV/AIDS such as: infected,rejection,aids testing,prostitution,blood cells,and use them in meaningful sentences.
<b>Use</b>	Correctly grammatical structures such as: "to avoid/prevent from+v+ING and make meaningful sentences relates to HIV/AIDS prévention and how to protect oneself from it.
<b>Read</b>	A test on how to avoid and how to protect oneself from HIV/AIDS

#### Competence:

Oral manipulation of language structure in a communication situation using simple language.

#### Learning situation:

- **Support:** Kokou is a student in form3. During the breakfast je wanted to give some advises to his classmates on how to prevent and how to protect oneself from HIV/AIDS. But he lacks words to Say it.
- **Task:** He wants you to help him choosing words relates to Let's avoid HIV/AIDS.  
**Words to be put on the board: football,abstinence,chalk,blood cells,to eat, to cure,to prevent.**
- **Instruction:** individual work

#### Teaching strategies:

Individual work, pair work, group work, 3Ps.

## LESSON NOTES

**CARD N°: 1**

**SCHOOL:**

**TEACHER: Zinsou Enyonam**

**CLASS: form3**

**THEME 7: HIV/AIDS**

**LESSON 19: Let's avoid HIV/AIDS**

**TEACHING AIDS:** realia, flashcards, notebooks, students, teacher

**REFERENCES:** Manuel de l'élève 5è, Programme éducatif 5è, Guide d'exécution 5è, Longman Dictionary

**DURATION:** 55min

**DATE:**

**NUMBER OF STUDENTS:** \_\_\_ B \_\_\_ G

**SEQUENCE :** 1/3

CAPACITIES	CONTENTS
<b>Recognize</b>	Words and expressions related to the prevention of HIV/AIDS such as: infected, rejection, aids testing, prostitution, blood cells and use them in meaningful sentences.
<b>Use</b>	Correctly the grammatical structures such as: "to avoid/prevent from"+v+ING and make meaningful sentences relates to HIV/AIDS prévention and how to protect oneself from it.
<b>Exchange</b>	On words relates to HIV/AIDS

## LESSON ORGANIZATION

### H. PRE-ACTIVITIES

- Greetings (*1min*)
- Roll call/check (*3min*)
- Date (*1min*)
- Warm up (*2min*)
- Revision/Homework correction (*3min*)

### I. MAIN ACTIVITIES

STAGES/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	TEACHING MATERIALS
<b>ACTIVITY 1: Vocabulary (3ps)</b>	<b>I-PRESENTATION Presents New words in a contact to students</b>	Listen and repeat	<b>Vocabulary</b> 1_HIV/AIDS (definition) HIV/AIDS is a very bad	Teacher, students

<p><b>(15min)</b></p>	<p><b>II- PRACTICE</b> Makes a model sentence for each word. Asks students guiding questions.</p> <p><b>II- PRODUCTION:</b> Asks students to make their own sentences with the New words under study.</p>	<p>Listen and repeat.</p> <p>Listen and answer</p> <p>Make their own sentences</p>	<p>disease. 2-Aids testing (explanation) Ms:After every three months we should do our aids testing. 3- To avoid(v) : Ms: Abstinence is the best way to avoid HIV/AIDS. 4-Prostitution: Ms: prostitution is a bad behaviour. 5-Infected:(translation) =infecté Ms:let's avoid using infected objects to prevent ourselves from AIDS.</p>	<p>Teacher, students,</p>
<p><b>ACTIVITY 2: Grammar(3ps) (15.min)</b></p> <p>The use or:to avoid/prevent from+v+ING</p>	<p><b>I-PRESENTATION</b> <b>présent the New structure in a situation,oral contexte.</b></p> <p><b>II- PRACTICE</b> Says sentences and asks students to repeat.</p> <p><b>II- PRODUCTION</b> Asks students to producer their suitable sentences with the New structure.</p>	<p>Listen to thé situation</p> <p>Repeat</p> <p>Produce sentences</p>	<p><b>Grammar</b> Ms:Let's avoid having sexual intercourse before mariage. - I do my work to avoid being punished. I prevent myself from malaria by sleeping under mosquito net.</p>	<p>teacher students blackboard chalk</p>
<p><b>ACTIVITY 3: (5min)</b></p>	<p>Makes dictation to students</p>	<p>write on their slates</p>	<p><b>DICTATION</b> Aids testing, prostitution,infected, to avoid.</p>	<p>teacher Students slates Chalk</p>

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**J. POST-ACTIVITIES**

<b>EVALUATION</b> <i>(2min)</i>	<i>asks students questions about sequence</i>	Answer		
<b>REMEDIAL WORK</b> <i>(2min)</i>	Makes comments on recurrent mistakes	Take note of the comments	<p align="center"><b><u>Homework</u></b> What rules Can we respect to avoid having HIV/AIDS.</p>	
<b>HOMEWORK</b> <i>(3min)</i>	Writes the homework on the board.			
<b>WARM DOWN</b> <i>(3min)</i>	Recalls the next session, strikes a song and leaves	-Sing		

**LESSON NOTES**

<b>CAPACITIES</b>	<b>CONTENTS</b>
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Recognize	Words and expressions relates to HIV/AIDS: ARV treatment,faithful,to lose weight and to protect sex.  Grammatical structures on how to avoid and how to protect oneself from HIV/AIDS: abstain from+verb+ ING
Identify	The general ideas of a texte  The secondary ideas of a texte
Read	A texte on how to avoid and how to protect oneself from HIV/AIDS

**Competence:**

Oral manipulation of language structure in a communication situation using simple language.

**Learning situation:**

**Support:** Your uncle is testing HIV positive,now je wants to inform the population on how to avoid and how to prevent oneself from AIDS.

**Task:** He asks you to help him to do it.

**List of words:** Femidom, Pen, abstain from, ARV traitement, malaria, faithful.

**Instruction:** Do the work individual.

**Teaching strategies:**

Individual work, pair work, group work, 3Ps.

**LESSON NOTES**

## LESSON ORGANIZATION

### PRE-ACTIVITIES

Greetings (1min)

Roll call/check (3min)

Date (1min)

Warm up (2min)

Revision/Homework correction (3min)

### MAIN ACTIVITIES

STAGES/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	TEACHING MATERIALS
<b>ACTIVITY 1:</b> <b>Vocabulary</b>  <i>(15min)</i>	<b>I-PRESENTATION</b>  Presents New words in a contact to students.  <b>II- PRACTICE</b>  Makes modal sentence for each word.  Asks students guiding questions.  <b>II- PRODUCTION</b>  Asks students to make their own sentences with the new words under study.	Listen and repeat  _ Listen and repeat  _ Listen and answer.  _ Make their sentences	<b>TITLE OF ACTIVITY</b>  <b>VOCABULARY :</b>  1- ARV treatment (definition)  Ms:It is a kind of treatment which is given to HIV positive people.  2-Faithful(adj)=(syn) fidelity.  Ms:Partners should be faithful to each other.  3-To lose weight(v) démonstration.  Ms:When you are HIV positive person,if you don't take your ARV treatment you loss your weight .	Lesson card  teacher  student

			<p>4- to cure (sp,pp) cured</p> <p>(Syn) To heal</p> <p>Eg: No medicine can cure AIDS</p> <p>Curable(adj) curable(adv)</p> <p>Curable# incurable</p> <p>eg: Malaria is a curable disease, but HIV/AIDS is an incurable disease.</p>	
<p><b>ACTIVITY 2:</b></p> <p><b>Grammar:</b></p> <p><i>(15min)</i></p>	<p><b>I-PRESENTATION</b></p> <p>Presents the new structure in a situation,oral contexte</p> <p><b>II- PRACTICE</b></p> <p>Says sentences and asks students to repeat.</p> <p>- Asks vérification questions :</p> <p>1- what are the verbs that follow the word abstain from?</p> <p>2- how are they writring?</p> <p><b>II- PRODUCTION</b></p> <p>Asks students to make their own sentences with the New structure</p>	<p>Listen to the situation</p> <p>Listen and repeat.</p> <p>- Answer:infecting, And giving</p> <p>-V+ING</p>	<p>Grammar:</p> <p>The use of: Abstain from</p> <p>Ms:HIV positive people should abstain from infecting others.</p> <p>Ms:HIV positive women should abstain giving breast to their babies.</p> <p>RULE:Abstain from+V+ING</p>	<p>Lesson card</p> <p>Teacher</p> <p>students</p>

		Give sentences		
<b>ACTIVITY 3:</b>  <i>(10min)</i>	<p><b>I-PRESENTATION</b></p> <p>Copy the text on board for students</p> <p><b>II- PRACTICE</b></p> <p>Read the text for students</p> <p><b>II- PRODUCTION</b></p> <p><b>In not more than four sentences, Say how you Can avoid HIV/AIDS.</b></p>	<p>Copy the text</p> <p>Follow the teacher and Read individually After the teacher</p> <p>Product</p>	<p>Reading:</p> <p>TEXT:Let's avoid HIV/AIDS</p> <p>HIV/AIDS a real and bad disease. If you get it,you become HIV positive person. And you should respect some rules in order to avoid infecting other people. If you don't respect your ARV treatment,or you don't take your treatment,you become very sick,you lose your weight and die. You can avoid AIDS by doing regulary aids testing,being faithful in your relation. You Can Also avoid it if you abstain yourself from having secual intercourse or using abstinence.</p>	<p>lesson card</p> <p>Text</p>
<b>POST-ACTIVITIES</b>				
<b>EVALUATION</b>  <i>(2min)</i>	<p>Make two sentences with two two Vocabulary words oyour choice de studied today.</p>	Give sentences		
<b>REMEDIAL WORK</b>	Makes comments on	Take note of the comments	<b><u>Homework</u></b>	Make two sentences with

<b>(2min)</b>	recurrent mistakes		"abstain from",thé grammatical structure of today.	
<b>HOMEWORK</b> <b>(3min)</b>	Writes the homework on the board.			
<b>WARM DOWN</b> <b>(3min)</b>	Recalls the next session, strikes a song and leaves	-Sing		

### LESSON NOTES

#### Competence:

Oral manipulation of language structure in a communication situation using simple language.

#### Learning situation:

**Support:** You are in form3 ,Monday morning,your teacher asks you to explain to him,the differents way for you to avoid HIV/AIDS.

**Task:** You don't know how to explain it.

**Words to be put on the board:** abstinence,playing,aids testing,avoid bad friendship, entertainment,Aids testing,faithful,gossiping.

**Instruction:** individual work

#### Teaching strategies:

Individual work, pair work, group work, 3Ps.

## LESSON NOTES

CAPACITIES	CONTENTS
<b>Recognize</b>	Words and expressions related to HIV/AIDS such as: to cure, sexual intercourse, HIV/AIDS.  The grammatical structures on how to prevent and to avoid oneself from HIV/AIDS, the use of: "Stop+verb+ING"
Read	A text on how to avoid and to protect oneself from HIV/AIDS
<b>Exchange</b>	Various ideas on the theme "Let's avoid HIV/AIDS."

## LESSON ORGANIZATION

### PRE-ACTIVITIES

Greetings (*1min*)

Roll call/check (*3min*)

Date (*1min*)

Warm up (*2min*)

Revision/Homework correction (3min)

MAIN ACTIVITIES

STAGES/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	TEACHING MATERIALS
<p><b>ACTIVITY 1:</b></p> <p>(15min)</p>	<p><b>I-PRESENTATION</b></p> <p>Presents new words to students</p> <p>Asks students guiding questions.</p> <p><b>II- PRACTICE</b></p> <p>Makes modal sentences for each word.</p> <p><b>II- PRODUCTION</b></p> <p>Asks students to product their own sentences with the new words.</p>	<p>Listen and repeat</p> <p>Listen and answer</p> <p>Follow and read</p> <p>Product their sentences</p>	<p>VOCABULARY</p> <p>1-To cure(v) translate= guérir . (Syn)to heal</p> <p>Ms:Hospital can cure malaria.</p> <p>2-Sexual intercourse (n):</p> <p>Ms:Sexual intercourse is aloud only for married people.</p> <p>3- HIV:Human Immuno Déficience Virus.</p> <p>4-AIDS: Acquired Immune Defiency Syndrome</p> <p>Ms:Nowaday Manu people have HIV/AIDS.</p>	<p>Lesson card</p> <p>Teacher</p> <p>Students</p>
<p><b>ACTIVITY 2:</b></p> <p>(15min)</p>	<p><b>I-PRESENTATION</b></p> <p>Presents the new structure in a situation</p> <p><b>II- PRACTICE</b></p> <p>Says sentences and asks students to repeat</p>	<p>Listen to the situation</p> <p>Listen and repeat</p>	<p>Grammar :</p> <p>1-The baby stop crying.</p> <p>2-Students stop talking when the teacher enter.</p> <p>3-Now I stop playing football.</p> <p>Note: Stop+verb+ING.</p>	<p>Teacher</p> <p>students</p>

	<p>Asks vérification questions</p> <p>1-What are the verbs that follow"stop"?</p> <p>2-How are they formes?</p> <p><b>II- PRODUCTION</b></p> <p>Asks students to product their sentences</p>	<p>Answer:</p> <p>Crying,talking,and playing</p> <p>V+ING</p> <p>Product</p>		
<p><b>ACTIVITY 3:</b></p> <p><i>(10min)</i></p>	<p><b>I-PRESENTATION</b></p> <p>Read the above text</p> <p><b>II- PRACTICE</b></p> <p>1-What is HIV/AIDS?</p> <p>2-How do you call a person who have HIV/AIDS?</p> <p>3-What happen to an HIV person who don't respect them traitement ?</p> <p>4-How can you avoid HIV/AIDS?</p>	<p>Listen and follow the Reading.</p> <p>Answer</p>	<p>Reading comprehension:</p>	<p>Text</p> <p>teacher</p> <p>students</p>

	<p><b>II- PRODUCTION</b></p> <p>Asks students to explain in which way someone can avoid HIV/AIDS?</p>			
<b>POST-ACTIVITIES</b>				
<p><b>EVALUATION</b> <i>(2min)</i></p>	Evaluate students	write on their slates		
<p><b>REMEDIAL WORK</b> <i>(2min)</i></p>	Makes comments on recurrent mistakes	Take note of the comments	<p><b><u>Homework</u></b></p> <p>Give a suitable resuming to the text.</p>	
<p><b>HOMEWORK</b> <i>(3min)</i></p>	Writes the homework on the board.			
<p><b>WARM DOWN</b> <i>(3min)</i></p>	Recalls the next session, strikes a song and leaves	-Sing		

## LESSON NOTES

CAPACITIES	CONTENTS
<b>Recognize</b>	Words and expressions related to HIV/AIDS such as <b>to stigmatize, to discriminate, to prostitute, unfaithfulness, to humiliate</b> and use them in meaningful sentences related to stigmatization and discrimination against HIV positive.
<b>Use</b>	Correctly the grammar point: " <b>So..... That</b> " to make meaningful sentences related to Stigmatization and discrimination.
<b>Read</b>	A short text about Stigmatization and discrimination against HIV positive people.

### Competence:

Oral manipulation of language structure in a communication situation using simple language.

### Learning situation:

Akossi is a student of form II. She wants you to help her learn words related to stigmatization and discrimination against HIV positive people. Choose words in the following words to help: **Rooms, to stigmatize, to famous, discriminate, to praise, unfaithfulness, to prostitute, cock**

## LESSON ORGANIZATION

### A.PRE-ACTIVITIES

1. Greetings 1min
2. Roll check 2min
3. Date 1min
4. Revision / homework correction 2min.
5. Warm up 1 Mon.

## B.MAIN ACTIVITIES

STAGES/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	TEACHING MATERIALS
<b>ACTIVITY 1: Vocabulary</b>  (□.10min)	<b>I-PRESENTATION</b> T. Presents the new items with the required techniques.  <b>II- PRACTICE.</b> T.Listens to students' repetition of the new items to note the mistakes  <b>II- PRODUCTION</b> T. asks students to make their own sentences with the new words on the BB.	- Close their books - Listen carefully -Repeat after the teacher  -Repeat as the teacher is listening.  - Students produce their own sentences under the supervision of the teacher.	<b>Vocabulary</b> <b>1.To stigmatize (v) (demonstration)</b> * <b>Stigmatization</b> <b>Ms: people don't like HIV positive people, it is stigmatization .</b> <b>2.unfaithfulness(N).</b> Synonym=> infidelity. * Unfaithful (Adj) Ms: <b>Unfaithful</b> married people often have sex with other people . <b>3. To discriminate (v).</b> Synonym=> <b>to stigmatize.</b> * <b>Discrimination.</b> Ms: HIV positive people are sometimes <b>discriminated.</b> <b>4. To Prostitute(v)(demonstration)</b> * <b>Prostitution.</b> <b>Ms: Many women use to have sex with men for money, it is prostitution.</b>	BB, students, Lesson card.
<b>ACTIVITY 2: Grammar.</b> <b>The use of So..... that.</b> <b>So + Adj+ tha.....</b>  (□.10min)	<b>I-PRESENTATION</b> Presents the grammar point on the BB with explanations concerning the use of the new item.  <b>II- PRACTICE</b> Asks students to connect the following sentences using: <b>...so.... that.</b>	Listen to understand         -Listen to	<b>Grammar : The use of...So.... that.....</b> 1. Some parents are <b>so sensible that</b> they weep when their child is HIV positive. 2. Students are <b>so kind that</b> their teachers like them. 2. Stigmatization is <b>so bad that</b> people die of it.	BB, Lesson card, Students' note books.



	<p><b>II- PRACTICE</b>  <b>-Repetition drills:</b>  makes them repeat the pronunciation mistakes.  - Substitution drills:  From the village of Johnny, w replace it with some towns and villages for the class to know that stigmatization is everywhere.</p> <p><b>II- PRODUCTION</b>  - Leads students to ask questions if they have.</p>	- Ask questions if they have any.		
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**C.POST-ACTIVITIES**

<p><b>EVALUATION (2min)</b></p> <p><b>REMEDIAL WORK (2min)</b></p> <p><b>HOMEWORK (3min)</b></p> <p><b>WARM DOWN (3min)</b></p>	<p><i>Asks questions about the vocabulary words and the grammar point:</i>  - What have we learned today I vocabulary?  - what have we learned today in grammar?.  - What is our text about?</p> <p>-Makes comments on recurrent mistakes</p> <p>Writes the homework on the board.</p> <p>Recalls the next session, strikes a song and leaves</p>	<p>-answer</p> <p>Take note of the comments</p> <p>Sing.</p>	<p><b>Homework</b></p> <p>1. Make two sentences with two vocabulary words of your choice.  2. Make two sentences with : " so .....that..".</p>	
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**CARD N°: X**

**SCHOOL: Y**

**TEACHER: Adessio Messan**

**CLASS: Form III**

**THEME 7: HIV/ AIDS**

**LESSON 20: Stigmatization**

**TEACHING AIDS:** realia, flashcards, notebooks, students, teacher, Longman Dictionary.

**DURATION:** 3 x 55min

**DATE:**

**NUMBER OF STUDENTS:** \_\_\_ B \_\_\_ G

**Sequence 2.**

CAPACITIES	CONTENTS
Recognize	Words related to stigmatization and use them to make meaningful sentences related to the causes, consequences and solutions.  Words: <b>to be infected, to spread, to suffer from, to be HIV positive..</b>
Recognize	The use of the new grammar point: <b>" If clause type 2"</b> and use it in meaningful sentences to propose solutions concerning stigmatization.
Exchange	About the causes, consequences and solutions of stigmatization.

**Competence:**

Oral manipulation of language structure in a communication situation using simple language.

**Learning situation:**

You are Godson and the NGO WELCOME has chosen you to talk about the life of HIV positive people in your town. Choose the appropriate words from the following and do your work: abroad, to **be infected, to spread, wisdom, to suffer from, Ba-moussa, to be HIV positive, swimming.**

**Teaching strategies:** group work,

**LESSON ORGANIZATION**

## PRE-ACTIVITIES

Greetings (1min)

Roll call/check (3min)

Date (1min)

Warm up (2min)

Revision/Homework correction (3min)

## MAIN ACTIVITIES

STAGES/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	TEACHING MATERIALS
<b>ACTIVITY 1:</b> <b>Vocabulary</b>  (10min)	<b>I-PRESENTATION</b>  Presents the new items to the class with the required techniques at his disposal.  <b>II- PRACTICE</b>  <b>Repetition drills:</b> makes them repeat  - listen to note the mistakes in the pronunciation of students  <b>II- PRODUCTION</b>  Invites students to make their own sentences with the new words on the BB under his supervision.	- close their books  - Listen carefully to understand.   Repeat as the teacher pronounces the words.   - make their own sentences with the new words on the BB under the supervision of the teacher	Vocabulary.  <b>1. To be infected</b> (v) explanation: to catch a disease or infection.  Ms: you will <b>be infected</b> if you have non protected sexual intercourses with HIV positive people,  <b>2. To spread</b> (v) synonym ==> to expand.  Ms: Non protected sexual intercourses contribute <b>to spread</b> many infection.  <b>3. To suffer from</b> (v) demonstration.  * Suffering ( N)  Ms: HIV positive people <b>suffer from</b> AIDS.  <b>4. To be HIV positive</b> (adj) antonym ==>> to be HIV negative.  <b>5. To humiliate</b> ( v) demonstration.  * Humiliation (n)	BB, Students' note books, Lesson card.

			Ms: Many people <b>humiliate</b> HIV positive people.	
<p><b>ACTIVITY 2:</b></p> <p><b>Grammar: If clause type 2.</b></p> <p><b>If + simple past+ present conditional.</b></p> <p><b>. Present conditional + If + simple past.</b></p> <p><b>(□.10min)</b></p>	<p><b>I-PRESENTATION</b></p> <p>- The teacher puts the following sentences on the BB:</p> <p>-If the class prefect were Mathematics teacher he would give the class 20/20.</p> <p>==&gt;Koffi and Yao would punish people who insult HIV positive people If they were soldiers.</p> <p>- Teacher explains to the class that it is a wish ,a situation which is not possible the time they are in the class.</p> <p><b>II- PRACTICE</b></p> <p>Puts the following sentences on the BB and helps students to connect them using the new grammar point on under study.</p> <p>1. Koffi doesn't have money. He doesn't buy a pen.</p> <p>==&gt; If Koffi had money he would buy a</p>	<p>Close their note books.</p> <p>- Listen carefully to understand the instructions</p> <p>- Listen carefully to the instructions</p> <p>- Do the work.</p>	<p>Grammar</p> <p>1. If you <b>had</b> money you <b>would buy</b> a bicycle.</p> <p>2. We <b>would buy</b> an overhead projector <b>If</b> we <b>had</b> money.</p> <p>3. <b>If</b> we <b>had</b> wings like birds we <b>would fly</b> to France.</p> <p>4. You <b>would study</b> in France <b>If</b> you <b>had</b> money.</p>	<p>BB, Lesson card, students' note books.</p>

	<p>pen.</p> <p>2. Teachers don't beat students. They are not wicked.</p> <p>==&gt;Teachers would beat students if they were wicked.</p> <p>- The teacher helps students to understand the use of the <b>If clause type 2.</b></p> <p><b>II- PRODUCTION</b></p> <p>- Invites students to make their own sentences with the new item under his supervision for him to correct the mistakes.</p>			
<p>ACTIVITY 3: Debate  (□.10min)</p>	<p><b>I-PRESENTATION</b></p> <p>- puts the topic on BB.</p> <p>- Gives time to students to discuss about the topic in groups.</p> <p>- As students are discussing, T is at the same time talking about the topic emphasizing the different forms of stigmatization.</p>	<p>Students close their note books.</p> <p>-Listen carefully to understand</p>	<p><b>DEBATE.</b></p> <p><b>Theme:</b> The impact of stigmatization on HIV positive people.</p>	<p>BB, lesson card,  Students' note books.</p>

	<p><b>II- PRACTICE</b></p> <ul style="list-style-type: none"> <li>- Launches The debate</li> <li>- Gives the floor to students who are ready.</li> </ul> <p>* Asks the following questions:</p> <ul style="list-style-type: none"> <li>- What do you think of people who discriminate against HIV positive people? Do you think it is AIDS which kill or it is stigmatization? Why?</li> <li>- Stigmatization and discrimination against HIV positive people is also social exclusion?</li> </ul> <p><b>II- PRODUCTION</b></p> <ul style="list-style-type: none"> <li>- Invites students to ask questions if they have.</li> </ul>			
<b>POST-ACTIVITIES</b>				
<p><b>EVALUATION</b> <i>(2min)</i></p>	<p>Asks students to remind him of the vocabulary words, the grammar point.</p>	<p>Do the work.</p>		<p>BB, Lesson card.</p>
<p><b>REMEDIAL WORK</b> <i>(2min)</i></p>	<p>Makes comments on recurrent mistakes</p>	<p>Take note of the comments</p>	<p style="text-align: center;"><b><u>Homework</u></b></p> <p>Say in not more than 100 words what you would do about stigmatization of HIV positive people in</p>	

<b>HOMEWORK</b> <i>(3min)</i>	Writes the homework on the board.		your town.	
<b>WARM DOWN</b> <i>(3min)</i>	Recalls the next session, strikes a song and leaves	Sing	<b>*Instructions:</b> Use if clause type 2 to do the work.	

## LESSON NOTES

**CARD N°:** X

**SCHOOL:** Y

**TEACHER:** Adessio Messan

**CLASS:** Form III

**THEME 7: HIV/ AIDS**

**LESSON 20: Stigmatization**

**TEACHING AIDS:** realia, flashcards, notebooks, students, teacher, Longman Dictionary.

**DURATION:** 3 x 55min

**DATE:**

**NUMBER OF STUDENTS:** \_\_\_ B \_\_\_ G

**Sequence 3.**

CAPACITIES	CONTENTS
Recognize	Words and expressions related to stigmatization and discrimination such as <b>to be ashamed of, to grow thin, to lose weight, to pass on, to punish</b> and use them in meaningful sentences related to the life of HIV positive.
Listen	To a short text about stigmatization of HIV positive people in families and answer comprehension questions orally in a chart.
Present	The findings on stigmatization and discrimination against HIV positive people in some places.

**Competence:**



	<p><b>II- PRODUCTION</b></p> <p>- Helps students make their own sentences with the new words on the BB,</p>	<p>- Make their own sentences with the new words on the BB under the supervision of the teacher.</p>	<p>expression) Antonymy ==&gt; to gain weight.</p> <p>Ms: People always <b>lose weight</b> when they are seriously sick.</p> <p>4. <b>To grow thin</b>(exp) Synonymy====&gt; to lose weight.</p> <p>5. <b>To pass on</b> (idiomatic expression) . Synonym====&gt; to die.</p> <p>Ms: When HIV positive people are stigmatized, they often <b>pass on</b>.</p>											
<p><b>ACTIVITY 2:</b></p> <p><b>Listening comprehension.</b></p> <p>(□.15min)</p>	<p><b>I-PRESENTATION</b></p> <p>Presents the chart on BB.</p> <p>Gives instructions to students that he is going to read the Tex three times and they will be filling the chart.</p> <p>Reads slowly and normally as he progresses.</p> <p>Lays emphasis on the different forms of stigmatization and the life of the HIV positive in the text.</p> <p>Gives time to students to discuss in groups.</p> <p><b>II- PRACTICE</b></p> <p>Leads students to fill</p>	<p>Listen carefully to avoid misunderstanding s.</p> <p>Listen carefully and ask questions to understand the text.</p> <p>Discuss in groups</p> <p>_fill the chart</p>	<p><b>Comprehension.</b></p> <p><u>Stigmatization and Family</u></p> <p>We used to be a close family, but then when HIV was introduced, things were taken away. My wife was taken away first. She said she did that to help me. She also has stigmatization about living with her words. She says that when I'm doing my work, when I'm taking my children to school, I still grow thin.</p> <table border="1" data-bbox="954 1224 1304 1440"> <tr> <td>Mean of the narrator</td> <td></td> </tr> <tr> <td>Mean of the narrator's family.</td> <td></td> </tr> <tr> <td>Mean of the narrator is why?</td> <td></td> </tr> <tr> <td>Would you be like his family?</td> <td></td> </tr> <tr> <td>What do you think about the text?</td> <td></td> </tr> </table>	Mean of the narrator		Mean of the narrator's family.		Mean of the narrator is why?		Would you be like his family?		What do you think about the text?		<p>BB,</p> <p>Lesson card,</p> <p>Students' note books.</p>
Mean of the narrator														
Mean of the narrator's family.														
Mean of the narrator is why?														
Would you be like his family?														
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	<p>the chart by his help.</p> <p><b>II- PRODUCTION</b></p> <p>Leads students to ask questions.</p>	<p>after their discussions in groups.</p> <p>-Ask questions.</p>		
<p><b>ACTIVITY 3:</b></p> <p>(□.13min)</p>	<p><b>I-PRESENTATION</b></p> <ul style="list-style-type: none"> <li>- Makes four groups of a number of students of his choice with instructions before the day of the lesson.</li> <li>- One group will work on on place ( Market , group one , hospital= G2, church=G3, School= G4.)</li> <li>-Gives instructions to students to present the work in not more than 2min per group.</li> <li>- Calls all the groups before the class.</li> <li>- each group presents its work one after the other.</li> </ul> <p><b>II- PRACTICE</b></p> <p>Gives the floor to students to present their findings in 2 minutes at most ( puts</p>	<p>Listen to instructions.</p> <p>Present their findings about the topics.</p>	<p><b>Class presentation.</b></p> <p><b>Topic:</b> At the Market, at the hospital, in the church, at school.</p> <p><b>Instructions:</b> Say how you are situated a girl in these different places.</p>	<p>Lesson card, BB, Students.</p>

	<p>all the groups before the class for him to have time).</p> <p>- Takes notes of the mistakes in pronunciation.</p> <p><b>II- PRODUCTION</b></p> <p>-Leads the class to ask questions.</p>			
<b>POST-ACTIVITIES</b>				
<p><b>REMEDIAL WORK</b> (2min)</p> <p>Homework (2min).</p> <p><b>WARM DOWN</b> (2min)</p>	<p>Makes comments on recurrent mistakes</p> <p>Recalls the next session, strikes a song and leaves</p>	<p>Take note of the comments</p> <p>-Sing</p>	<p>Homework:</p> <p>Draw sensitisation posters with words on them to sensitize people on how they should live with HIV positive people in the community.</p>	<p>BB, students' note books.</p>

