

LESSON CARD

CARD N° : 1

SCHOOL: C/S ESSO

TEACHER: Mr ABOGLO Kodjovi Séna

FORM: 4a you

THEME I: Marriage and life in the family

LESSON : THE DOWRY

TEACHING AIDS: realia, Flash cards,note books, students, teacher,

REFERENCES: Programme éducatif 3e, guide d'exécution 3e,EFSA 3e,English Monsters,Oxford Advanced Learners Dictionary, Longman,wickionnary

DURATION: 3x55min

DATE:

CLASS SIZE: – B – G

SEQUENCE: 1/3

CAPACITIES	CONTENTS
Recognize	<ul style="list-style-type: none"> ✓ Words and expressions related to the dowry ✓ Grammar structure: the use of “Ago”+ Simple past. ✓ Eg: he paid the dowry six years ago. ✓ The use of “Must”, “Should” and “Ought to” ✓ Eg: he must pay a fine(obligation; necessity) ✓ He must be ready at four. ✓ Others agreed that he must pay a fine(moral obligation; advice) ✓ You ought to be more careful= you should be more careful.
Pronounce correctly	<ul style="list-style-type: none"> ✓ must; ought to and should.
Build	<ul style="list-style-type: none"> ✓ Sentences with: ✓ The use of “Ago”+ simple past ✓ The use of “Must” ✓ The use of “ Should and ought to”
Exchange	<ul style="list-style-type: none"> ✓ Information on different sorts of dowry and according to culture and areas.

Competence: promote oral communication through simple language.

Learning situation: Before you study a text on “the payment of the dowry before marriage”, your teacher introduces the importance of “dowry” in Africa as a customary law concerning marriage. This practice is still applied in your society? **Give the advantages and disadvantages of the dowry payment in African marriage.** Do the work basing on experiences in your village or town.

RECAPITULATION: a- Advantages of dowry payment

It perpetuates the tradition and preserves it from extinction, unifies the two families, it values the man and his family in the eyes of the In-laws family, it gives the man the right to legally marry the girl, it honors the endowed girl and her family.

b- Disadvantages of dowry payment

- Some In-laws view dowry payment as a mean of making business. When the in-law family abuses on the dowry payment, the groom will enslave her.

A. PRE-ACTIVITIES

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

B. MAIN ACTIVITIES

STAGES/TIMING	TEACHER’S ROLE	STUDENTS’ ROLE	NOTE ON BOARD	TEACHING MATERIALS
ACTIVITY 1: VOCABULARY <i>3PS</i> <i>(15min)</i>	I-PRESENTATION Presents the words and asks SS to repeat. Presents model sentences and asks Ss to read. Asks questions:	Listen and repeat read	Vocabulary: Dowry: n (def) a payment given at a time of marriage. to endow (verb) Syn: Bride price Eg: lare brought some clothes for yawa’s dowry.	

	<p>1-For what did lare bring clothes? 2-how am I? 3-according to what kabye women must not eat dog meat? 4-what does koffi do to himself? 5-what does kolani do? 6-what does lare do after his father's death?</p> <p>II- PRACTICE <i>Repetition drill</i> Say sentences orally and Ss to repeat. 1-koffi fulfills his duty. 2- Our customs forbid us to commit adultery. 3-I intoxicate my environment with smokes. 4- He inherit the bad behavior from his mother.</p> <p><i>Substitution drill</i> Complete with the right word Imy duty.(intoxicate; fulfill) It is.....(custom; fulfillment) to.....(inherit; intoxicate) our father's properties. Smokes(hide; intoxicate) the environment.</p>	<p>Answer questions</p> <p>Listen and repeat</p> <p>Complete</p>	<p>To fulfill : (v) syn to satisfy, to carry out. Eg: My grandfather always fulfills the yearly ceremony.</p> <p>Fulfillment(n) fulfilling(adj) A custom (n) def: traditional belief or rituals. Eg: every people must respect their custom.</p> <p>To intoxicate:(v) intoxicated (adj) syn to inebriate Eg: koffi intoxicates himself with alcohol.</p> <p>To hide: (v) s past hid, pp hidden. Ant: to reveal, to disclose, to show, to expose. Eg: We hide the bride to the public.</p>	
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	II- PRODUCTION Asks to makes sentences using the new structure.	Complete with the right answer Make sentences	Ss own best sentences	
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C. POST-ACTIVITIES

EVALUATION <i>(2min)</i>	-Asks to recall the vocabulary words studied. -Asks to make some sentences using the grammar structure “ago”+ simple past	Recall words Make sentences	<u>Homework</u> Put the verbs into the parentheses into the correct tense: 1-I (be) six hours ago. 2-Kofi (meet) him a week ago. 3-she (inherit) from her mother two years ago. 4- Bola (arrive) from England six months ago.	
REMEDIAL WORK <i>(2min)</i>	Makes comments on recurrent mistakes	Take note of the comments	Open English: (Voc: A,B) Gram(A) page 09	
HOMEWORK <i>(3min)</i>	Writes the homework on the board.			
WARM DOWN	Recalls the next session, strikes a song and leaves			

<i>(3min)</i>		Sing		
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LESSON CARD

CARD N°: 2

SCHOOL: C/S ESSO

TEACHER: ABOGLO Kodjovi Séna

FORM 4

THEME 1: Marriage and Family Life

LESSON 1: The dowry

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

REFERENCES: Manuel de l'élève 3è, Programme éducatif 3è, Guide d'exécution 3è, Longman Dictionary.

DURATION: 55min

DATE:

NUMB OF SS.....B.....G.....

SEQUENCE: 2/3

CAPACITIES	CONTENTS
Recognize	<ul style="list-style-type: none"> ✓ Words and expressions related to the dowry ✓ Grammar structure: the use of “Ago”+ Simple past. ✓ Eg: he paid the dowry six years ago. ✓ The use of “Must”, “Should” and “Ought to” ✓ Eg: he must pay a fine(obligation; necessity) ✓ He must be ready at four. ✓ Others agreed that he must pay a fine(moral obligation; advice) ✓ You ought to be more careful= you should be more careful.
Pronounce correctly	<ul style="list-style-type: none"> ✓ Words and expressions related to dowry using the grammar structure Ago; must; ought to and should.
Build	<ul style="list-style-type: none"> ✓ Sentences with: ✓ The use of “Ago”+ simple past ✓ The use of “Must” ✓ The use of “ Should and ought to”
Exchange	<ul style="list-style-type: none"> ✓ Information on different sorts of dowry and according to culture and areas.

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
ACTIVITY 1: VOCABULARY (the use of 3PS) (15min) 8	I-PRESENTATION Presents the words and asks SS to repeat. Presents model sentences and asks Ss to read. Asks questions: 1-what does he do to yawa? 2-how do I feel when I give birth to a baby? 3-what do i do before taking my wife ? 4-who is pregnant? 5-what does he bring to his family-in-law?	Listen and repeat Read Answer Repeat	VOCABULARY : 1- Engagement: (n) def: a period of time when marriage is planned or promised. trans: Fiançailles to engage (verb) Eg: I attended Sika's Engagement ceremony a week ago. 2- A scarf: (def) a long garment worn around the neck. (Une écharpe). Scarves(plurals) Eg: Andréa's scarf is so pretty. 3-To pay (v)S.Past&Pp paid. Payment (n) Eg: I paid the dowry before taking my wife.	Teacher students

	<p>II- PRACTICE</p> <p>Repetition drill</p> <p>Makes sentences orally and asks Ss to repeat.</p> <p>1-I pay hundred thousand for the dowry.</p> <p>2-my daughter- in- law is cooking.</p> <p>3-old people like eating colanut.</p> <p><i>Substitution drill</i></p> <p><i>Make a correct sentence with these jumbled words:</i></p> <p><i>Yawo/ dowry /paid/on daughter-in-law/hundred thousand and colanuts/his/with.</i></p> <p>II- PRODUCTION</p> <p>Asks to make sentences</p>	<p>Make a correct sentence</p> <p>Make sentences</p>	<p>4-Daughter -in –law: antonym= Son-in-law</p> <p>Eg: my daughter- in- law is pregnant.</p> <p>5- Drinks(n) syn) beverages</p> <p>Eg: We brought a lot of drinks.</p> <p>Ss own best sentences</p>	
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<p>ACTIVITY 2:</p> <p>GRAMMAR: the use of “must”</p> <p><i>(12min)</i></p>	<p>I-PRESENTATION</p> <p>Presents sentences containing the new structure and asks Ss to read.</p> <p>Asks comprehension questions</p> <p>1-what must you do ? 2-what must he do? 3-what must we do?</p> <p>II- PRACTICE</p> <p>Asks Ss to repeat orally the sentence.</p> <p>Lare must work hard to succeed his exam.</p> <p><i>Substitution drill</i></p> <p>Order these jumbled words to have correct sentences.</p> <p>1-He/ pay/ the dowry/must. 2-must/one another/you/help.</p> <p>II- PRODUCTION</p>	<p>Read</p> <p>answer</p> <p>Repeat</p> <p>Order</p> <p>Make sentences</p>	<p>GRAMMAR: THE USE OF "MUST"</p> <p>Note: must is used to express an Obligation.</p> <p>You must pay the dowry. He must learn his lessons. We must sweep the school compound.</p> <p>Rule: Subj + Must + bare infinitive.</p> <p>Ss own best sentences</p>	
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	Asks to makes sentences using the new structure.			
ACTIVITY 3: Speaking: Class discussion (10min)	<p>I-PRESENTATION</p> <p>-Writes the topic on BB: At the end of this activity every student should be able to give the advantages and disadvantages of paying a dowry.</p> <p>-Split the class into two groups -A group for and the other group against -Asks Ss to work individually then in pair defending their position. -Goes round to check. -Asks the Ss to stop at time due. -Asks a student to share. - Answers are copied in their exercise book.</p>	Do the work	<p>SPEAKING : “Do you think paying a dowry to the girl’s parents means buying a slave?”</p> <p>Sample.</p> <p>Paying dowry is part of our African tradition and every groom has to pay it to his family -in-law. In the coming lines, I will give my view point on the issue.</p> <p>Paying a dowry to the bride's family is very important for any groom who intends to get married. By doing so, we perpetuate our tradition and custom. It gives a value to the groom and his family and however opens the marriage doors to the latter. In addition to this, it's an opportunity for both families to build a strong relationship.</p> <p>To conclude, we can say that paying a bride price doesn't mean buying a slave</p> <p>.</p>	Teacher Students board
POST-ACTIVITIES				

EVALUATION <i>(2min)</i>	-Asks to recall the vocabulary words studied in sentences.	Recall in sentences		
REMEDIAL WORK <i>(2min)</i>	-Asks to make some sentences using the grammar structure "Must" Makes comments on recurrent mistakes	Make sentences Take note of the comments	<p style="text-align: center;"><u>Homework</u></p> Make four correct sentences using " must" - Write down the Body and conclusion of the speaking.	
HOMEWORK <i>(3min)</i>	Writes the homework on the board.			
WARM DOWN <i>(3min)</i>	Recalls the next session, strikes a song and leaves	-Sing		

LESSON CARD

CARD N°: 3

SCHOOL: C/S ESSO

TEACHER: ABOGLO Kodjovi Séna

FORM: 4

THEME 1: Marriage and Family Life

LESSON 1: The dowry

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

REFERENCES: Manuel de l'élève 3è, Programme éducatif 3è, Guide d'exécution 3è, Longman Dictionary.

DURATION:55min

NUMB OF SS.....: B.....G.....

DATE:

SEQUENCE: 3/3

CAPACITIES	CONTENTS
Recognize	<ul style="list-style-type: none"> ✓ Words and expressions related to the dowry ✓ Grammar structure: the use of “Ago”+ Simple past. ✓ Eg: he paid the dowry six years ago. ✓ The use of “Must”, “Should” and “Ought to” ✓ Eg: he must pay a fine(obligation; necessity) ✓ He must be ready at four. ✓ Others agreed that he must pay a fine(moral obligation; advice) ✓ You ought to be more careful= you should be more careful.
Pronounce correctly	<ul style="list-style-type: none"> ✓ Words and expressions related to dowry using the grammar structure Ago; must; ought to and should.
Build	<ul style="list-style-type: none"> ✓ Sentences with: ✓ The use of “Ago”+ simple past ✓ The use of “Must” ✓ The use of “ Should and ought to”
Exchange	<ul style="list-style-type: none"> ✓ Information on different sorts of dowry and according to culture and areas.

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
ACTIVITY 1: VOCABULARY <i>(15min)</i>	I-PRESENTATION Presents the words and asks SS to repeat. Presents model sentences and asks Ss to read. Asks questions: 1-what does he do to yawa? 2-how do I feel when I give birth to a baby? 3-what do i do before	Listen and repeat Read Answer	1- To marry (verb) Sp&pp married :syn to wed. Antonym: to divorce. Marriage(n), marriageable (adj) Eg: Kevin is going to marry Denise. 2- Wife:(sing) wives(plu) (Anto) Husband. Eg: Jocelyne is a good wife. 3- To fall in love with (trans) tomber amoureux de. Eg: I fall in love with you.	Teacher Students board

	<p>4-who is pregnant? 5-what does he bring to his family-in-law?</p> <p>II- PRACTICE</p> <p>Repetition drill</p> <p>Makes sentences orally and asks Ss to repeat.</p> <p>1-Koffi is going to marry. 2-Rolande is my wife. 3- I fall in love with her.</p> <p>Substitution drill</p> <p>Make a correct sentence with these jumbled words:</p>		<p>4- To inherit(def) to receive by legal succession. # to disinherit</p> <p>Eg: Iare inherits his father’s property after his death.</p> <p>Inheritor, inheritance, inheritable (adj)</p>	
<p>ACTIVITY 2:</p> <p>GRAMMAR : the use of “should” and “ought to”</p> <p>(12min)</p>	<p>I-PRESENTATION</p> <p>Presents sentences containing the new structure and asks Ss to read.</p> <p>Asks comprehension questions</p> <p>1-what do others do ? 2-what should you do?</p>	<p>Read</p> <p>answer</p>	<p>GRAMMAR : the use of “should and ought to”</p> <p>Sentences</p> <p>1-other agreed that he should pay a fine. 2-you should learn your lessons. 3-you ought to learn your lessons.</p>	

	<p>3-what ought you to do?</p> <p>II- PRACTICE</p> <p>Asks Ss to repeat orally the sentence.</p> <p>Lare should work hard to succeed his exam.</p> <p>He ought to work hard to succeed his exam.</p> <p><i>Substitution drill</i></p> <p>Order these jumbled words to have correct sentences.</p> <p>1-He/ pay/ the dowry/must.</p> <p>2-must/one another/you/help.</p> <p>II- PRODUCTION</p> <p>Asks to makes sentences using the new structure.</p>	<p>Repeat</p> <p>Make sentences</p> <p>Make sentences</p>	<p>Should= ought to (express moral obligation)</p> <p>Rule: Should/Ought to + Verb bare infinitive.</p> <p>Ss sample sentences</p>	
<p>ACTIVITY 3:</p> <p>READING ALOUD</p> <p><i>(10min)</i></p>	<p>I-PRESENTATION</p> <p>Read loudly the text one or two time and asks Ss to read.</p>	<p>Read loudly</p>	<p>READING ALOUD :</p> <p>Text : the dowry</p>	<p>Text</p> <p>Teacher</p> <p>Students</p>

POST-ACTIVITIES				
EVALUATION <i>(2min)</i>	-Asks to make some sentences using the grammar structure “Should”& “ought to”	Make sentences	<u>Homework: page 11</u> Sentence Building: Problem solving.	
REMEDIAL WORK <i>(2min)</i>	Makes comments on recurrent mistakes	Take note of the comments	Piyabalo and Akoss are in love. Both agree to get married. However, the young man doesn't want to pay the bride price. He thinks that dowry is like buying a woman. In a short paragraph, tell him why it is important to pay the dowry. Use the words and expressions in the box below.	
HOMEWORK <i>(3min)</i>	Writes the homework on the board.			
WARM DOWN <i>(3min)</i>	Recalls the next session, strikes a song and leaves	-Sing		

LESSON CARD

CARD N°: 4

SCHOOL: C/S ESSO

TEACHER: ABOGLO Kodjovi Séna

FORM: 4

DURATION:55min

NUMB OF SS.....: B.....G.....

DATE:

SEQUENCE: 1/3

THEME 1: Marriage and Family Life

LESSON 2: ARRANGED MARRIAGE

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

REFERENCES: Manuel de l'élève 3è, Programme éducatif 3è, Guide d'exécution 3è, Longman Dictionary.

CAPACITIES	CONTENTS
Recognize	<ul style="list-style-type: none">✓ Words and expressions related to arranged marriage✓ Grammar structures to refuse or accept this practice.
Identify	<ul style="list-style-type: none">✓ Words and expressions related to arranged marriages.✓ The grammar structure: either....or/ neither....nor/ too/ either. So/ neither✓ To accept or refuse certain practices.✓ To reject or allow certain practice.
Build	<ul style="list-style-type: none">✓ Sentences or paragraphs to describe arranged marriages.
Write	<ul style="list-style-type: none">✓ Simple text with writing technics using words and expressions related to arranged marriage.

Competence: promote oral communication through simple language.

Learning situation:

Students of form four of Lycee Ségbé read a text on arranged marriages. They discuss about the advantages and disadvantages of this practice.

In pairs, help them find out two advantages and two disadvantages of arranged marriage.

Do the work in pairs.

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

LESSON ORGANIZATION

D. PRE-ACTIVITIES

➤ Greetings (*1min*)

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

E. MAIN ACTIVITIES

STAGES/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	TEACHING MATERIALS
ACTIVITY 1: VOCABULARY 3PS (15min)	I-PRESENTATION Presents the words and asks SS to repeat. Presents model sentences and asks Ss to read. Asks questions: 1-where has there many guests? 2-what do they cut? 3-what does Afi do? 4-what does she wear for marriage? 5-what does koffi do with his father- in- law? 6-who share the same bed the marriage. II- PRACTICE <i>Repetition drill</i> Say sentences orally and Ss to repeat. 1-koffi celebrated his wedding. 2- I like eating the wedding cake.	Listen and repeat read Answer questions Listen and repeat	Vocabulary: 1-A wedding: (n) syn marriage Eg: he has many guests in his wedding. 2-A wedding cake: (n) gâteau de mariage Eg: they cut the wedding cake. 3-To wear (n) s past wore: pp: worn. demons Eg: Afi wears her nice dress. 4- A gown (syn) a wedding dress. Eg: she wears her gown for marriage. 5- An arrangement(n) to arrange (v) def: the act of arranging. Eg: koffi makes an arrangement with his father- in- law. 6- A bride : (n) ant: a groom, bridegroom	

	<p>3-I wore my nice pants during my uncle's wedding. 4- my sister has a nice gown. 5-I made an arrangement with my brother to have his help. 6- During the wedding, the bride and the groom kiss each other.</p> <p>Substitution drill Complete with the right word: wedding; wedding cake; gown; wear; arrangement; bride. Afi a nice.....during her</p> <p>Kodzo has anwith his father-in-law. The.... Kiss the groom.</p> <p>II- PRODUCTION Asks Ss to make sentences with the new words studied.</p>	<p>Complete</p> <p>Make sentences</p>	<p>Eg: After the marriage the bride and the groom shared the same bed.</p> <p>Ss own best sentences</p>	
<p>ACTIVITY 2: GRAMMAR: the use of too/ either <i>(12min)</i></p>	<p>I-PRESENTATION Presents sentences containing the new structure and asks Ss to read. Asks comprehension questions 1-what did I do?</p>	<p>read</p> <p>answer</p>	<p>Grammar structure: the use of "too/ either" Sentences Too/either 1- I drank wine. I ate rice too.</p>	

	<p>2-what don't like my father and my mother? Asks to draw the rule</p> <p>II- PRACTICE Repetition drill Asks Ss to repeat orally the sentence. Lare is kind. His friend is kind too. Teachers don't drink alcohol. Students don't drink it either.</p> <p>Substitution drill Complete with too/either. 1-I failed my exam. I was spelled from school.... 2-Dogs don't fly. Pigs don't fly..... 3-I have this pen. Yao has this pen.....</p> <p>II- PRODUCTION Asks to makes sentences using the new structure.</p>	<p>Draw the rule</p> <p>Repeat</p> <p>Complete</p> <p>Make sentences</p>	<p>2- My father doesn't like rice. My mother doesn't like rice either.</p> <p>Rule: AFF+AFF+TOO NEG+NEG+EITHER</p> <p>Practice Complete with: (too or either</p> <p>1- I failed my exam. I was spelled from school....</p> <p>2- Dogs don't fly. Pigs don't fly.....</p> <p>3-I have this pen. Yao has this pen.....</p> <p>Ss own best sentences</p>	
<p>ACTIVITY 3: READING ALOUD <i>(10min)</i> <i>Page 12-13</i></p>	<p>Presents the text read 1 or 2 times and after asks students to read.</p>	<p>read</p>	<p>READING ALOUD: Text: Arranged marriage (paragraph one) 1- how old was the bride? 2- had she completed her high education? 3- why did</p>	<p>Teacher Students board</p>

			she not want to marry at the first time?4- Both agreed with the arrangement. True or False?	
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C-POST-ACTIVITIES

EVALUATION <i>(2min)</i>	-Asks to recall the vocabulary words studied. -Asks to make some sentences using the grammar structure	Recall words	<p align="center"><u>Homework</u></p> <p>Complete with: (too or either)</p> <p>1-yawa is tall. Her husband is tall</p> <p>2-yawa doesn't eat. Her husband.....</p> <p align="center">HOMEWORK</p> <p>1- VOC (A,B) page 14</p> <p>2- GRAM (A) Page 15</p>	
REMEDIAL WORK <i>(2min)</i>	Makes comments on recurrent mistakes	Make sentences		
HOMEWORK <i>(3min)</i>	Writes the homework on the board.	Take note of the comments		
WARM DOWN <i>(3min)</i>	Recalls the next session, strikes a song and leaves	-Sing		

LESSON CARD

CARD N°: 5

SCHOOL: C/S ESSO

TEACHER: ABOGLO Kodjovi Séna

FORM: 4

THEME 1: Marriage and Family Life

LESSON 2: Arranged marriage

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

REFERENCES: Manuel de l'élève 3è, Programme éducatif 3è, Guide d'exécution 3è, Longman Dictionary.

DURATION: 55min

NUMB OF SS:B.....G.....

DATE:

SEQUENCE: 2/3

CAPACITIES	CONTENTS
Recognize	✓ Words and expressions related to arranged marriage ✓ Grammar structures to refuse or accept this practice.

Pronounce correctly	<ul style="list-style-type: none"> ✓ Words and expressions related to arranged marriages. ✓ The grammar structure: either....or/ neither....nor/ too/ either. So/ neither ✓ To accept or refuse certain practices. ✓ To reject or allow certain practice.
Build	<ul style="list-style-type: none"> ✓ Sentences or paragraphs to describe arranged marriages.
Exchange	<ul style="list-style-type: none"> ✓ Simple text with writing technics using words and expressions related to arranged marriage.

LESSON ORGANIZATION

A-PRE-ACTIVITIES

Greetings (*1min*)

Roll call/check (*3min*)

Date (*1min*)

Warm up (*2min*)

Revision/Homework correction (*3min*)

B-MAIN ACTIVITIES

STAGES/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	TEACHING MATERIALS
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<p>ACTIVITY 1:</p> <p>VOCABULARY (the use of 3PS)</p> <p>(15min)</p>	<p>I-PRESENTATION</p> <p>Presents the words and asks SS to repeat.</p> <p>Presents model sentences and asks Ss to read.</p> <p>Asks questions:</p> <p>1-Where are civil marriages celebrated?</p> <p>2-What do the bride and the groom do to each other?</p> <p>3-what does the public do for the bride and the groom?</p> <p>II- PRACTICE</p> <p>Repetition drill</p> <p>Makes sentences orally and asks Ss to repeat.</p> <p>1-I celebrated my marriage in the town hall.</p> <p>2- we clap when the the bride and the groom swear an oath to each other.</p> <p>Substitution drill</p> <p><i>Make a correct sentence with these jumbled words:</i></p> <p>1-Yawo/ an oath /swears.</p>	<p>Listen and repeat</p> <p>Read</p> <p>Answer</p> <p>Repeat</p>	<p>VOCABULARY :</p> <p>1-A town hall: (n) (explanat^o)</p> <p>Eg: Civil marriages are celebrated in the town hall.</p> <p>2-An oath: (n)(demonst)</p> <p>Eg: the bride and the groom swear an oath to take care of each other till death.</p> <p>3-To clap: (v)sp&pp clapped.syn to applaud</p> <p>Eg: the public claps for the bride and groom.</p> <p>4- In-law:(def) a relative by marriage</p> <p>Eg: I brought a lot of presents to my In-law.</p> <p>(Father, mother, sister, brother, son, daughter)-In-law.</p> <p>5- To agree. (Reg V)Sp & pp agreed. (syn) to accept</p> <p>Eg: Both parents agree on our wedding. (ant) to refuse, to disagree</p> <p>Agreement(n) agreeable(adj)</p>	<p>Teacher students</p>
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	<p>2-Birth certificats/the town hall/in/legalize/are.</p> <p>3-claps/Yendoukoa/his friend.</p> <p>II- PRODUCTION</p> <p>Asks to make sentences</p>	<p>Make a correct sentence</p> <p>Make sentences</p>	<p>Ss own best sentences</p>	
<p>ACTIVITY 2:</p> <p>GRAMMAR: the use of "SO/ NEITHER"</p> <p><i>(12min)</i></p>	<p>I-PRESENTATION</p> <p>Presents sentences containing the new structure and asks Ss to read.</p> <p>Asks comprehension questions</p> <p>1-what do komi and I like?</p> <p>2-How is rène and her partner?</p> <p>II- PRACTICE</p> <p>Asks Ss to repeat orally the sentence.</p>	<p><i>Read</i></p> <p><i>answer</i></p> <p><i>Repeat</i></p>	<p>GRAMMAR: THE USE OF: " SO and NEITHER"</p> <p>sentences</p> <p>1-Komi likes English, So do I.</p> <p>2-Rène is not serious, Neither is her partner.</p> <p>Rule:</p> <p>Aff+so+auxiliary/modal+subject</p> <p>Neg + neither+auxi/modal+sub</p> <p>Practice</p> <p>Complete with: so or neither.</p>	

C-POST-ACTIVITIES

<p>EVALUATION <i>(2min)</i></p>	<p>-Asks to recall the vocabulary words studied in sentences. -Asks to make some sentences using the grammar structure</p>	<p>Recall in sentences</p>	<p align="center"><u>Homework</u></p>	
<p>REMEDIAL WORK <i>(2min)</i></p>	<p>Makes comments on recurrent mistakes</p>	<p>Make sentences</p>	<p>Complete with “So or Neither. 1-my uncle is old,is my mother. 2-the man cannot talk, can his son. 3- Ama doesn’t hate her husband,does the husband.</p>	
<p>HOMEWORK <i>(3min)</i></p>	<p>Writes the homework on the board.</p>	<p>Take note of the comments</p>	<p>HOMEWORK Exercise B, page 15 Exercise C,D page 14</p>	
<p>WARM DOWN <i>(3min)</i></p>	<p>Recalls the next session, strikes a song and leaves</p>	<p>-Sing</p>		

LESSON CARD

CARD N°: 6

SCHOOL: C/S ESSO

TEACHER: ABOGLO Kodjovi Séna

FORM 4

THEME 1: Marriage and Family Life

LESSON 2: Arranged marriage

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

REFERENCES: Manuel de l'élève 3è, Programme éducatif 3è, Guide d'exécution 3è, Longman Dictionary.

DURATION: 55 min

NUMB OF SS:.....B.....G.....

DATE:.....

SEQUENCE: 3/3

CAPACITIES	CONTENTS
Recognize	<ul style="list-style-type: none"> ✓ Words and expressions related to arranged marriage ✓ Grammar structures to refuse or accept this practice.
Pronounce correctly	<ul style="list-style-type: none"> ✓ Words and expressions related to arranged marriages. ✓ The grammar structure: either....or/ neither....nor/ too/ either. So/ neither ✓ To accept or refuse certain practices. ✓ To reject or allow certain practice.
Build	<ul style="list-style-type: none"> ✓ Sentences or paragraphs to describe arranged marriages.
Exchange	<ul style="list-style-type: none"> ✓ Simple text with writing technics using words and expressions related to arranged marriage.

LESSON ORGANIZATION

A-PRE-ACTIVITIES

Greetings (*1min*)

Roll call/check (*3min*)

Date (*1min*)

Warm up (*2min*)

	Asks to makes sentences using the new structure.	Make sentences		
			Ss own best sentences	
ACTIVITY 2: GRAMMAR : the use of “either...or and neither...nor” <i>(12min)</i>	I-PRESENTATION Presents sentences containing the new structure and asks Ss to read. Asks comprehension questions 1-who came to the party? 2-what didn't come to the party II- PRACTICE Asks Ss to repeat orally the sentence. -either yao or souley likes this movie. -Since he left, he neither wrote nor called.	Read answer Repeat	GRAMMAR : the use of “either...or and neither...nor” Sentences 1- In this game, you either win or lose . It depends on you. 2- This is my offer. You either take it or leave it. 3--Joyce didn't come to the party. Laya didn't come to the party either. -Neither Joyce nor Gisèle came to the party. PRACTICE Use: “either...or and neither nor” to fill in the gaps 1- The man believedhis son.....his friend. 2- You	

	<p>Substitution drill</p> <p>Use: “either...or and neither nor” in this sentence.</p> <p>1-I don’t love her. He doesn’t love her either.</p> <p>2-I like football. I like tennis too.</p> <p>II- PRODUCTION</p> <p>Asks to makes sentences using the new structure.</p>	<p>Use them in the sentence</p> <p>Make sentences</p>	<p>.....come to school on time</p> <p>.....you stay at home. 3- I need</p> <p>.....your helpyour compassion.</p> <p>Ss sample sentences</p>	
<p>ACTIVITY 3:</p> <p>READING COMPREHENSION (silent reading+ Post questions)</p> <p>(10min)</p>	<p>I-PRESENTATION</p> <p>Asks Ss to read silently and answer comprehension questions.</p>	<p>Read silently and answer questions</p>	<p>READING COMPREHENSION :</p> <p>Text : arranged marriage (paragraphs 2,3)</p> <p>Questions:</p> <p>1-why did Adjo accept Mensah's marriage proposal?</p> <p>2- Adjo's family -In-law welcomed her as their own</p> <p>.....</p> <p>a-husband, b- daughter, c-son.</p> <p>3- would you allow your</p>	<p>Text</p> <p>Teacher</p> <p>Students</p>

			<p>parents to choose you a spouse ?</p> <p>Answers</p> <p>1- because they fell in love with each other and had a lot of things in common.</p> <p>2- b- daughter</p> <p>3-Yes/No + convincing arguments.</p>	
POST-ACTIVITIES				
<p>EVALUATION <i>(2min)</i></p>	<p>-Asks to make some sentences using the grammar structure studied.</p> <p>Makes comments on recurrent mistakes</p>	<p>Make sentences</p>		
<p>REMEDIAL WORK <i>(2min)</i></p>	<p>Writes the homework on the board.</p>	<p>Take note of the comments</p>		
<p>HOMEWORK <i>(3min)</i></p>	<p>Recalls the next session, strikes a song and leaves</p>			
<p>WARM DOWN</p>		<p>-Sing</p>	<p style="text-align: center;"><u>Homework</u></p> <p>Exercise C. Page 15</p> <p>Problem solving. Page 16</p>	

(3min)				
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Evaluation. Lesson 2.

I-READING COMPREHENSION.

Read carefully the following text and answer the questions below.

Text:

Assi and Dara are Friends. They attended the their friend, Adukpé's wedding with John. It was an arranged marriage. They remembered some guests' comments. People were so pleased with the arrangement of the couple. The mayor celebrated the civil ceremony in Town hall and made them signs the registry. Then, the bride, the bridegroom and their guests went immediately to church where the Pastor Kayodé celebrated the Christian wedding. The couple swore to love each other forever and wore to each other the wedding rings. The ceremony ended by a party at Hakuna Matata guest's house. I really enjoyed myself that day.

I-Questions

- 1-What was the text about?
- 2-Were Adukpé and John the guests of the ceremony?
- 3-The Mayor celebrated the wedding in the church. T/F
- 4-Complete the following sentence: The wedding ceremony, in the church was celebrated by....
- 5-Where did the ceremony end?
- 6- Arranged marriage. Do you agree? Why or why not.

II- Linguistic Compétence

A- Vocabulary

1-Match each word from A to its définition in B.

A.

B.

Wedding.

Marriage in which parents choose a partner.

Bridegroom.

Ceremony of marriage in church or in town hall

Arranged marriage.

A boy or a Man who is about to get married

2- Give the opposite or synonymes of each of the following words

a- a bridegroom#.....

b- To remember#.....

c-Exciting=.....

B- Grammar

Complète with: *so/either/toi/neither*

1-Peter doesn't go to church. does John.

2-Assi attended the ceremony.did Dara.

3- I don't like arranged marriage. Afi doesn't

4-The Pastor celebrates the wedding. The Mayor dors

III- Problem Solving.

You are in form 4 in CEG Blitta Gare. You have just studied the theme Arranged Marriage.

Your father told you to stop your studies and get married to a maor boy he has already chosen for you. Fortunately, you have just studied the theme Arranged Marriage.

In a paragrph of not more than 10 lines, try to convince him not to do so..

LESSON CARD

Card N: 7

SCHOOL: C/S ESSO

TEACHER: ABOGLO Kodjovi Séna

FORM 4

THEME 1: MARRIAGE AND FAMILY LIFE

LESSON 3: LIFE IN THE FAMILY

Teaching aids: Realia, flashcard, notebook, students, Teacher.

References: Programme éducatif 3^e, Manuel de l'élève 3^e, Guide d'exécution 3^e, Oxford Advanced Learners' Dictionary.

DURATION: 55 min

NUMB OF SS.....G.....B.....

DATE:

SEQUENCE : 1/3

CAPACITIES	CONTENTS
Recognize	-words and expressions related to life in family -The grammatical structures: the use of : -As/like
Make	-Sentences to express on the life in family
Identify	-The rights and duties of each member of the family Ex: As a child, I have the right to go to school. He works like his father
Write	-An informal letter to one's uncle to describe the life in family

Competence 1: Deal with oral communication situations using an elaborated language

Learning Situation: Students in the class of form IV A of Lycée Ségbé listen carefully a text read by their teacher on the life in the family of Johnson. At the end of the reading, the teacher asks students to describe the life in their respective families following the techniques of “parallel writing”.

Do the work individually

LESSON ORGANIZATION

Steps/ Timing	Teacher's Role	Students' Role	Notes on black board	Teaching Materials
PRE- ACTIVITIES				
Greetings (1min) Roll check (2min) Date(1min) Warmup (1min) Revision	-Greet the students -Checks the presence -Asks students to say the date - Asks students to give the tune -Asks questions about the last course	-Answer the greetings -Answer -Say and write on the board -Give the tune and they sing -Answer the questions	-Date	Teacher, students, blackboard, books, English dictionary...
MAIN ACTIVITIES				

<p>Activity 1</p> <p>Vocabulary</p> <p>Use of 3ps</p> <p>(min)</p>	<p><u>Presentation stage</u></p> <p>-Presents new words in a context to the students using the appropriate teaching strategies.</p> <p><u>Practice stage</u></p> <p>-Repetition drills</p> <p>-Makes sentences containing new words and asks students to repeat</p> <p><u>Production stage</u></p> <p>-Invites students to make their own sentences with the new vocabulary words</p>	<p>-listen carefully</p> <p>-Listen and repeat sentences</p> <p>-Make their own sentences</p>	<p><u>I- Vocabulary.</u></p> <p>1- A household (n) syn a family. All the persons who live in a given house.</p> <p>Eg: There is no peace in this household.</p> <p>2- A family meeting (trans) réunion de famille.</p> <p>Eg: we hold our family meeting every Sunday.</p> <p>3- Nuclear family (ant) Large or extended family.</p> <p>Eg: Novinyo lives with his parents and his siblings. Their family is nuclear.</p> <p>4-Boxing day(def) The day or days following Christmas.</p> <p>Eg: Émile left in the Boxing day.</p>	
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<p>Activity III: Reading Comprehension + Post questions (3min)</p>	<ul style="list-style-type: none"> -chooses the first passage of the text -Gives instructions -Reads the passage loudly. - Asks one volunteer to read loudly -Puts three or four questions on the board -Asks students to answer 	<ul style="list-style-type: none"> -follow -Listen -Follow - Reads and others follow -Answer the questions 	<p>III- <u>Reading comprehension</u> +Post questions</p> <p>Text: My family.</p> <p>Page 17 (first paragraph)</p> <p>Questions</p> <p>1- What is the text about? 2- what are the occupations of the author's parents? 3- How many people are they in the family? 4- State the duties of every member of the family.</p>	
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POST ACTIVITIES

<p>Evaluation (3min)</p> <p>Work (3min)</p> <p>Homework (3min)</p>	<ul style="list-style-type: none"> -Asks Ss evaluation questions -Makes comments on recurrent mistakes 	<ul style="list-style-type: none"> -Answer the questions -Take note of the comments -copy in their exercise books 	<p><u>Homework</u></p> <p><u>Exercise A, B. Page 19</u></p> <p>Exercise A page 20 (Grammar)</p>	
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Turn down (in)	-Writes the homework on the board -Strikes a tune and asks Ss to sing	-Sing the song		
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LESSON CARD

CARD N: 8

SCHOOL: C/S ESSO

TEACHER : ABOGLO Kodjovi Séna

FORM: 4

THEME1: MARRIAGE AND FAMILY LIFE

LESSON 3: LIFE IN THE FAMILY

TEACHING AIDS: Realia, flashcard, notebook, students, Teacher.

REFERENCES: Programme éducatif 3^e, Manuel de l'élève 3^e, Guide d'exécution 3^e, Oxford Advanced Learners' Dictionary.

DURATION: 55 min

NUMB OF SS.....G.....B.....

DATE.....

SEQUENCE: 2/3

CAPACITIES	CONTENTS
Recognize	-words and expressions related to life in family -The grammatical structures: the use of : -As/like
Make	-Sentences to express on the life in family
Identify	-The rights and duties of each member of the family Ex: As a child, I have the right to go to school. He works like his father
Write	-An informal letter to one's uncle to describe the life in family

Competence 1: Deal with oral communication situations using an elaborated language

Lesson Organization

Steps/ Timing	Teacher's Role	Students's Role	Notes on black board	Teaching Materials
PRE- ACTIVITIES				
Greetings (1min)	-Greet the students	-Answer the greetings		Teacher, students, black board, books, English dictionary...
Roll check (2min)	-Checks the presence	-Answer		
Date(1min)		-Repeat and take note	-Date	
Warm up (2min)	- Says and write the date on the board	-Give the tune and they sing		
Revision or correction of homework	- Asks students to give the tune -Asks questions about the last course or correct the homework	-Answer the questions or put their correct answer of homework on BB	-Correct answers of homework	
MAIN ACTIVITIES				

<p>Activity 1: Vocabulary The use of 3Ps (15min)</p>	<p><u>Presentation stage</u> -Presents new words in a context to the students using the appropriate teaching strategies.</p> <p><u>Practice stage</u> -Repetition drills -Makes sentences containing new words and asks students to repeat</p> <p><u>Production stage</u> -Invites students to make their own</p>	<p>-listen carefully</p> <p>-Listen and repeat sentences</p> <p>-Make their own sentences</p>	<p><u>I- Vocabulary</u></p> <p>1- To love(v) (ant)to hate Eg: Joel Loves Charity tenderly.</p> <p>2-Family-tree (n) Fr= arbre généalogique.</p> <p>3- Family(n) familial, familiar (adj) familiarly</p>	
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	sentences with the new vocabulary words		<p>II- Writing: The informal letter</p> <p>The informal letter is also called friendly letter. It's written to the relatives(parents, siblings, cousin, nephew, niece, grandparents.)</p> <p>Example of an informal letter</p> <p style="text-align: right;">CS ESSO, BP: OO21, Lomé-Togo. 16th October 2024.</p> <p>Dear Bob,</p> <p>I am joyful to write you this letter to let you know about my family. In my family, Dad is the head of the family . We all respect him. He always provides us with all our needs(foodstuffs, clothing, health care, dwelling, school fees.) we love him tenderly. We are four in my family, and I'm the elder. My three siblings are students like me. Everybody respects his rights and duties. Mom always makes sure the house is clean and that everyone does his house chores. We love one another so tenderly. We always work in harmony. We respect one another. We always eat breakfast and dinner together. We talk, we laugh together. I love my family very much.</p> <p>I am looking forward to listening to you very soon.</p>
<p>Activity II writing: informal letter (12 min)</p>	<p>-Explains what is informal letter to Students(eg the informal letter is also called friendly letter, family letter)</p> <p>-Tells Ss, to whom the informal letter is written (eg the informal letter is a letter written to friends, relatives and pen pals)</p> <p>-Presents the different parts</p>	<p>-Listen carefully</p> <p>-Listen carefully</p> <p>-Follow</p>	

	<p>of an informal letter to Ss on the board and explains them the place of each part</p> <p>-Asks students to write a small letter to their friends</p>	<p>- Try to write a small letter</p>	<p>Yours sincerely, Robert WILSON</p>	
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<p>Activity III Listening comprehension (12 min)</p>	<p>-Selects a passage (second passage of the text: “My family”) -Puts three/four questions on the board -Gives Ss instructions (that he will read the passage two or three times, they listen and after they answer the questions that are put on the board. -Reads aloud the passage two or three times</p>	<p>-listen carefully -Listen carefully -Answer the questions</p>	<p>III-Listening comprehension (pre-listening) Text: My family. Second paragraph.(Page 18) Questions 1- Name other members of the author's family. 2- The author's uncle works as: a- farmer, b- accountant, c- mechanic. 3- Does the author have cousins? . Answers 1 Kangni and Yayra Johnson. 2- b- accountant 3- Yes, she has.(Kwasi and Kwame)</p>	
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	-Asks students to answer the questions on the board			
POST ACTIVITIES				
Evaluation (2min)	-Asks Ss evaluation questions	-Answer the questions	<u>Homework</u> Your name is KALOU Bamima, your school is CEG Samoure, BP:2510,Lome-Togo. Write a letter to your uncle who is living in USA to tell him about the life in your family in Togo. His name is Alex DAGOU, BP: 4532, Chicago-USA.	
Remedial work (2min)	-Makes comments on recurrent mistakes	-Take note of the comments		
Homework (3min)		-copy in their exercise books		
Warmdown (3min)	-Writes the homework on the board	-Sing the song		

	-Strikes a tune and asks Ss to sing			
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LESSON CARD

CARD N:9

SCHOOL : C/S ESSO

TEACHER : ABOGLO Kodjovi Séna

FORM 4

THEME 1: MARRIAGE AND FAMILY LIFE

LESSON 3: LIFE IN THE FAMILY

TEACHING AIDS : Realia, flashcard, note book, students, Teacher.

REFERENCES : Programme éducatif 3^e, Manuel de l'élève 3^e, Guide d'exécution 3^e, Oxford Advanced Learners' Dictionary.

DURATION: 55 min

NUMB OF SS.....G.....B.....

DATE.....

SEQUENCE: 3/3

CAPACITIES	CONTENTS
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Recognize	-words and expressions related to life in family -The grammatical structures: the use of : -As/like
Make	-Sentences to express on the life in family
Identify	-The rights and duties of each member of the family Ex: As a child, I have the right to go to school. He works like his father
Write	-An informal letter to one's uncle to describe the life in family

Competence: Deal with oral communication situations using an elaborated language

LESSON ORGANIZATION

Steps/ Timing	Teacher's Role	Students's Role	Notes on black board	Teaching Materials
PRE- ACTIVITIES				
Greetings (1min)	-Greet the students	-Answer the		Teacher , student s, black board, books, English dictiona
Roll check (2min)	-Checks the presence	greetings		
Date (1min)	-Asks one student to say the date	-Answer	-Date	

<p>Warm up (2min) Revision</p>	<p>- Asks students to give the tune</p> <p>-Asks questions about the last course</p>	<p>-Say and write on the board</p> <p>-Give the tune and sing</p> <p>-Answer the questions</p>		<p>ry, picture ...</p>
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MAIN ACTIVITIES

<p>Activity 1 vocabulary (15min) The use of 3Ps</p>	<p><u>Presentation stage</u></p> <p>-Presents new words in a context to the students using the appropriate teaching strategies.</p> <p><u>Practice stage</u></p> <p>-Repetition drills</p> <p>-Makes sentences containing new words and asks students to repeat</p> <p><u>Production stage</u></p>	<p>-listen carefully</p> <p>-Listen and repeat sentences</p>	<p><u>I- vocabulary</u></p> <p>1- To assist (v) syn = to help assistance (n)</p> <p>Eg our parents always assist us when we have any serious problem to be solved</p> <p>2- To look like (v) syn = to resemble</p> <p>Eg my sister looks like our mother</p> <p>3-To set a home (v) syn = to arrange a home</p> <p>Eg when my father will earn money, he will set up a home</p>	
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	-Invites students to make their own sentences with the new vocabulary words		<p>4- To raise children (v) syn= to bring up children, to educate children</p> <p>Eg An educated parents raise their children well</p> <p>-Students' best sentences</p>	
		-Make their own sentences		
Activity 2: Scanning (12min)	<p>-Selects a passage</p> <p>-Gives students instructions</p> <p>-Tell them to read the text "My family" quickly and identify the rights and duties of the children and parents in the text.</p>	<p>-Listen carefully</p> <p>-Read the text quickly and identify the rights and duties of the children</p>	-Rights and duties that students identified	

		and parents in the text		
<u>Activity3:</u> Speaking (Debate: are small families better than large families?) (12 min)	-Writes the topic on the board -Gives instructions	-Give their ideas	<u>Speaking (debate)</u> Topic: are small families better than large families?	
POST ACTIVITIES				
Evaluation (2min) Remedial work (2min) Homework (3min) Warm down	-Asks evaluation questions -Makes comment on recurrent mistakes -Writes the homework on the board -Recalls the next session, strikes a song and leaves	-Answer the questions -Take note of the comment -Take note in their exercise books -Sing	<u>Homework</u>	

LESSON CARD

CARD N:10

SCHOOL: C/S ESSO

SS.....G.....B.....

TEACHER : ABOGLO Kodjovi Séna

THEME 2: THE YOUTH PROBLEMS AND PERSPECTIVES

LESSON 4 : THE YOUTH

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

REFERENCES : Manuel de l'élève 3è, Programme éducatif 3è, Guide d'exécution 3è, Longman Dictionary

DURATION: 55 min
NUMB OF

DATE.....

SEQUENCE: 1/3

Capacities	Contents
Recognize	-Words and expressions youth problems and their perspectives -Grammatical structures: <ul style="list-style-type: none"> • Conditional type I to give pieces of advice and express their opinions to the youth problems and their perspectives • Unless
build	Sentences to give pieces of advice and express their opinions to the youth problems and their perspectives
Identify	-Reel problems of the youth and their future projects
Write	-A letter applying for a job (Formal letter)

Compétence 2 : Deal with communication situations related to written expression through the means of a simple language.

Learning situation:

The English teacher of Form 4 at Saint Joseph, divides his class into three to four groups and asks them to mention two three problems faced by the youth today.

At the end of this work, he asks them to write down a short text to express problems and propose some future projects.

Do the work!

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

STAGES / TIMING	TEACHER'S ROLE	LEARNER'S ROLE	NOTES ON BOARD	TEACHING MATERIALS
PRE- ACTIVITIES				
<p>1- Greetings: (1 mn)</p> <p>2- Roll call (3 mn)</p> <p>3- Date (1mn)</p> <p>Warm up : (2mn)</p>	<p>-greet students</p> <p>-checks presence</p> <p>-says and writes the date</p> <p>-gives a tune or asks students to give a tune</p>	<p>-answer greetings</p> <p>-each student answers the roll call</p> <p>- repeat the date and take note in their notebooks</p> <p>-sing</p>	<p>Date</p>	
LESSON ORGANIZATION				

<p>Learning situation Introductory activity (Brainstorming, situation transition)</p> <p>Activity 1: Vocabulary (The use of 3ps) 15 min</p>	<p>-Presents the learning situation and gets students involved. -Tells the students what they are going to learn in this sequence.</p> <p>I-PRESENTATION STAGE -Communicates the capacity SS should acquire at the end of the vocabulary activity .gives Model sentence and ask SS to repeat</p> <p>II-PRACTICE STAGE (Drills) -Repetition or Mechanical drill *says sentences containing new words/ expressions and asks SS to repeat. -Substitution drill Gives an example of substitution drill -gives a sentence containing the new word/Expression and a cue</p> <p>III-PRODUCTION STAGE -Invites SS to make their own sentences or to perform.</p>	<p>-look (picture, photo...), listen to (audio, song...), demonstrate, watch (video)...</p> <p>-repeat individually, in rows, in chorus Repeat Repeat -Answer verification Questions -listen and repeat sentences -listen to the sample of substitution drill Ss listen and make sentences using the cue -make their own sentences using the new words/ expressions</p>	<p>I) Vocabulary 1- Disease (syn) illness, sickness Eg: COVID-19, HIV/AIDS are dangerous and infectious disease. 2.unemployment (n) syn : Joblessness, worklessness (Ant) Employment. Eg: Unemployment is a crucial problem everywhere. 3.Addiction(n) (def) the state of being addicted. Eg: Luka is suffering from drug addiction. Addicted (adj) 4. Alcoholism (n) (demonstration) *An alcoholic adj/n) My friend is not an alcoholic. 5.To abuse(v) syn: to misuse. Kofi abuses of his freedom.</p>	<p>Lesson card, Realia, picture, SS and Teacher.ssss</p>
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<p>Activity II: Grammar: The use of “ Conditional type I”</p> <p>12 min</p>	<p><u>I-PRESENTATION STAGE</u> -Communicates the capacity Ss should acquire at the end of the grammar activity: -introduces “Conditional type “in a context (creates a situation) -says and makes Ss repeat Sentences Eg: If I am young , I will have a future project. (Asks verification questions) -What will you have, if you are young?</p> <p><u>II. PRACTICE STAGE (oral)</u> 1- Repetition drill I -makes two or three sentences one after the other and asks Ss to repeat. 2- Substitution drill -gives a sentence containing the new structure and a cue. (two or three sentences) NB: -uses substitution chart to practice “If-clause I”.</p> <p><u>III. PRODUCTION STAGE</u> -asks Ss to make their own sentences using the new structure</p>	<p>Listen to the situation and repeat Stces -answer checking questions to show understanding</p> <p>-listen some Ss repeat each sentence listen to the sentences and the cues and make sentences using the cues.</p> <p>-make sentences using the new structure</p>	<p>II.GRAMMAR:THE CONDITIONAL TYPE ONE If you are young, you will have a project.</p> <p>We will take you to hospital, if you are in addiction. a. If the youths stop drinking alcohol, they will succeed better. =>The youths will succeed better,if they stop drinking alcohol. b. If I don't obey my father, he will punish me. => My father will punish me if I don't obey him. RULE: If+ Simple Present + Simple Future. Simple Future + if + Simple Present *Practice Write the correct tense of the verbs in the parentheses: . If they (to finish) their studies, they (to get) good jobs.</p> <p>Sample sentences</p>	<p>Lesson card, Ss’ notebooks</p> <p>Realia (Teacher, Ss)</p>
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<p>Activity III: Speaking: Sentences construction (10mn)</p>	<p>-Conducts this activity through jumbled words. 1-The youth/go/shouldn't/into / prostitution 2-The youth/ many/problems/face/to day. 3-If we/projects/have/ we/ out of /an unemployment/will go. 4-The government/employment/should secure/the youth/for 5-The training/a solution/ is/ to robbery. 6-Robbery/ a good/job/ not/is 7-Some youth/ in arm robbery/ involves 8-Countries/ scholarships/ to/ the youth/offer/ should.</p> <p>-Asks Ss to work individually then in pairs. -Goes round to check. -Asks the Ss to stop at time due. -Asks a student to share. - Answers are copied in their exercise book. .</p>	<p>-Students' proposals</p>	<p>-II*. SPEAKING: an exchange about the youths' problems they encounter using the chart below:</p> <table border="1" data-bbox="848 168 1192 1052"> <thead> <tr> <th data-bbox="848 168 1016 224">Verbs</th> <th data-bbox="1016 168 1192 224">Problems</th> </tr> </thead> <tbody> <tr> <td data-bbox="848 224 1016 1052"> To suffer from, to die of, to have to go through, to be, to commit, to laze to love, to catch..... </td> <td data-bbox="1016 224 1192 1052"> Early age pregnancies , disrespectful, alcoholic, robbery, unemployment, addiction, early age marriage, undesired pregnancies , drug abuse bad gang, diseases, alcohol addiction, AIDS, gonorrhoea, </td> </tr> </tbody> </table>	Verbs	Problems	To suffer from, to die of, to have to go through, to be, to commit, to laze to love, to catch.....	Early age pregnancies , disrespectful, alcoholic, robbery, unemployment, addiction, early age marriage, undesired pregnancies , drug abuse bad gang, diseases, alcohol addiction, AIDS, gonorrhoea,	<p>Teacher and students.</p>
Verbs	Problems							
To suffer from, to die of, to have to go through, to be, to commit, to laze to love, to catch.....	Early age pregnancies , disrespectful, alcoholic, robbery, unemployment, addiction, early age marriage, undesired pregnancies , drug abuse bad gang, diseases, alcohol addiction, AIDS, gonorrhoea,							
<p>APPLICATION (Activation)</p>	<p>Find correct tense of verbs in () 1-If you are in robbery, you (go) into prison</p>	<p>Do the exercise</p>	<p>Exercise book Homework</p>					

	<p>2-The youth will get training, if government (to create) centres</p> <p>3-If koffi lives in alcoholism, we (to advise) him.</p> <p>-Invites students to correct the exercise</p> <p>-Appreciates the students' answers</p>	<p>Correct the exercise</p> <p>Correct mistakes if there any.</p>	<p>1-Write the correct tense:</p> <p>a- If Ago (to be) a prostitute, she(to catch) AIDS.</p> <p>b- If The soldiers (to see) the robbers, they (to arrest) them.</p> <p>Rearrange the following:</p> <p>If- they- my friends love- they are young men-the clothes in fashion.</p>	
POST-ACTIVITIES				
<p>Récapitulatio n(2mn)</p> <p>Evaluation (3mn)</p> <p>Remedial work</p> <p>Homework (3mn)</p> <p>Warm down (2mn)</p>	<p>Asks Ss to round off the day's lessons</p> <p>Makes comments on recurrent mistakes</p> <p>Writes a short Hw on the bb</p> <p>Strikes a song, recalls next session and takes leave</p>	<p>Students round off lessons.</p> <p>Take notes of comments</p> <p>-copy the Hw in their Hw exercise-book.</p> <p>- Sing.</p>	<p>HOMEWORK</p> <p>Exercise B (Vocabulary) page 28</p> <p>Exercise A (Grammar) page 28</p>	

LESSON CARD

CARD N: 11

SCHOOL: C/S ESSO.

TEACHER: ABOGLO Kodjovi Séna

FORM 4

THEME 2 THE YOUTH, PROBLEMS AND PERSPECTIVES

LESSON 4 : THE YOUTH

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

REFERENCES : Manuel de l'élève 3è, Programme éducatif 3è, Guide d'exécution 3è, Longman Dictionary

DURATION: 55 min

NUMB OF SS.....G.....B.....

DATE.....

SEQUENCE: 2/3

CAPACITIES	CONTENTS
Identify	I- VOCABULARY: incivism, disrespect, studies, to give up, scholarship, unemployment II- GRAMMAR: The use of “unless”
Write	III- WRITING: Sentences building

STAGES	TEACHER'S ROLE	LEARNER'S ROLE	NOTES ON BOARD	TEACHING MATERIALS
PRE-ACTIVITIES				
Greetings(1')) Roll check(2') Date(1') Review/hw correction Warm up	Greets students Checks presence Asks a SS to tell date Song	Answer greetings Answer roll call. Say and take date in Notebook	Date	
LESSON ORGANISATION				
ACTIVITY 1 VOCABULARY	Presentation stage. Introduces new items in a short sentence Practise stage Make the student repeat individually, in row then in chorus. Production stage Invites students to make their own sentences with newly learned words.	Students listen carefully Repeat the new words Make their own sentences	VOCABULARY 1- Incivism(def) the lack of good manner in a citizen. (ant) Civisme. Eg: throwing waste or rubbish in the street is Incivism. 2- Young (adj) (ant) old, adult, Youth (n) Eg: The young generation is facing drug addiction 3- to give up (syn) to abandon, to capitulate. Eg: Youth must give up smoking chicha. (Ant) To persevere. 4- to travel (reg v) Sp&pp travelled. (Syn) to journey, to trip, Eg: I'm going to travel for the first time by airplane 5- a scholarship(n) (syn) allowance, grant, bursary. Eg: I won a scholarship last year to Belgium.	

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ACTIVITY 3 WRITING: THE FORMAL LETTER	Explains the lesson on the formal letter	Listen and ask questions for more understanding	THE FORMAL LETTER The formal letter is also called official letter. It is written to the authorities (schools, companies, government officials, newspapers, TV, Radio) it needs two addresses: The sender's address and the receiver's address.	

The date, the salutations, the subscription, signature.

RECAPITULATION

**PoBox: 2020,
Lomé-Togo.**

26th October 2024

**Personnel Manager of Fanmilk,
PoBox: 1515,
Lomé-Togo.**

**Dear sir, Dear madam,
APPLICATION FOR THE POST OF
ACCOUNTANT**

I wish to apply for the post of accountant which you advertised in the daily news **Togo-Pressé.**

.....
.....
.....
.....
.....
.....

I'm looking forward to having a favorable reply from you.

Yours faithfully,
Novinyo.

APPLICATION

**08BP0520,
Lomé -Togo.**

10th November2024

**Managing Director,
05BP20,
Lomé- Togo.**

The cercle containing words and students'sentence s

			<p>Dear Sir, <u>APPLICATION FOR THE POST OF MANAGER</u> I wish to apply for the post manager which you advertised in Golfe Info magazine. I'm twenty years old. I'm graduate in Human Resources Management in ESA. I served in Plan Togo for three years where I had been appointed Chief Personnel. I had twenty three workmates who worked under my control. Throughout that work, I acquired a lot of experiences in management and I think it would be beneficial to your company. I'm available on 91-04-62-58 for further information. I'm looking forward to having favorably from you. Yours faithfully, Norbert AGBEVO.</p>	
POST ACTIVITIES				
Evaluation			HOMEWORK.	
Remediation work			Here is an announcement in the press: "Moov is looking for young men and women to work with them during the holidays;" You are Kossi Kouma and your address is BP: 111 write a letter to the personnel manager of Moov to apply for the job and send it to this address: BP 2222 lomé- Togo	
Homework			Exercises B, C pages 28, 29.	
Warm down				

LESSON NOTES

CARD N°: 12

SCHOOL: C/S ESSO

TEACHER: ABOGLO Kodjovi Séna

FORM 4

THEME 2: THE YOUTH, PROBLEM AND PERSPECTIVES

LESSON 4: THE YOUTH

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

REFERENCES: Programme éducatif 3è, Guide d'exécution 3è, Longman Dictionary.

DURATION: 55min

DATE:

NUMBER OF STUDENTS: ___B ___G

SEQUENCE : 3/3

CAPACITIES	CONTENTS
Recognize	✓ Words and expressions related to the youth: projects, training, travel, to divert, fashion, music
Write	✓ A formal letter to apply for a job
Exchange	✓ On youth's problems and what to do to avoid them

LESSON ORGANIZATION

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

-Greetings (1min) -Roll call/check (3min) -Date (1min) -Warm up (2min) -Revision /Homework correction (3min)	-Greet the students -Checks the presence -Asks Ss to say and write the date on the board -asks questions /checks the homework	-Answer to the greetings -Answer -Say write and take note the date -Sing -Answer/ open their books	Date	
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MAIN ACTIVITIES

ACTIVITY 1: VOCABULARY (15min)	I-PRESENTATION Presents new words in a meaningful context to students II- PRACTICE Repetition drill: Makes sentences containing the new words and asks students to repeat II- PRODUCTION Invites students to make their own sentences using the new vocabulary taught	Listen carefully Repeat individually, in rows and in chorus Listen and repeat the sentences Make their own sentences	VOCABULARY <u>1- to train(v):</u> (derivational) training/(syn) to educate, to instruct Ms: Mr BALU trains me in English <u>2-Projects(n): (syn). Perspectives</u> Ms:one of my project this year is to succeed to my exam <u>3-A travel(n): (syn)</u> a voyage; a journey Ms: my father plan a travel to Benin <u>4-To divert(v): (syn)</u> to entertain; to amuse Ms: Gbadamassi diverts people with jokes <u>5-Fashion(n): (fr)</u> la mode Ms: Jeans are in fashion nowadays <u>6-Music(n): (realia/category)</u> Ms:I listen to music to divert myself during the weekend/ gospel and RNB are types of music Students best sentences	Teacher, Ss; Blackboard, Realia, Note book
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<p>ACTIVITY 2: WRITING <i>(15min)</i></p>	<p>I-PRESENTATION Defines what is a formal letter and say to whom it is written then the layout</p> <p>II- PRACTICE Copies a sample of layout on the board that shows where the different parts must be placed</p> <p>II- PRODUCTION Gives another topic for students to practice just the layout <u>Topic:</u> Togocom is looking for girls and boys to sell their sim cards. You are Palala Wanta and your address is BP: 144, Lomé, Togo. Write a letter to the general manager to apply to the job;address BP: 774, Lomé, Togo</p>	<p>Follow carefully Take note in their note book Follow carefully the teacher</p> <p>Exercise themselves on the topic</p> <p>-practice the layout basing on the sample done by the teacher</p>	<p>WRITING: formal letter It is the letter that is written to apply for a job, to an authority, a government. It has different parts(namely the heading that is composed of the address, the date; the recipient's address; the salutation; the body; closing)</p> <p style="text-align: right;">BP 5115, Accra, Ghana.</p> <p style="text-align: right;">28th October 2021</p> <p>Personal manager of fan milk, POBOX: 1288, Accra, Ghana</p> <p>Dear Sir,</p> <p style="text-align: center;">APPLICATION FOR JOB</p> <p style="text-align: center;">----- ----- ----- ----- -----</p> <p style="text-align: right;">Yours Faithfully, Justin ABALO</p>	<p>Teacher, ss, note book</p>
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ACTIVITY 3: Speaking <i>(10 min)</i>	-Writes and reads a topic on the board for students -Asks students to reflect on it for some minutes in pairs -Passes through the rows to guide the students -Chooses some students to present their ideas for the whole class	-follow and listen carefully -reflect on the topic in pairs -follow the instructions of the teacher -present orally their work to the class	<p style="text-align: center;">SPEAKING</p> <p><u>Topic:</u> Mention three of the problems that youths face today and what they should do to avoid them.</p> <p>Expressions, words, verbs that can help you: to suffer from, unemployment, to die of, to go through.....</p>	Note book, students, teacher
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POST-ACTIVITIES

EVALUATION <i>(2min)</i> REMEDIAL WORK <i>(2min)</i> HOMEWORK <i>(3min)</i> WARM DOWN <i>(3min)</i>	Asks questions about the sequence;-What are the different parts of a formal letter? What are the problems that youths encounter today? Makes comments on recurrent mistakes Writes the homework on the board. Recalls the next session, strikes a song and leaves	Answer the questions Take note of the comments -copy in their exercise book -Sing	<p style="text-align: center;"><u>Homework</u></p>	exercise book, blackboard
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LESSON NOTES

CARD N: 13
SCHOOL: C/S ESSO
FORM 4

TEACHER: ABOGLO Kodjovi Séna
THEME 2: **THE YOUTH PROBLEMS AND PERSPECTIVES**
LESSON 5: **YOUTH EMPLOYMENT**

DURATION: 55 Min
DATE :
NUMB OF SS.....G..... .B.....
SEQUENCE: 1/3

TEACHING AIDS: realia, Flash cards, note books, students, teacher,

REFERENCES: Programme éducatif 3e, guide d'exécution 3e, EFSA 3e, English Monsters, Oxford Advanced Learners Dictionary, Longman, wickionary

CAPACITIES	CONTENTS
Recognize	-The words and expressions related to the youth employment
Use	-The grammar structure “ look forward to + ing form ” related to the application for a job

COMPETENCE 2: Promote written communication through a simple language

Learning-Situation

Before you study the text “Youth employment”, your teacher introduces the problem of employment, one of the crucial problems in your country. He asks you to give a list of jobs that the youth can easily have access in your country and say how the problem of employment can be solved.

Do the work in pair, basing yourselves on what you are seeing in your village or town

Teaching strategies: Individual/pair/group work, 3PS

LESSON ORGANIZATION

STAGES	Teacher's role	Learners' role	Note on board	Materials
PRE ACTIVITIES				
Greetings 1' Roll call 1' Date 1' Warm up 1' Revision 2	-greet SS check presence -writes the date -strikes a song -revises the previous lesson	-answer -answer -read -sing -answer	Date	
PRE ACTIVITIES				
Learning Situation 10 VOCABULARY	-Presents the L S and gets pupils involved Presentation -communicates the capacity Ss should acquire at the en.	-work on the learning situation -listen -repeat	Title of the lesson VOCABULARY 1- A job(n) (cog/syn): a work, employment, task, occupation.	Teacher Students

<p>(15mn)</p>	<p>-presents each new word in context orally in a model sentence -removes the word from the sentence and says it. Tells Ss to repeat -writes the new word on the BB and underlines it. -uses the appropriate strategies -makes a model sentence Practice Repetition drill -makes sentences with the new words and asks pupils to repeat Production -asks students to make their own sentences or to perform</p>	<p>-repeat -repeat -listen repeat -make their own sentences</p>	<p>eg: My father's <u>job</u> is driving 2- file(n)(syn)= a dossier eg : I am preparing <u>a file</u> for the recruitment of soldiers 3- post(n)(def.) : a place occupied in a service eg: Adjo is employed at the <u>post</u> of secretary 4- to be qualified(syn)= to be competent / to obtain a diploma eg: My sister <u>is qualified</u> for this post. 5-bank(cognate) Eg: My uncle deposits his money in Sunu <u>bank</u></p>	
<p>GRAMMAR R (10 min)</p>	<p>Presentation Communicates the capacity students should acquire at the end of the grammar activity -introduces “to look forward to + ing form” in context -says and makes Ss repeat -asks checking questions Practice <u>Grammar exercise</u> -asks students to put the verb in brackets into the correct form 1-I look forward to (toHave) a new job. 2-Amavi looks forward to (see) her mother .</p>	<p>-listen -repeat -repeat -answer -work -make the sentences with the new structure</p>	<p>GRAMMAR: The use of " to look forward to" 1-John is recruited in a bank, he looks forward to working there as an accountant. 2- Afi lost her job a year ago, she is looking forward to having a new job. 3- I'm looking forward to marrying you baby. Rule: Subj + (am,is,are,was,were) + look(ing) forward to +V+ING</p> <p>Model sentences</p>	<p>Lesson card Notebook Teacher students</p>

	Production Invites students to make their own sentences using the new structure			
Evaluation (8 min)	-puts the exercise on Bb -asks students to do the exercise in their exercise-books -asks students to correct the exercise -appreciates students' answers	-do the work in pair -correct the exercise -correct mistakes	EXERCISE Complete the sentences with The missing word 1-John is recruited at the---of accountant in Orank--- 2-My aunt has found a new---in Togocom enterprise 3- I deposited a ----to be recruited, but the secretary did not introduce it to the boss. Choose the correct answer From the parentheses 4- Iam looking forward to(receive, receiving, receiveing) a letter of promotion from my boss 5- A place occupied by a person in a service is called a (file, post, bank) Answers 1-post; bank2-job/work 3-file/dossier4-receiving5-post	Exercise books

POST ACTIVITIES

Recapitulation	-recapitulates	-listen	HOMEWORK 1- VOCABULARY (A, B) page 33 2- GRAMMAR (A) 34	
Evaluation	-asks students to make the sentences with the vocabulary words and with grammar	-make Sentences		
Remedial work	-makes comments on recurrent mistakes	-take note of comments		
Homework	-writes the homework on board	-copy the homework		
Warm down	-strikes a song	-sing		

LESSON NOTES

CARD N° : 14

SCHOOL: C/S ESSO

FORM 4:

TEACHER: MR ABOGLO Kodjovi Séna

THEME 2: THE YOUTH PROBLEMS AND PERSPECTIVES

LESSON 5: YOUTH EMPLOYMENT

DURATION: 55 min

DATE:

NUMB OF SS.....G.....B.....

SEQUENCE: 2/3

TEACHING AIDS: realia, Flash cards,note books, students, teacher,

REFERENCES: Programme éducatif 3e, guide d'exécution 3e,EFSA 3e,English Monsters,Oxford Advanced Learners Dictionary, Longman,wickionnary

CAPACITIES	CONTENTS
Recognize	-The words and expressions related to the youth employment
Use	-The grammar structures “ wish + would/could”
Discuss	A topic on youth employment and school

COMPETENCE 2: Promote written communication through a simple language

LESSON ORGANIZATION

STAGES	Teacher's role	Learners' role	Note on board	Materials
PRE ACTIVITIES				
Greetings	-greet pupils	answer	Date	Ts,Sa,nb , BKs
Roll call	-checks Presence	answer		
Date	-writes date	-read		
Warm up	-strikes a song	-sin		
Homework	correctsthehomework	answer	Correction of homework	
MAIN ACTIVITIES				
VOCABULARY (15 min)	Presentation communicates the capacity students should acquire at end of vocabulary activity -presents the new words in context orally in a model sentence -removes the new word from the sentence And says it -writes the new word on board -uses the appropriate strategies -gives a model sentence Practice	-listen -repeat -repeat -repeat	VOCABULARY 1-Employer (n)(def.): a person who employs other persons employee(antonym). To employ (v), employment (n) eg: Kossi works in the enterprise of Komi; Komi is the <u>employer</u> and Kossi ,the <u>employee</u> 2 -Salary (cognate) (syn) wage Eg: The employer pays the <u>salary</u> to the employees at the end of each month 3 -To earn(def.): to receive payment for a work Eg: Kossi earns five hundred Thousand as salary 4 -to look for(syn)= to search for Eg: The police officer is <u>looking for</u> the criminal 5- To apply for (syn) to postulate	Lesson Card, Teacher, students

	<p><u>Repetition drill</u> -makes 2 or 3 sentences containing the new words and asks students to repeat</p> <p>Production -invites students to make the sentences with the new words</p>	<p>-repeat</p> <p>-repeat</p> <p>-make Their own Sentences</p>	<p>Eg: Ruttibi applies for the post accountant.</p>	
<p>GRAMMA R (10n)</p>	<p>Presentation -communicates the capacity students should acquire at the end of grammar activity -introduces “wish + would/ could” in a dialogue Exple:K: My friend, I have lost myJob M: oh! I am sorry. I wish you would find a new one K: Yes that is my desire. I let a file at Moov company and I wish they could recruit me there -asks questions for comprehension check Exple: 1-what’s wrong With Kodjo? 2-What desire does he have?3-Has he got What he desires Yet? When will he have it?4-what word expresses the desire in the 2nd exchange of Kodjo? Practice -makes some sentences and a cue and asks students to use the cue * look</p>	<p>-listen</p> <p>-repeat</p>	<p>GRAMMAR: THE USE OF " WISH " Wish is used to express a regret. 1-Amivi lost her pen and she wishes she could find it 2-I have no work to do and I wish Togocom would employ me 3- The employees wish they Would have their salary at the end of the month NOTE: SUBJ + WISH + COULD/WOULD + VERB + BARE INFINITIVE.</p>	

	<p>at the following sentence: a) Ali has been here for long(go away) b) I wish he would go away Now do the same here 1-a)Ama always fails her exam (to pass) b)Ama--- 2-a) My wife doesn't give children(to give) b- I --- Production Invites students to make their sentences with the new structure</p>	<p>-answer -use the cue -make sentences</p>		
<p>SPEAKING : class discussion (10 min)</p>	<p>-writes the topic on the board “Do you think the youth should stop going to school because the government is incapable to employ them after school?” -splits the class into two groups: one for and the other against -asks Ss to work individually then in pair defending their position -goes round to check -asks Ss to stop a time due</p>	<p>-think on The topic -work individually and in pair -stop working -share the work and</p>	<p>TOPIC: DO YOU THINK THE YOUTH SHOULD STOP GOING TO SCHOOL BECAUSE THE GOVERNMENT IS INCAPABLE TO EMPLOY THEM AFTER SCHOOL?</p> <p>Students' ideas</p> <p>- - - -</p>	<p>teacher, student</p>

	-chooses a pupil from each group to share the work	others react -copy the answers in exercise-books		
APPLICATION (8 min)	-puts the exercise on the board -asks students to do the exercise in their exercise books -invites students to correct the exercise -appreciates Ss' answers	-read -do the work in pair -correct	EXERCISE Find the word of which is the following definitions: 1-Sum of money paid to a person for his service 2- A person who offers jobs to others 3- to recruit someone for a job deserving a payment at the end of the month Rephrase sentence (a) using “wish” 4-a)Kossi always troubles the class. (to stop) b-Teachers----- 5-a) My mother has traveled for years.(to come back) b- I ---- Answers 1-salary 2-employer 3-to employ 4-b) Teachers wish Kossi could stop troubling the class 5-b) I wish my mother would come back	
POST ACTIVITIES				
Recapitulation Evaluation Remedial work	-recapitulates -asks to say they have learnt in vocabulary and in grammar -makes comment on recurrent mistakes	-listen -say -take note of comments -copy the	HOMEWORK Choose the correct answer from the brackets 1-we wish our teacher would not(to punish, punish, punishing) 2-A person employed by another person is called the (employment, employer, employee) 3-To receive payment for a Job means(to employ, to earn, to hire)	

Homework	-writes home-work on board	homework		
Warm down	-strikes a song	-sing		

LESSON NOTES

CARD N° : 15

SCHOOL: C/S ESSO

FORM : 4

TEACHER: Mr ABOGLO Kodjovi Séna

THEME 2: THE YOUTH PROBLEMS AND PERSPECTIVES

LESSON 5: YOUTH EMPLOYMENT

DURATION: 55 min

DATE:.....

NUMB OF SS.....G.....B.....

SEQUENCE: 3/3

TEACHING AIDS: realia, Flash cards,note books, students, teacher,

REFERENCES: Programme éducatif 3e, guide d'exécution 3e,EFSA 3e,English Monsters,Oxford Advanced Learners Dictionary, Longman,wickionnary

CAPACITIES	CONTENTS
Recognize	The words and expressions related to youth employment
Read	A text presenting the different employment that the youth can apply for
Write	A formal letter to ask for a job

COMPETENCE: Promote written communication through a simple language

LESSON ORGANIZATION

STAGES	Teacher's role	Learner's role	Notes on board	Materials
PRE ACTIVITIES				
Greetings	-greet students	-answer		
Roll call	-checks presence	Greeting		
	-writes the date	-answer		
	-strikes a song	Roll call		

Date Warm up Homework correction	-corrects homework	-read date -sing -provide answers	Date -correction of homework	
MAIN ACTIVITIES				
VOCBULAR Y (15 min)	<p>Presentation -communicates the capacity students should acquire at the end of the vocabulary activity -presents the new words in context orally in a model sentence -removes the word from the sentence and say it. -uses the appropriate teaching strategies -asks verification questions</p> <p>Practice <u>Completion drill</u> Complete the sentences with the missing Word: 1-A service controlled by the government is called a----- 2-A person who works in the government service is called</p>	<p>-listen</p> <p>-repeat</p> <p>-repeat</p> <p>-answer</p> <p>-complete</p> <p>-make the sentences</p>	<p>VOCABULARY 1-Civil service(ant)≠private service. eg: Public schools, public hospitals, police-stations---are <u>civil services</u> 2-Civil servant(def.):a person employed in the civil service eg: My father is employed by the government; he is <u>a civil servant</u> 3- Clerk (trans): greffier Eg: my uncle is <u>a clerk</u> at the Court of justice 4- To find (ant) to lose. <u>Eg</u> : Kuma is going to find his dream work.</p> <p>Model sentences of students</p>	Teacher, Students

	<p>a----- Production Invites students to make the sentences using the new words</p>			
<p>Reading Comprehension (10 min)</p>	<p>-communicates the capacity Ss should acquire at the end of reading activity -puts the title of the text on the board and asks students to generate ideas related to the text(pre-reading activity) -asks students To take their Texts and read Silently -puts compre-Questions on Board and asks Ss to answer (while reading activity) -asks students to summary orally the passage they read(post reading activity)</p>	<p>-listen -generate ideas - read silently - answer questions Summarize the passage orally</p>	<p>Text 5: YOUTH EMPLOYMENT (page 31-32) Questions : 1- The hope of so many people in our society today is to get many diplomas. True or False? 2- choose the right answer. Jobless means: a- having a paid employment b- being highly qualified. c- having no paid work. 3-Correct the following sentence according to the text: Amina has never been employed. Answers. 1- False. 2- c Having no paid work. 3Amina have ever been employed.</p>	<p>Teacher, Students, Texts</p>

<p>WRITING (formal letter) (10 min)</p>	<p>-communicates the capacity Ss should acquire at the end of writing activity -puts a sample of letter on the board -asks questions on the sample letter for comprehension Eg: 1-what type of text is this? 2-How do we call this letter? 3- Whom can this letter be addressed to? 4----etc. -puts a topic on the board and asks students to refer to the sample letter on board to write the letter</p>	<p>-listen -read -answer -write</p>	<p>Writing: a letter of asking for a job</p> <p>Po.Box: 21 Tabligh Togo</p> <p>November 10th 2024</p> <p>The Manager Togocom Po.Box:77 Lomé Togo Dear sir, <u>Application for the Post of Secretary</u> With reference to your advertisement in the daily news of Tuesday, 20th March 2021; looking for a secretary, I would like to apply for that post. I am a young boy of twenty years. I have a bachelor in secretariat with distinction. I have five years of working experience in the domain. I am fully available. I join to my letter all the necessary documents.. I hope my letter would be accepted.</p> <p>Yours Faithfully, Amah KWATCHA</p>	<p>Lesson card</p>
<p>APPLICATION (8 min)</p>	<p>-puts the exercise on board. -asks students to do the exercise in their exercise books. -invites pupils</p>	<p>-read -do the exercise in pair</p>	<p>EXERCISE You are John AKWABA And your address is Po.Box: 77, Lomé, Togo. You read an advertisement in the daily journal of Wednesday, 15th January 2021 this: wanted: accountant; work experience: five years.</p>	<p>Exercise Books</p>

	to correct the exercise. -appreciates Ss' work.	-correct the exercise	Write to the Manager of Coris bank, PO.BOX 007, Lomé,Togo to apply for the post. Work to do: present the plan of this letter.	
POST ACTIVITIES				
Recapitulation Evaluation Remedial work Homework Worm down	-recapitulates -asks questions on the three activities of the day -makes the comments on recurrent mistakes -puts the homework on the board -strikes a song	-follow -answer -take note -copy the Homework -sing	HOMEWORK Finish the exercise of the application at home.	

Class Evaluation for lesson (45 minutes)

A-Match a word in A with its corresponding one in B

A	B
a-Civil servant	employment
b-Job	Wage / Pay
c-File	clerk
d-Salary	to seek
e-To look for	Document

B-Complete the following sentences with 'wish' or 'looking'

a-I am.....forward to seeing you again.

b-I I could see you.

C- Put the verb in parentheses in correct form

c-I am looking forward to (work) with you

d-I wish you could (come)

e-I am looking forward to (hear) from you

D-Writing

You are a student in form four .Your parent want you to become a lawyer ; but you don 't agree .They wanted to know your reasons and they asked you the following questions : what is your fututre career ? Why did you make that choice ?

In not more than seven lines do the work

LESSON NOTES

SCHOOL: C/S ESSO

DATE:.....

FORM : 4

NUMB OF SS.....G.....B.....

TEACHER: Mr ABOGLO Kodjovi Séna

SEQUENCE: 1/3

THEME 2: THE YOUTH PROBLEMS AND PERSPECTIVES

LESSON 6: YOUTH IMMIGRATION

TEACHING AIDS: realia, Flash cards,note books, students, teacher,

REFERENCES: Programme éducatif 3e, guide d'exécution 3e,EFSA 3e,English Monsters,Oxford Advanced Learners Dictionary, Longman,wickionnary

CAPACITIES	CONTENTS
Recognize	<ul style="list-style-type: none"> ✓ Words and expressions related to the immigration ✓ Structures related to : <ul style="list-style-type: none"> ▪ Direct and indirect speech with simple tenses ▪ Conditional type 2
Identity	✓ Various reasons that lead to immigration and the related consequences
Exchange	✓ Information on the advantages and the disadvantages of immigration
Write	✓ A dialogue of 5 or 6 exchanges showing the advantages and disadvantages of immigration.

Competence: Promote written communication through elaborated language.

Learning situation:

- **Support:** Your best friend Manna and you are discussion about your perspectives (future projects). Manna says that his desire is to leave Togo for another country. You feel unhappy for his decision because one of your brothers went abroad and came back with misery and much regret. You try to persuade your friend not to go but is still eager to go. A real conversation rises on the spot.
- **Task:** write out that conversation
- **Instruction:** do the work emphasizing on the advantages and disadvantages of immigration.

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

LESSON ORGANIZATION

F. PRE-ACTIVITIES

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

G. MAIN ACTIVITIES

STAGES/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	Observation
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<p>ACTIVITY 1: VOCABULARY <i>(15min)</i></p>	<p>I-PRESENTATION Presents new items in context using the appropriate teaching strategies</p> <p>II- PRACTICE Gives sentences containing new words and asks SS to repeat</p> <p>II- PRODUCTION Invite students to build their own sentences using the new words or expression studied.</p>	<p>Repeat the words individually, in rows, in chorus. Listen carefully and repeat the sentences</p> <p>Follow and make their own sentences.</p>	<p style="text-align: center;">TITLE OF ACTIVITY</p> <p>VOCABULARY 1-Immigration(def.) It is the act of going into a country to live permanently. To immigrate (v) immigrant(n/adj) Eg: Immigration is a heavy problem for leaders.</p> <p>2- To improve(syn) = to ameliorate, to better. ms: Ghana is an English speaking country, if I go there , I'll improve my English.</p> <p>3- To come back (syn) to return Eg: I will come back very soon.</p> <p>4- Abroad (syn) overseas (À l'étranger) Eg: Travelling abroad is more beneficial than staying one's country.</p>	<p>Model sentences can be said orally for students to listen, repeat and to build their own sentences which will be put on board.</p>
<p>ACTIVITY 2: GRAMMAR: The conditional sentence(if clause type 2)</p>	<p>PRESENTATION Teacher puts model sentences on board and invites students to read.</p>	<p>SS read.</p> <p>Answer and prove it.</p>	<p>GRAMMAR : THE CONDITIONAL SENTENCE (IF CLAUSES) 1- IF CLAUSE TYPE 2 If Sandra had a decent job, she would live a happy life. If I were wealthy, I would never immigrate. Rule: IF + S.PAST +PRES. CONDITIONAL</p>	

<p>(15min)</p>	<p>T. checks to see if they can remember the the appropriate conditional sentence.</p> <p>T. asks: which tenses are used?</p> <p>II-PRACTICE: II- PRODUCTION Teacher asks students to make sentence with the clauses (2,3)</p>	<p>(Presence of inverted commas in direct speech stces)</p> <p>Ss Answer: -simple present -simple past -simple future.</p> <p>Ss do the work in pair.</p> <p>Do the work</p>	<p>PRES. CONDITIONAL + IF + S. PAST 2- IF CLAUSE TYPE 3 If our team had played well, they would have won by two nil (2-0) Dad wouldn't have beaten you, if you had listened. If Daouda had paid the bride price, he could have married the lady. Rule: IF + PAST PERFECT+ PAST CONDITIONAL PAST CONDITIONAL + IF + PAST PERFECT</p>	
<p>ACTIVITY 3: Discussion: Topic: what are the main causes and consequences of youth Immigration?</p> <p>(10 min)</p>	<p>I-PRESENTATION T. can help by putting some oral questions to students to guide.</p>	<p>Do the work orally.</p>	<p>TITLE OF ACTIVITY</p> <p>Discussion: Topic: WHAT ARE THE MAIN CAUSES AND CONSEQUENCES OF YOUTH IMMIGRATION? 1- THE CAUSES - Problem of job, problem of security, problem of tradition weight, research of better conditions. 2- THE CONSEQUENCES - Problem of accommodation, homelessness - Problem of food, expatriation, mistreatment, - Problem delinquency - Prostitution, drug dealer, death, - Lack of labour force from the departing countries.</p>	

H. POST-ACTIVITIES

<p>EVALUATION (2min)</p>	<p><i>what did we learn today?</i></p>			
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<p>REMEDIAL WORK <i>(2min)</i></p> <p>HOMEWORK <i>(3min)</i></p> <p>WARM DOWN <i>(3min)</i></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 style="text-align: center;"><u>Homework</u></p> <p>In an essay of 15 lines, talk about the causes, the consequences and the solutions of youth Immigration.</p> <p>Exercise C, D page 40</p>	
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LESSON NOTES

CARD N° : 17

SCHOOL: C/S ESSO

FORM : 4

TEACHER: Mr ABOGLO Kodjovi Séna

THEME 2: THE YOUTH PROBLEMS AND PERSPECTIVES

LESSON 6: YOUTH IMMIGRATION

TEACHING AIDS: realia, Flash cards,note books, students, teacher,

REFERENCES: Programme éducatif 3e, guide d'exécution 3e,EFSa 3e,English Monsters,Oxford Advanced Learners Dictionary, Longman,wickionnary

DURATION: 55 min

DATE:.....

NUMB OF SS.....G.....B.....

SEQUENCE: 2/3

CAPACITIES	CONTENTS
Recognize	<ul style="list-style-type: none"> ✓ Words and expressions related toimmigration ✓ Conditional type 2
Discuss	<ul style="list-style-type: none"> ✓ Disadvantages of immigration

LESSON ORGANIZATION

PRE-ACTIVITIES

Greetings (*1min*)

Roll call/check (*3min*)

Date (*1min*)

Warm up (*2min*)

Revision/Homework correction (*3min*)

MAIN ACTIVITIES

STAGES/TIMIN G	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	Observati on

<p>ACTIVITY 1: VOCABULARY (...min)</p>	<p>I-PRESENTATION Presents new items in context using the appropriate teaching strategies II- PRACTICE Gives sentences containing new words and asks SS to repeat III- PRODUCTION Invite students to build their own sentences using the new words or expression studied.</p>	<p>Repeat the words individually , in rows, in chorus. Listen carefully and repeat the sentences Follow and make their own sentences.</p>	<p>TITLE OF ACTIVITY: Vocabulary: 1- To ill-treat(trans): (syn) to mistreat.maltraiter. ill-treatment(n) Eg: Immigrants are ill-treated in Europe. 2- privacy(n)(act of having a private life) (Anto) public. Ms: in towns, no one interferes in anyone's affairs, privacy is the norm. 3-despair (n) # Hope(transl): désespoir 4- homelessness(def) :the act of living without home or room to sleep in. 5- Knowledge (Anto) ignorance. To know(v), knowledgeable (adj), Eg: I've acquired a lot of knowledge in technology. Students' model sentences</p>											
<p>ACTIVITY 2: Grammar (...min)</p>	<p>III-PRESENTATION T. Presents new grammar point deductively: "Yesterday Anne didn't come to school" Helen said. T. asks comprehension check questions:</p>	<p>Listen Repeat the sentence Answer CCQ</p>	<p>TITLE OF ACTIVITY: GRAMMAR: THE REPORTED SPEECH (DIRECT & INDIRECT SPEECH). 1- CHANGES IN TENSES</p> <table border="0" style="width: 100%;"> <tr> <td>D.S.</td> <td>I.S</td> </tr> <tr> <td>S.Present</td> <td>S. Past</td> </tr> <tr> <td>Pres continuous</td> <td>Past continuous</td> </tr> <tr> <td>Pres Perfect</td> <td>Past Perfect</td> </tr> <tr> <td>S.Past</td> <td>Past Perfect</td> </tr> </table>	D.S.	I.S	S.Present	S. Past	Pres continuous	Past continuous	Pres Perfect	Past Perfect	S.Past	Past Perfect	
D.S.	I.S													
S.Present	S. Past													
Pres continuous	Past continuous													
Pres Perfect	Past Perfect													
S.Past	Past Perfect													

	<p>Did Ann go to school yesterday? Why?</p> <p>Now, imagine, if yesterday was a schoolday,.....</p> <p>PRODUCTION:</p> <p>Invites students to make sentences using if+simple past...</p>	<p>Make sentences</p>	<p>Past Continuous PAST Perfect Conti</p> <p>Past Perfect Past Perfect</p> <p>S.Future Pres. Conditional</p> <p>Pres. Condi. Past Conditional</p> <p>2- CHANGES IN ADVERBS OF TIME</p> <p>D S I S</p> <p>Today That day</p> <p>Tonight That night</p> <p>Tomorrow. The Following day</p> <p>Yesterday The day before, The previous day</p> <p>Ago Before</p> <p>Now Then</p> <p>Here There</p> <p>This. That</p> <p>These. Those</p> <p>Last week/month/ The Previous W/M/Y year. The W/M/Y before</p> <p>Next Week/M/Y. The Following/W/M/Y</p>	<p>T. gives oral sentences and asks students to use if clause type 2 to solve the problem.</p>
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ACTIVITY 3: Speaking Class discussion <i>(...min)</i>	I-PRESENTATION Presents the topic for discussion Topic: People think that immigration has only advantages. Do you agree with them? Give at least five elements to sustain your view. Use words and expressions studied in the vocabulary to get a help.	Listen and ask questions to better understand	TITLE OF ACTIVITY SPEAKING: Class discussion Topic: People think that immigration has only advantages. Do you agree with them? Give at least five elements to sustain your view. Use words and expressions studied in the vocabulary to get a help.	
POST-ACTIVITIES				
EVALUATION <i>(2min)</i> REMEDIAL WORK	Makes comments on recurrent mistakes		<u>Homework</u> <i>Content of the homework:</i> Essay: <i>Write about the advantages and disadvantages of immigration.</i>	

<p><i>(2min)</i></p> <p>HOMEWORK</p> <p><i>(3min)</i></p>	<p>Writes the homework on the board.</p>	<p>Take note of the comments</p>		
<p>WARM DOWN</p> <p><i>(3min)</i></p>	<p>Recalls the next session, strikes a song and leaves</p>	<p>-Sing</p>		

LESSON NOTES.

CARD N° : 18

SCHOOL: C/S ESSO

FORM : 4

TEACHER: Mr ABOGLO Kodjovi Séna

THEME 2: THE YOUTH PROBLEMS AND PERSPECTIVES

LESSON 6: YOUTH IMMIGRATION

TEACHING AIDS: realia, Flash cards,note books, students, teacher,

REFERENCES: Programme éducatif 3e, guide d'exécution 3e,EFSa 3e,English Monsters,Oxford Advanced Learners Dictionary, Longman,wickionnary

DURATION: 55 min

DATE:.....

NUMB OF SS.....G.....B.....

SEQUENCE: 3/3

CAPACITIES	CONTENTS
Recognize	Words and expressions related to immigration
Write	A dialogue of 5 to 6 exchanges showing the advantages and disadvantages of immigration

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

				MATERI ALS
ACTIVITY 1: Vocabulary <i>(15min)</i>	I- PRESENTATION Presents new items in context using the appropriate teaching strategies II- PRACTICE Gives sentences containing new words and asks SS to repeat III- PRODUCTION Invite students to build their own sentences using the new words or expression studied.	Repeat the words individually, in rows, in chorus. Listen carefully and repeat the sentences Follow and make their own sentences.	TITLE OF ACTIVITY: I- Vocabulary 1) to be ashamed= avoir honte (ant) to be proud Eg: Elikplim is ashamed Shame on you!= honte à vous! 2) rude (adj)= cruel During the dry season the Harmattan is really rude. 3) survival(transl)=survie. To survive (verb) Ms: those who don't work beg to ensure their survival. * when you go abroad, you must work hard for your survival.	????? ?????? ??????? ??????

<p>Grammar: The reported speech.</p>			<p>Grammar: THE REPORTED SPEECH (DIRECT & INDIRECT SPEECH)</p> <p>3- CHANGES IN PRONOUNS</p> <table border="0"> <tr> <td>D S</td> <td>I S.</td> <td>D S.</td> <td>I S</td> </tr> <tr> <td>I.</td> <td>He/She.</td> <td>Our.</td> <td>Their</td> </tr> <tr> <td>Me</td> <td>Him/Her</td> <td>Ours</td> <td>Their</td> </tr> <tr> <td>My</td> <td>His/Her</td> <td>Us</td> <td>Them</td> </tr> <tr> <td>Mine</td> <td>His/Hers</td> <td>You</td> <td>Them</td> </tr> <tr> <td>You (Sing)</td> <td>He/She</td> <td></td> <td></td> </tr> <tr> <td>You</td> <td>Him/Her</td> <td></td> <td></td> </tr> <tr> <td>Your</td> <td>His/Her</td> <td></td> <td></td> </tr> <tr> <td>Your</td> <td>Their</td> <td></td> <td></td> </tr> <tr> <td>Yours</td> <td>Theirs</td> <td></td> <td></td> </tr> <tr> <td>We</td> <td>They</td> <td></td> <td></td> </tr> <tr> <td>You (plu)</td> <td>They</td> <td></td> <td></td> </tr> </table> <p>PRACTISE</p> <p>D.S " Some Immigrants are arrested today by the local police today." Said the journalist.</p> <p>I S: The journalist said that some Immigrants were arrested by the local police that day.</p> <p>D S " I am writing a poem to my lover" said Joana.</p> <p>I S : Joana said that she was writing a poem to her lover</p> <p>D S " We have enjoyed the meal " said the tourists</p> <p>I S : The tourists said that they had enjoyed the meal</p>	D S	I S.	D S.	I S	I.	He/She.	Our.	Their	Me	Him/Her	Ours	Their	My	His/Her	Us	Them	Mine	His/Hers	You	Them	You (Sing)	He/She			You	Him/Her			Your	His/Her			Your	Their			Yours	Theirs			We	They			You (plu)	They			
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			<p>D S " We went to Santrinis's show yesterday" said the girls.</p> <p>I S : The girls said that they had gone to Santrinos' show the day before.</p> <p>D S " The kids had broken the windscreen" Kofi said.</p> <p>I S: Kofi said that the kids had broken the windscreen.</p> <p>D S " Tomorrow will be my birthday" Jonny said.</p> <p>I S : Jonny said that the following day would be his birthday.</p>	
<p>ACTIVITY 2: Writing: Dialogue</p> <p><i>(15min)</i></p>	<p>I-PRESENTATION</p> <p>T.Presents the topic</p> <p>T.explains the topic and the task to students</p> <p>Makes a small comment on the characteristics of the dialogue.</p>	<p>Listen</p> <p>Ss ask questions to understand</p> <p>Listen</p>	<p>TITLE OF ACTIVITY:</p> <p>WRITING: Dialogue</p> <p>Topic: Your best friend Manna and you are discussion about your perspectives (future projects). Manna says that his desire is to leave Togo for another country. You feel unhappy for his decision because one of your brothers went abroad and came back with misery and much regret. You try to persuade your friend not to go but he is still eager to go. A real conversation rises on the spot among you.</p> <p>Task: write out that conversation. Do the work emphasizing on the advantages and disadvantages of immigration.</p> <p>Strategy: Group work.</p>	<p>Teacher writes students best production on bb.</p>

POST-ACTIVITIES

<p>EVALUATION</p>	<p>What did we study today?</p>		<p><u>Homework</u></p>	
<p><i>(2min)</i></p>	<p>Makes comments on recurrent mistakes</p>	<p>Take note of the comments</p>	<p><i>Content of the homework:</i></p> <p><i>In not more than a page, talk about your future project. Give your reasons for that project.</i></p>	
<p>REMEDIATION WORK</p>	<p>Writes the homework on the board.</p>			
<p><i>(2min)</i></p>	<p>Recalls the next session, strikes a song and leaves</p>			
<p>HOMEWORK</p>				
<p><i>(3min)</i></p>				
<p>WARM DOWN</p>		<p>-Sing</p>		
<p><i>(3min)</i></p>				

LESSON NOTES

CARD N°: 19

SCHOOL: C/S ESSO

TEACHER: MR ABOGLO Kodjovi Séna

FORM 4

THEME 3 : INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

LESSON 7: THE COMPUTER

TEACHING AIDS: realia, flashcards, notebooks, students, teacher, audio, video

REFERENCES : Manuel de l'élève 3è, Programme éducatif 3è, Guide d'exécution 3è, EFSA Bk4, Practical English for Secondary School, OALD.

DURATION: 55 min

DATE.....

NUMB OF SS.....G.....B.....

SEQUENCE : 1/3

CAPACITIES	CONTENTS
Recognize	-Words and expressions related to computer -Grammatical structures : ✓ Despite / in spite of / Although / though ✓ No more / Any more
Identify	The different visible parts of computer -the different functions of each part of computer -the general idea of the text
Pronounce	-words and expressions related to computer. - Grammatical structures: -Despite/ in spite of / Although / though -No more / Any more
Read	A text related to computer and its importance to draw the main idea and the minor ideas.
Write	A paragraph of 5 - 6 sentences describing the use and the importance of computer.

Competence 3: Deal with communicative situations related to the comprehension of a written text through a simple language.

Learning situation:

Before you study a text on ‘the computer’, your teacher introduces the importance of computer science in nowadays. This science involves everybody, especially the youth. Give the advantages of the computer science in the society. Do the work basing on what you know about computer.

Teaching strategies:

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

LESSON ORGANISATION

Stages/timing	Teacher's role	Students' role	Note on board	Materials
Pre- activities				
-Greetings -Roll call -Date -Review -Warm up	-greet students - Checks presence -Asks the date -revises the previous lesson -Strikes a song	-Answer -Answer -Tell and write the date -revision -Sing	Date	Teacher Students Chalk Text book
Main activities				
<u>Activity 1</u> I-Vocabulary (15 min)	1-<u>presentation</u> stage Presents the new words in a context using the appropriate teaching strategies 2-<u>Practice stage</u> -Repetition drill: Makes sentences containing the new words and asks SS to repeat. - Substitution drill: -makes sample sentences and gives cues 3-<u>Production</u> -Invites SS to make their own sentences	-listen and repeat , individually, in rows and chorally -listen and repeat -use the cues to substitute words in sample sentences - make their own sentences	<u>I-Vocabulary</u> 1-a computer (n): (picture) Eg: We use computer to type the reading texts. To computerize(v) - a mouse (n) : (drawing)(realia) MS : the mouse moves the pointer on the screen in order to select an element. - a screen (n) : (realia/picture) MS : we watch movies/videos on the screen. - a keyboard (n) : (realia) MS : People type texts using the keyboard. - To computerize (v): (transl) informatiser Eg: Last year, teachers at Kovié JSS computerized the students’ report cards. - to process (v): (syn) to type Eg: The English teacher processes his lesson cards. - CPU (Central Processing Unit) = mainframe (n):(picture) Eg. The CPU is the brain of a computer where everything is done.	

<p><u>Activity 2</u> II-Grammar: The use of expressions of contrast "despite/in spite of" (3Ps)</p>	<p>1-Presentation stage -introduces orally the new grammar point - asks Ss to repeat</p> <p>2-Practice stage -Transformational drill -Makes sentences and asks Ss to transform them using despite/in spite of.</p> <p>1. Akou is rich. She is hungry. 2. Amè is beautiful but nobody likes her. 3. Kokou Leo is poor. However, he is always happy.</p> <p>3-Production stage - asks ss to make their own sentences</p>	<p>-listen carefully and repeat</p> <p>Transform the sentences</p> <p>1. despite/in spite of Akou's richness, she is often hungry. 2. despite/in spite of Amè's beauty, nobody likes her. 3. despite/in spite of K. Leo's poverty, he is always happy.</p> <p>-make their own sentences using the words provided</p>	<p>II-Grammar: The use of expressions of contrast "despite/in spite of"</p> <p>Context :</p> <p>1. Afi is intelligent. She fails her exam. ➡ Despite Afi's intelligence, she fails her exam. ➡ In spite of Afi's intelligence, she fails her exam.</p> <p>2. Kodzo is sick but he comes to school. ➡ Despite Kodzo's sickness, he comes to school. ➡ In spite of Kodzo's sickness, he comes to school.</p> <p>Pattern : despite/in spite of + Subj (possessive form) + Noun</p> <p>Remark : Kodzo is sick but he comes to school. ➡ Despite/in spite of the fact that Kodzo is sick, he comes to school.</p> <p>Ss' best sentences.</p>	
<p><u>APPLICATION</u></p>	<p>-asks Ss to choose the correct words</p>	<p>-follow the instructions</p>	<p>A- Fill in the blanks with "despite or although"</p>	

	<p>from the parentheses.</p> <p>- despite the computer's (capacity, capable), it can't do everything in the world.</p> <p>- in spite of Koffi's (successful, success), he is not happy.</p>	Do the exercise	<p>1-we were using an application, we couldn't finish on time.</p> <p>2-the power outage, the meeting started as scheduled.</p> <p>3- I managed to buy this computer.....it was expensive.</p> <p>4- they processed the data manually.....they had a computer.</p> <p>5- Fred's lateness, he didn't bother to apologize.</p> <p>Answers</p> <p>1- Although 2- despite 3- although 4- although. 5- despite</p>	
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Post-activities

Evaluation	<p>Asks Ss to round off the day's lessons Makes comments on recurrent mistakes</p>	<p>-Students round off lessons -take notes of comments</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><u>Homework.</u> Exercise B page 49</p> <p>Use despite/inspite of :</p> <p>1. Sugar cane is sweet but I don't like it.</p> <p>2. Sodabi is bitter. People drink it.</p> <p>CORRECTION</p> <p>1. despite/inspite of the sugar cane's sweetness, I don't like it.</p> <p>2. despite/inspite of sodabi's bitterness, people drink it.</p>	

LESSON NOTES

CARD N°: 20

SCHOOL: C/S ESSO

TEACHER: MR. ABOGLO Kodjovi Séna

FORM 4

THEME 3: INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

LESSON 7: THE COMPUTER

TEACHING AIDS: realia, flashcards, notebooks, students, teacher, audio, video

REFERENCES : Manuel de l'élève 3è, Programme éducatif 3è, Guide d'exécution 3è, EFSA Bk4, Practical English for Secondary School, OALD.

DURATION : 55 min

DATE.....

NUMB OF SS.....G.....B.....

SEQUENCE 2/3

CAPACITIES	CONTENTS
Recognize	-Words and expressions related to computer -Grammatical structures : ✓ Despite / in spite of / Although / though ✓ No more / Any more
Identify	The different visible parts of computer -the different functions of each part of computer -the general idea of the text
Pronounce	-words and expressions related to computer. - Grammatical structures: -Despite/ in spite of / Although / though -No more / Any more
Read	A text related to computer and its importance to draw the main idea and the minor ideas.
Write	A paragraph of 5 - 6 sentences describing the use and the importance of computer.

Competence 3: Deal with communicative situations related to the comprehension of a written text through a simple language.

Learning situation:

Before you study a text on ‘‘the computer’’, your teacher introduces the importance of computer science in nowadays. This science involves everybody, especially the youth. Give the advantages of the computer science in the society. Do the work basing on what you know about computer.

Teaching strategies:

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

LESSON ORGANISATION

Stages/timing	Teacher's role	Students' role	Note on board	Materials
Pre- activities				
-Greetings -Roll call -Date -Review -Warm up	-greet students - Checks presence -Asks the date -revises the previous lesson -Strikes a song	-Answer -Answer -Tell and write the date -revision -Sing	Date	Teacher Students Chalk Text book
Main activities				
<u>Activity 1</u> I- Vocabulary (15 min)	<p>1-<u>presentation stage</u> Presents the new words in a context using the appropriate teaching strategies</p> <p>2-<u>Practice stage</u> -Repetition drill: Makes sentences containing the new words and asks SS to repeat. - Substitution drill: -makes sample sentences and gives cues</p> <p>3-<u>Production</u> -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>	I- vocabulary	<p>1- A computer Science: (def) the study of computers and their architecture, language ... (syn) Computing (informatique) Eg: I'm highly qualified in computer science.</p> <p>2- A computer scientist: (trans) informaticien(ne) Eg: Marcel is a brilliant computer scientist.</p> <p>3- A Pen drive (syn) a flash drive. (Clé USB) Eg: The assistant always records the school files in a Pen drive.</p> <p>4- A file (syn) a document, a paper (fichier) Eg: I deleted these unwanted files to free up the disk space.</p>

<p><u>Activity 2</u> II-Grammar: The use of expressions of contrast "though/although/even though" (3Ps)</p>	<p>1-Presentation stage -introduces orally the new grammar point - asks Ss to repeat</p> <p>2-Practice stage -Transformational drill -Makes sentences and asks Ss to transform them using though/although/even though.</p> <p>1. Akou is rich. She is hungry. 2. Amè is beautiful but nobody likes her. 3. Kokou Leo is poor. However, he is always happy.</p> <p>3-Production stage - asks ss to make their own sentences</p>	<p>-listen carefully and repeat</p> <p>Transform the sentences</p> <p>1. despite/in spite of Akou's richness, she is often hungry. 2. despite/in spite of Amè's beauty, nobody likes her. 3. despite/in spite of K. Leo's poverty, he is always happy.</p> <p>-make their own sentences using the words provided</p>	<p>II-Grammar: The use of "though/although/even though"</p> <p>Context:</p> <p>1. Afi is intelligent. She fails her exam. ➡ Though Afi is intelligent, she fails her exam. ➡ Although Afi is intelligent, she fails her exam. ➡ Even though Afi is intelligent, she fails her exam.</p> <p>2. Kodzo is sick but he comes to school. ➡ Though Kodzo is sick, he comes to school. ➡ Although/even though Kodzo is sick, he comes to school.</p> <p>Pattern : though/although/even though + Adjective</p> <p>Ss' best sentences.</p>	
<p><u>Activity 3</u></p>	<p>I-PRESENTATION</p>	<p>-Listen to instructions.</p>	<p>III- Reading</p>	

<p>III-Reading</p> <p>Reading comprehension (silent reading + post questions)</p>	<p>The teacher presents the text and gives instruction</p> <p>-students will read the passage and answer to the questions after the reading session.</p> <p>II- PRACTICE</p> <p>Gives the floor to students to read the passage carefully. (individually)</p> <p>III- PRODUCTION</p> <p>-writes the questions on the BB and designates students to answer.</p>	<p>-Read silently and carefully the passage.</p> <p>- Students answer to the questions individually and take note.</p> <p>Answers</p> <ol style="list-style-type: none"> 1. True 2. the CPU, the screen, the keyboard, the mouse etc. 3. desktops, laptops, iPad tablets. 4. they use direct power supply whereas the laptops are chargeable. 	<p>Text: The computer</p> <p>Information and communication technology ICT is the technique of automatic processing of information. The tool of this procession is the computer. It is the sum total of the electronic components used in the collection of data. There are different elements that made up a computer.</p> <p>The central processing unit CPU also called mainframe is the brain or the memory of the computer. On the computer we also have the screen, the keyboard, the mouse etc. The CPU comprises the storage units where information or files are stocked. Microsoft is a system of exploitation, it helps surfing the computer. Nowadays it has become necessary for everyone to have a training in the domain of ICT in order to know how to computerize files, to copy and paste researched information .The printer is a separate machine that is connected to the computer with a cable so as to print on a hard copy the information processed on the computer. Some computers like laptops are chargeable because they use a power saving battery. For computers like desktop, they use direct power supply .People are no more using desktops in homes, they prefer iPad tablets and drag and drop laptops despite their expensiveness.</p> <p>From comprehensive English texts for junior secondary schools. Kaizaalbert, unpublished.</p> <p><u>Questions</u></p> <ol style="list-style-type: none"> 1. the automatic processing tool of information is computer. T/F ? 2. what are the different elements of a computer ? 3. mention the different types of computer ? 4. why are people no more interested in desktops ? 	
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Post-activities

Evaluation	-asks some verification questions to Ss about the course	-answer questions		
Remedial work	-corrects eventual mistakes	Homework Write a short text about the computer		

-Homework	-writes the homework on the board			
-Warm down	-warms the Ss down: strickes a song			

LESSON NOTES

CARD N°: 21

SCHOOL: C/S ESSO

TEACHER: MR ABOGLO Kodjovi Séna

FORM 4

THEME 3: INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

LESSON 7: THE COMPUTER

TEACHING AIDS: realia, flashcards, notebooks, students, teacher, audio, video

REFERENCES : Manuel de l'élève 3è, Programme éducatif 3è, Guide d'exécution 3è, EFSA Bk4, Practical English for Secondary School, OALD.

DURATION: 55 min

DATE:.....

NUMB OF SS.....G.....B.....

SEQUENCE: 3/3

CAPACITIES	CONTENTS
Recognize	-Words and expressions related to computer -Grammatical structures : ✓ Despite / in spite of / Although / though ✓ No more / Any more
Identify	The different visible parts of computer -the different functions of each part of computer -the general idea of the text
Pronounce	-words and expressions related to computer. - Grammatical structures: -Despite/ in spite of / Although / though -No more / Any more
Read	A text related to computer and its importance to draw the main idea and the minor ideas.
Write	A paragraph of 5 - 6 sentences describing the use and the importance of computer.

Competence 3: Deal with communicative situations related to the comprehension of a written text through a simple

language.

Learning situation:

Before you study a text on ‘‘the computer’’, your teacher introduces the importance of computer science in nowadays. This science involves everybody, especially the youth. Give the advantages of the computer science in the society. Do the work basing on what you know about computer.

Teaching strategies:

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

LESSON ORGANISATION

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

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

<u>Activity 1</u> I- VOCABULARY (15min)	<p>1-<u>presentation stage</u> -introduces orally the new words point - asks Ss to repeat</p> <p>2-<u>Practice stage</u> -Makes sentences and asks Ss to choose the appropriate word from the bracket.</p> <p>1. Mr. Ahianyio is our headmaster (any more/no more) 2. Amè doesn't like fufu (any more/no more). 3. Kokou Leo can't live at Djogbe Kopé (any more/no more).</p>	<p>- listen carefully and repeat</p> <p>Transform the sentences</p> <p>1. Mr. Ahianyio is our headmaster no more. 2. Amè doesn't like fufu any more. 3. Kokou Leo can't live at Djogbe Kopé any more. 4. Kokou Leo will live at Djogbe Kopé no more.</p>	<p>1-CPU : Central Processing Unit Eg: The pen drives are connected to the CPU</p> <p>2- RAM: Random Access Memory (the main memory of a computer on which data are stored. Eg: This computer has got 500G RAM</p> <p>3- A printer (n) a machine used for printing documents (imprimante)</p> <p>4- Software (trans) Logiciel</p> <p>5- PC : Personal Computer/ Portable Computer (syn) Laptop Eg: André has got an old PC</p> <p>6- To delete (v) syn to cancel Eg: You need to delete this application.</p> <p>7- To paste (v) coller.</p>	
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	<p>4. Kokou Leo will live at Djogbe Kopé (any more/no more).</p> <p>3-Production stage</p> <p>- asks ss to make their own sentences</p>	<p>-make their own sentences using the words provided</p>	<p>Eg: copy and paste this file.</p>	
<p><u>Activity 2</u> II- GRAMMAR: THE USE OF " NO MORE, ANY MORE. (3Ps)</p>	<p>1-Presentation stage</p> <p>Presents the new grammar item in a short sentence.</p> <p>2-Practice stage</p> <p>Repetition drill, substitution drill,</p> <p>3-Production stage</p> <p>- asks ss to make their own sentences</p>	<p>-listen carefully and find</p> <p>Write simple sentences</p> <p>-make their own sentences using the words provided</p>	<p>GRAMMAR: THE USE OF " NO MORE, ANY MORE.</p> <p>1- NO MORE OR NO LONGER</p> <p>Eg: Mr Koffi is No more out Mathematics teacher.</p> <p>Eg: This land is No longer the property of Mr ADOTE.</p> <p>2- ANY MORE OR ANY LONGER</p> <p>Eg: Teachers don't spank students Any longer</p> <p>Eg: Florence doesn't love me Any more because I cheated on her.</p> <p>RULE1: AFFIRMATIVE SENTENCE+NO MORE, / NO LONGER</p> <p>RULE 2: NEGATIVE SENTENCE + ANY MORE/ANY LONGER</p>	
<p><u>Activity 3</u> III-Writing</p>	<p>The teacher writes ss' sentences on the board</p> <p>-asks ss to order the sentences to have a meaningful text on « computer ».</p> <p>-guides them</p>	<p>-reorder their various sentences.</p>		

Post-activities

Evaluation	-asks some verification questions to Ss about the course	-answer questions		
Remedial work -Homework -Warm down	-corrects eventual mistakes -writes the homework on the board -warms the Ss down: strickes a song	Copy the homework		

LESSON NOTES

CARD N: 22

SCHOOL : C/S ESSO

TEACHER: MR. ABOGLO Kodjovi Séna

FORM 4

DURATION : 55 min

DATE :

NUMB OF SS.....G.....B.....

SEQUENCE : 1/3

THEME 3: INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

LESSON 8: THE SMS

TEACHING AIDS : Relia , note book , flash cards .

REFERENCES : programme éducatif 3^{ème}, Guide d'exécution 3^{ème}, Oxford Advanced Learners Dictionary .

Capacities	Contents
Recognize	Words and expressions related to S.M.S
Identify	Grammatical Structures : So/what/how/such
Build	Sentences using the vocabulary items
Read and write	Abbreviated S.M.S

Competence : Deal with a situation of communication related to the understanding of a written text using an elaborate language .

LEARNING SITUATION : Yayra, a form four student at ESSO Secondary School has received a written text with some codes and doesn't know to read it. She calls you up to help her decode the text she is holding. " U, Tlp, ai, bkd, SS, kol, msg, 2 deiz, Bouc, Klas, bi4. Do the work in pairs.

Stages	Teacher 's role	Student's role	Notes	Teaching technics
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ACTIVITY I: VOCABULARY (15min)	1- PRESENTATION STAGE :	Listen	1- SMS: Short Message Service. Eg : I received an SMS from Togocom a week ago.	
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	<p>T. introduces the new word in a sentence</p> <p>Writes the modal sentences on the board</p> <p>2- PRACTICE STAGE. Repetition drills Substitution drills</p> <p>3- PRODUCTION STAGE Asks ss to produce sentences using the newly taught words.</p>	<p>repeat individual, in rows, in chorus.</p> <p>Repeat</p> <p>Produce their own sentences</p>	<p>2- A cell phone (syn) a mobile phone. Eg: where is my cell phone?</p> <p>3- To text (syn) to send a text message to someone. Eg: I will text you as soon as possible.</p> <p>4- To encode (Anto) to decode. Eg: Alimata always encode her messages.</p>	
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<p>ACTIVITY II GRAMMAR: THE EXCLAMATORY SENTENCES.</p>	<p>PRESENTATION Teacher introduces new word in a short sentence. PRACTICE STAGE. Repetition drill, Substitution drill. PRODUCTION STAGE. Asks SS to make sentences with the new grammar words.</p>	<p>Asks SS to listen attentively.</p> <p>SS repeat</p> <p>Make their own sentences</p>	<p>GRAMMAR: THE EXCLAMATION SENTENCE S</p> <p>1- What a/an What a nice bag Sandra bought! - What an exciting story! Rule: What a/an + Adj + Noun + (Subj +V + !</p> <p>2- What What Lazy students! What beautiful girls! Rule: What + Adjectives + Noun(Plural) + !</p> <p>3- How How Fast this athlete runs! How intelligent you are! Rule: How + Adj/ Adv + Subj + V + ! Application work. Complete the following sentences with : What a/an, how, what.</p> <p>1-dirty you are! 2- dangerous animals! 3- ugly man! 4-.....well you speak 5-Shot!</p>	
<p>ACTIVITY III READING COMPREHENSION</p>	<p>Teacher asks ss to read and then write down the following abbreviated S.M.S</p>	<p>Do the work Individually</p>	<p>Kofi sent the following SMS to his friend John. But he couldn't read it well. Help him read the SMS and then write it down in full Words</p> <p>Hi. Hw r u ? I didn't c u 2 deiz at skul. Wèr u abst ? I tried 2 cal u but u wr not available. Inbx me as sn as u gèt dis msg.</p>	

Evaluation	Teacher asks orally ss questions	Answer orally the questions	<p>ANSWERS. Hi, How are you? I didn't see you two days at school. Were you absent? I tried to call you but you were not available. Inbox me as soon as you get this message.</p> <p>Choose three words from the vocabulary words learnt today.</p>	
Homework	Writes the Homework on the board	Copy the homework in their exercise book	<p>Homework Complete with such/so/what/how</p> <p>a-.....nice this house is. b-.....intelligent students c-This boy isstupid d-This isa lazy girl</p> <p>Exercise A page 53.</p>	
Warm down	Asks SS to stand up and sing a song/ makes jokes for SS to laugh.	Sing a song/ laugh and say goodbye.		

LESSON NOTES

CARD N: 23

SCHOOL : C/S ESSO

TEACHER : MR. ABOGLO Kodjovi Séna

FORM 4

THEME 3: INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

LESSON 8: THE SMS

TEACHING AIDS : Relia , note book , flash cards .

REFERENCES : programme éducatif 3^{ème}, Guide d'exécution 3^{ème}, Oxford Advanced Learners Dictionary .

Capacities	Contents
Recognize	Words and expressions related to S.M.S
Identify	Grammatical Structures : So/what/how/such
Build	Sentences using the vocabulary items
Read and write	Abbreviated S.M.S

Competence : Deal with a situation of communication related to the understanding of a written text using an elaborate language .

LEARNING SITUATION : Yayra, a form four student at ESSO Secondary School has received a written text with some codes and doesn't know to read it. She calls you up to help her decode the text she is holding. " U, Tlp, ai, bkd, SS, kol, msg, 2 deiz, Bouc, Klas, bi4. Do the work in pairs.

Stages	Teacher 's role	Student's role	Notes	Teaching technics

DURATION : 55 min

DATE.....

NUMB OF SS.....G.....B

SEQUENCE: 2/3

<p>ACTIVITY I VOCABULARY</p>	<p>1- PRESENTATION STAGE :</p> <p>T. introduces the new word in a sentence</p> <p>Writes the modal sentences on the board.</p> <p>2- PRACTICE STAGE.</p> <p>Repetition drills</p> <p>Substitution drills</p> <p>3- PRODUCTION STAGE</p> <p>Asks ss to produce sentences using the newly taught words.</p>	<p>Listen</p> <p>repeat individual, in rows, in chorus.</p>	<p>1- To clean (syn) to delete, to cancel.</p> <p>Eg: I always clean my text message to free up space.</p> <p>2- To lock (verrouiller) (ant) to unlock.</p> <p>Eg: Don't forget to lock all the doors before you leave.</p> <p>3- To exchange (échanger)</p> <p>Eg: We often exchange text messages.</p>	
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<p>Reading Comprehension</p>			<p>READING COMPREHENSION: TEXT: THE SMS.</p> <p>Questions</p> <p>1- What is SMS?</p> <p>2- Where was SMS invented and by who?</p> <p>3- Companies use SMS to send messages to their clients. True /False?</p>	
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LESSON NOTES

CARD N: 24

SCHOOL : C/S ESSO

TEACHER : MR. ABOGLO Kodjovi Séna

FORM 4

THEME 3 : INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

LESSON 9 : THE INTERNET

TEACHING AIDS: Relia , note book , flash cards .

REFERENCES : programme éducatif 3^{ème}, Guide d'exécution 3^{ème}, Longman Dictionary, APC reading book .

DURATION : 55min

DATE

NUMB OF SS.....G.....B.....

SEQUENCE:1/3

Capacities	Contents
Recognize	Words and expressions related to Internet
	Grammatical Structures : The use of: "Be used to"\ " get used to"
Read	A text related to Internet and demonstrate its comprehension by answering questions.
Exchange	On the importance of Internet in our everyday life

COMPETENCE : Deal with a situation of communication related to the understanding of a written text using an elaborate language .

LEARNING SITUATION : After your brother success at his CEPD exam, your father decided to offer him a computer. But your brother doesn't know the advantages of a computer and internet. Help him. Do the work in pairs.

Stages	Teacher 's role	Student's role	Notes on the board	Teaching materials

<p>ACTIVITY I VOCABULARY (12min)</p>	<p>1- Presentation stage Presents each vocabulary words in a context using the appropriate teaching Technics</p> <p>2-Practice stage Repetition drill Substitution drill</p> <p>3-Production stage -T asks ss to make their own sentences</p>	<p>Listen and repeat individually , in rows and in chorus</p> <p>-Listen and repeat</p> <p>-Make their own sentences</p>	<p>1- Website: (demonstration) Eg: The website of this company is www.letogo.org.</p> <p>WWW (def) World Wide Web</p> <p>2- A modem (Trans) Un modem.</p> <p>3- To download (Anto) to upload. Eg: Koffi downloads a video on youtube.</p> <p>4- To update (trans) mettre à jour, actualiser. Eg: I need to update my softwares.</p> <p>5- To surf : to browse internet. Eg. I surf on internet everyday to make researches.</p>	<p>Students , Teacher, Notebooks, blackboard...</p>
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<p>ACTIVITY II GRAMMAR: THE USE OF " BE OR GET USED TO. (15min)</p>	<p>1-Presentation : T. introduces the new structure</p> <p>Writes the model sentences on the board</p> <p>Read and asks students to read Asks ss comprehension check questions. Asks ss to deduce the rules.</p> <p>2-Practice : Put the task on the board and sets clearly the instructions</p> <p>3-Production : Asks ss to produce sentences using so –such-what- how</p>	<p>Listen</p> <p>Follow</p> <p>Read</p> <p>Answer the questions</p> <p>Perform the task in pairs/groups</p> <p>Produce their own sentences</p>	<p>GRAMMAR: THE USE " BE OR GET USED TO" (</p> <p>A- PRESENTATION</p> <p>They get used to telling lies. I am used to having my breakfast at 7:00 Fadal is used to reading the Qur'an They were used to helping one another. Rule: Subj + Be/get used to + V + ING</p> <p>b-Practice: Use the correct form of the verbs in brackets.</p> <p>1- The students are getting used to (do) their homework at school.</p> <p>2-I can't get used to (live) in the city.</p> <p>NB: We use "get used to" when we become accustomed to something.</p> <p>c- Production.</p> <p>Invite Ss to make their own sentences.</p>	
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<p>ACTIVITY III</p> <p>CLASS DISCUSSION</p> <p>(15 min)</p>	<p>T. writes the topic on the board and explains it.</p> <p>-divides the class into groups.</p> <p>- goes round to check and help</p>	<p>-listen</p> <p>- do the work in pairs</p>	<p>SPEAKING</p> <p>What is the importance of internet in our everyday life?</p> <p>- It is used to make business. - It is used to learn different type of subject offered in schools. - It is used to send or receive messages immediately. - It is used to make researches. - It is used to have on line communication with other people. - It enables companies, organizations and schools to share information.</p>	
<p>Evaluation</p> <p>Homework</p>	<p>T. asks orally ss questions</p> <p>Writes the Homework on the board.</p>	<p>Answer orally the questions</p> <p>Copy the homework in their exercise book</p>	<p>Choose three words from the vocabulary words learnt today.</p> <p>Homework</p> <p>Choose the correct form of the verbs in brackets.</p> <p>He got used to (eat, ate,eating) grilled food instead of fried food.</p> <p>Make 2 (two) sentences with: download; surf.</p> <p>EXERCISE A PAGE :58.</p>	

Warm down	-strikes a song and takes a leave	Sing a song		
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LESSON NOTES

CARD N: 25

SCHOOL : C/S ESSO

TEACHER : MR. ABOGLO Kodjovi Séna

FORM 4

THEME 3 : INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

LESSON 9 : THE INTERNET

TEACHING AIDS: Relia , note book , flash cards .

REFERENCES : programme éducatif 3^{ème}, Guide d'exécution 3^{ème}, Longman Dictionary, APC reading book .

DURATION : 55min

DATE

NUMB OF SS.....G.....B.....

SEQUENCE: 2/3

Capacities	Contents
Recognize	Words and expressions related to Internet
	Grammatical Structures : The use of: "Be used to"\ " get used to"
Read	A text related to Internet and demonstrate its comprehension by answering questions.
Exchange	On the importance of Internet in our everyday life

COMPETENCE : Deal with a situation of communication related to the understanding of a written text using an elaborate language .

LEARNING SITUATION : After your brother success at his CEPD exam, your father decided to offer him a computer. But your brother doesn't know the advantages of a computer and internet. Help him. Do the work in pairs.

Stages	Teacher role	Student's role	Notes on the board.	Teaching materials
ACTIVITY I VOCABULARY (12min)	<p>1- Presentation stage</p> <p>Presents each vocabulary words in a context using the appropriate teaching</p> <p>Technics</p> <p>2-Practice stage</p> <p>Repetition drill</p> <p>Substitution drill</p> <p>3-Production stage</p> <p>-T asks ss to make their own sentences</p>	<p>Listen and repeat individually, in rows and in chorus</p> <p>-Listen and repeat</p> <p>-Make their own sentences</p>	<p>1- An internet (def) any set of computer networks that communicates using the internet protocol.</p> <p>Eg: Students surf on the internet to make research.</p> <p>2- An E-mail (def) Electronic mail. (Fr) Courrier électronique.</p> <p>Eg: I received an E-mail from my former boss.</p> <p>3- Research (syn) investigation.</p> <p>Eg: Internet helps us make research.</p> <p>4- Social Network. (Demonstration)</p> <p>Eg: Tik Tok, Facebook, Instagram, WhatsApp, Likee are Social Network .</p> <p>5- To log in/on (Anto) to log out / off.</p> <p>Eg: I would like to log in to check my e-mails.</p> <p>6- Password : (def) words or figures we use to lock out an account.</p> <p>Eg: Never communicate your password to anyone.</p> <p>7- ISP: Internet Service Provider.</p>	<p>Students, Teacher, Notebooks, blackboard..</p>

<p>ACTIVITY II</p> <p>READING COMPREHENSION.</p>	<p>Asks students to read silently</p> <p>Asks questions to check understanding</p>	<p>Students read silently</p> <p>Students answers questions</p>	<p>TEXT: THE INTERNET</p> <p>1- The internet connects computers, websites and servers. True or False? 2- what can you do with your phone or computer if you're connected to the internet ? 3- People can instantly chat on.....and</p> <p>ANSWERS</p> <p>1- True</p> <p>2- You will be able to access websites, social media apps, and many more services.</p> <p>3- People can instantly chat on Facebook and WhatsApp.</p> <p>EXERCISES: VOCABULARY. A, B. PAGE 56. D PAGE 57.</p> <p>GRAMMAR . B PAGE 58.</p>	
<p>HOMEWORK</p>				

LESSON NOTES

CARD N: 26
SCHOOL : C/S ESSO
TEACHER: MR. ABOGLO Kodjovi Séna
SS.....G.....B.....
FORM 4

DURATION : 55 min
DATE:
NUMB OF

SEQUENCE: 1/3

THEME 4: SPORTS AND GAMES
LESSON 10 : AT THE STADIUM

TEACHING AIDS : realia, flashcard, notebooks, students, teacher

REFERENCES : Manuel de l'élève 3è, Programme éducatif 3è, Guide d'exécution 3è Longman Dictionary

Capacities	Contents
Recognize	-Words and expressions related to games on the stadium. -Grammatical structures expressing: <ul style="list-style-type: none">• Comparison with short and long adjectives
Use	- The words and expressions related to games on the stadium. -Orally the words and grammatical structures expressing le comparision between two teams on the field.
Describe	--The spectacle in a short paragraph of four to five sentences using words and expressions together with studied grammatical structures during the lesson in class.

Compétence 2 : Deal with oral or written communication situation through the means of an elaborated language.

LEARNING SITUATION

The English teacher at CEG Elavagnon, presents to his students a list of words. He asks them to pick words related to "stadium", but they cannot. Help them pick those words.

LIST: Stadium- classroom- score a goal- a tree- players- teacher- spectators- draw match- a watch- opponents- farmer, referee, runway, goalposts.

Do the work in pairs!

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

STAGES / TIMING	TEACHER'S ROLE	LEARNER'S ROLE	NOTES ON BOARD	TEACHING MATERIALS
PRE- ACTIVITIES				
1- Greetings: (1 mn) 2- Roll call (3 mn) 3- Date (1mn) Warm up : (2mn)	-greet students -checks presence -says and writes the date -gives a tune or asks students to give a tune	-answer greetings -each student answers the roll call - repeat the date and take note in their notebooks -sing	Date	
LESSON ORGANIZATION				

<p>Learning situation Introductory activity (Brainstorming, situation transition)</p>	<p>-Presents the learning situation and gets students involved. -Tells the Ss what they are going to learn in this sequence.</p>	<p>-look (picture, photo...), listen to (audio, song...), demonstrate , watch (video)...</p>	<p>1- Stadium: (n) (Syn)(field- pitch) Eg: Togo plays Liberia at Kégué Stadium 2- Spectators: (n) (Situational./syn) =viewers, onlookers, public...) Eg:spectators are on the stadium 3-Players (situational) Mbape, CR7, Messi, Adebayor are players. 4- Opponent: (n) (Syn)= Adversary, rival/ (Ant) = team mates, partners, supporter. Eg:The opponent team played well. 5- to challenge (v) (syn) to defy, to compete. A challenger, challenge (n) Challengeable(adj) challengeably (adv) Eg: Form 4A challenges Form 4B.</p>	<p>Lesson card, Realia, picture, SS and Teacher.ssss</p>
<p>Activity 1: Vocabulary (The use of 3ps) 15 min</p>	<p>I-PRESENTATION STAGE -Communicates the capacity SS should acquire at the end of the vocabulary activi. II-PRACTICE STAGE (Drills) -Repetition or Mechanical drill -Substitution drill III-PRODUCTION STAGE -Invites SS to make their own sentences or to perform.</p>	<p>repeat individually , in rows, in chorus</p> <p>Repeat Repeat Repeat</p> <p>-make their own sentences using the new words/ expressions</p>		

<p>Activity II: Grammar: The comparative with Short Adjective</p> <p>12 min</p>	<p><u>I-PRESENTATION STAGE</u> -Communicates the capacity Ss should acquire at the end of the grammar activity: -introduces “Comparative with Short Adjective “in a context (creates a situation) -Presents two students Douti (1.5m) / Ama (1.75m) -who is short?/ who is tall? -Who can compare them? *Douti is shorter than Ama *Ama is taller than Douti</p> <p>Now draw the rule for us.</p> <p><u>II. PRACTICE STAGE (oral)</u> 1- Repetition drill I -makes two or three sentences one after the other and asks Ss to repeat.</p>	<p>Listen to the situation and repeat Stces</p> <p>-answer checking questions to show understanding</p> <p>-listen some Ss repeat each sentence listen to the sentences and the cues and make sentences using the cues.</p>	<p>Grammar structure Ali is younger than John</p> <p>We are cleverer than them Rule: Short adj+ er + than NB: Irregular Adjectives: good- bad- far- little- few- much /many- old Adjectives doubling last consonants: big- fat- sad- wet-hot-thin-slim... -Adjective in “y” Eg: easy.... Easier than....</p> <p>ACTIVITY TWO. Grammar: The comparison of Superiority</p> <p>Short adjectives: tall, short, long, clever, small, easy, fat, thin, big, happy, strong, nice, heavy, dirty, noisy, ugly, sad, old, slim, fast, slow, dark, cheap, busy...</p> <p>✓ Comparative with short adjectives.</p> <p>Rule: Short Adjectives + er + than</p> <p>Eg: Ruth is taller than Guilaine. Eg: Koffi is stronger than Robert. Eg: I am cleverer than you and your friends.</p> <p>✓ When an adjective of one syllable ends with a vowel and consonant, we double that consonant before adding " er ". They are: big, sad, thin, fat, slim, hot, wet.</p> <p>Eg: Big = Bigger. Sad= Sadder. Thin = Thinner Fat = Fatter Slim = Slimmer, Hot = Hotter, Wet = Wetter.</p>	<p>Lesson card, Ss’ notebooks</p> <p>Realia (Teacher, Ss)</p>
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	<p>2- Substitution drill -gives a sentence containing the new structure and a cue. (two or three sentences.</p> <p>III. PRODUCTION STAGE -asks Ss to make their own sentences using the new structure.</p>	-make sentences using the new structure	<p>√ When the adjectives ends with "y", we change "y" into "i" + er. They are: happy, ugly, easy, busy, heavy, dirty...</p> <p>Eg: Happy = Happier. Ugly = Uglier. Easy = Easier. Busy = Busier. Heavy = Heavier.</p> <p>Sample sentences</p>	
APPLICATION (Activation)	<p>Find correct tense of Adj. in ()</p> <p>1.Dapaong is (big) Lomé</p> <p>2-Your mark is (bad) mine</p> <p>3-Form I is (noisy) Form4</p> <p>-Invites students to correct the exercise</p> <p>-Appreciates the students' answers</p>	<p>Do the exercise</p> <p>Correct the exercise</p> <p>Correct mistakes if there any.</p>	<p>Exercise book</p> <p>1.Dapaong is (big) Lomé</p> <p>2-Your mark is (bad) mine</p> <p>3-Form I is (noisy) Form4</p>	
POST-ACTIVITIES				
Récapitulation(2 mn)	Asks Ss to round off the day's lessons	Students round off lessons.		

<p>Evaluation (3mn) Remedial work Homework (3mn) Warm down (2mn)</p>	<p>Makes comments on recurrent mistakes Writes a short Hw on the bb Strikes a song, recalls next session and takes leave</p>	<p>Take notes of comments -copy the Hw in their Hw exercise-book. - Sing.</p>	<p>Homework exercise</p>	
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LESSON NOTES

CARD N: 26

SCHOOL : C/S ESSO

TEACHER: MR. ABOGLO Kodjovi Séna
SS.....G.....B.....

FORM 4

THEME 4: SPORTS AND GAMES

LESSON 10 : AT THE STADIUM

TEACHING AIDS : realia, flashcard, notebooks, students, teacher

REFERENCES : Manuel de l'élève 3è, Programme éducatif 3è, Guide d'exécution 3è Longman Dictionary

DURATION : 55 min

DATE:

NUMB OF

SEQUENCE: 2/3

CAPACITIES	CONTENTS
Recognize	Words and expressions related to the stadium: a goalkeeper, a goal post, a referee, seats
Use	Correctly the comparative of superiority with long adjectives
Build	Orally sentences to compare things

Compétence 2 : Deal with oral or written communication situation through the means of an elaborated language.

LEARNING SITUATION

The English teacher at CEG Elavagnon, presents to his students a list of words. He asks them to pick words related to “stadium”, but they cannot. Help them pick those words.

LIST: Stadium- classroom- a tree- players- teacher- spectators- a watch- opponents- farmer, referee, runway, goalposts.

Do the work in pairs!

LESSON ORGANIZATION

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

MAIN ACTIVITIES

<p>Activity 1: Vocabulary (13 min)</p>	<p><u>PRESENTATION</u> Presents new words and expressions related to season in context using the appropriate teaching strategies</p> <p><u>PRACTICE</u> -Repetition drill: makes sentences containing the new words taught and asks students to repeat.</p> <p><u>PRODUCTION</u> 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>Make their own sentences using the studied vocabulary words</p>	<p><u>VOCABULARY</u> 1-<u>a goalkeeper</u>(n): a player whose role is to prevent the ball from entering the goalmouth. Ms: AGASSA Kossi is a <u>goalkeeper</u> 2-<u>goalpost</u>(n): (drawing) Ms: The goalkeeper is in <u>the goal post</u> to catch balls 3-<u>referee</u>(n): (def) the official who makes sure the rules are followed during a game. Ms: the <u>referee</u> whistles the end of the match 4-<u>Seats</u>(n): Picture Ms: There are many seats in Kegue stadium</p> <p>Ss best sentences</p>	<p>Teacher Students Lesson card Note book</p>
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<p>Activity II :</p> <p>Grammar: The comparative of superiority with long adjectives (10 min)</p>	<p>PRESENTATION presents the new structure in a situational context to students Asks comprehension questions 1. Who can underline the adjective in the first sentence? In the second sentence? 2- Which kind of adjectives are they? 3-what do we do in the sentences?</p> <p>PRACTICE Copies a practical exercise on the board and invites students to do it</p> <p>PRODUCTION Invites students make their own sentences using the new structure</p>	<p>Follow the teacher, answer comprehension questions -interesting, expensive</p> <p>-they are long adjectives -we compare</p> <p>Do the practical exercise individual.</p> <p>make their own sentences</p>	<p>GRAMMAR: the comparative of superiority with long adjectives 1-Watching a match at the stadium is more interesting than at the television 2-The book is more expensive than the pencil</p> <p>Rule: more + long adjective + than</p> <p>exercise 1-Use the comparative form of the adjectives in brackets 1-the lion is (dangerous) than the dog 2-Youths are (robust) than old men 3-Adebayor is(rapid) than Obi 4-Adjo is (beautiful) than Afi 5-Mathematics are (difficult) than French</p> <p>Ss best sentences</p>	<p>Lesson card, Ss' notebooks</p> <p>Realia Teacher, Students)</p>
<p>Activity III: Speaking (9mn)</p>	<p>Draws a chart on the board Asks students to make orally sentences with the words in the chart</p>	<p>Follow carefully</p> <p>Listen to the instructions</p>	<p>SPEAKING Use the following chart to make sentences with the comparative form of the adjectives</p>	<p>Teacher and Students</p>

	<p>using the comparative form of the adjectives Gives some minutes to students to think</p> <p>Chooses some students to make sentences</p>	<p>Think about the task and write down ideas if necessary Present orally their proposals to the class</p>	<p>-Life in town - Traveling by plane -sarah Ayélé</p>	<p>Dangerous Interesting - intelligent beautiful</p>	<p>-Life in town - Traveling by bus Paul yawa</p>		
<p>Eg: Ayélé is more beautiful than Yawa</p>							

POST ACTIVITIES

<p>Evaluation (3mn)</p>	<p>Asks questions about the sequence What are the vocabulary words learnt today? How do we form the comparative of superiority with log adjectives? Makes comments on recurrent mistakes</p>	<p>Answer</p>	<p>HOMEWORK look for one long adjective (other than those we have seen) and make a sentence with it</p>	
<p>Remedial work (2min)</p>	<p>Write the homework on the board</p>	<p>Take note of the comments</p>		
<p>Homework (3min)</p>		<p>Copy</p>		
<p>Warm down (3mn)</p>	<p>Recalls the next session, strikes a song and leaves</p>	<p>Sing</p>		

CARD N°:
SCHOOL:
TEACHER:
CLASS: Form IV
THEME

LESSON 9 :

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

REFERENCES : Manuel de l'élève 3è, Programme éducatif 3è, Guide d'exécution 3è, Longman Dictionary.

DURATION: 55min

DATE:

NUMBER OF STUDENTS: ___B ___G

SEQUENCE : 1/3

Competence: Recognize words and expressions related to commercial activities and use them in real life.

Learning situation:

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

Teaching strategies:

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

CAPACITIES	CONTENTS
Recognize	✓ words and expressions related to school competition and pronounce them well: to run, athlete, javelin, player, opponent.....
Use	✓ the use of each other and one another
Understand	Small text on school competition

LESSON ORGANIZATION

I. PRE-ACTIVITIES

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

J. MAIN ACTIVITIES

STAGES/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	TEACHING MATERIALS
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<p>ACTIVITY 1: VOCABULARY <i>(15min)</i></p>	<p>I-PRESENTATION Presents the new words and expressions using the appropriate teaching strategies. Provides model sentences</p> <p>II- PRACTICE: Repetition drills Says sentences containing the new words taught and ask students to repeat</p> <p>II- PRODUCTION asks Ss. to make their own sentences</p> <p>PRESENTATION Teacher presents "each other/ one another" in context Makes model sentences 1 the players are greeting one another</p>	<p>listen,repeat individually ,in rows and then in chorus.</p> <p>repeats the words and sentences individually,in rows and then in chorus.</p> <p>make their own sentences Listen ,repeat and answer the CCQ</p>	<p>TITTLE OF ACTIVITY To run(v):Demonstration Eg: The teacher is running The students are running during Physical Training hours Athlete (n):Cognate Eg:Abalo likes sport,he is an athlete Javelin (n): Translation : javelot Eg: Abalo throws javelin on weekends Player(n):derivation :To play Eg:Someone who plays football is a player Adebayor Plays football,so he is a player Opponent (n): synonym: adversary Form IV students are playing against form III students,so form IV students are the opponent of form III students.</p>	<p>students new manual and program</p>
<p>ACTIVITY2: GRAMMAR</p>	<p>Teacher presents "each other/ one another" in context Makes model sentences 1 the players are greeting one another</p>		<p>TITTLE OF ACTIVITY Grammar: The use of each other/one another</p>	<p>Teacher, Students, Students' books, Lesson card,</p>

	<p>1- Ali and Abalo challenged each other to a race Teacher reads and chooses students to read too Teacher asks CCQ 1-How many persons are involved in sentence 1? 2-How many persons are involved in sentence 2? Teacher explains them the use of each other and one another. Rule: *Each other is used when only 2 persons or 2 things are involved *One another is used when more than 2 persons or 2 things are involved PRACTICE Substitution drill: Teacher gives a sample substitution drill with a cue.Complete with :each other/ one another 1-Most of the players don't like</p> <p>2-Ali and Abalo are athletes,they like..... 3-The students of Lyagbe challenged.....to a race</p>	<p>Do the work</p> <p>Make their own sentences</p>	<p>1- The athletes are greeting one another 2- Ali and Abalo challenged each other to a race 3-The players don't like one another 4-Afi and Abalo are athletes, they like each other 5- The students of Lyagbe challenged one another to a race organised by their headmaster RULE : *Each other is used when only 2 persons or 2 things are involved *One another is used when more than 2 persons or 2 things are involved.</p>	<p>Model sentences on the bb</p>
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<p>ACTIVITY3: WRITING : Unprepared dictation</p>	<p>organised by their headmaster. PRODUCTION Invites students to build sentences with each other/ one another</p> <p>Reads the passage at normal speed(3 times) Starts dictation Asks students to exchange their exercise books Copies the dictated passage on the board Asks them to underline the mistakes Congratulates and encourages students</p>	<p>Follow carefully</p> <p>Take note</p> <p>Exchange their exercise books Follow Underline the mistakes</p>	<p>WRITING : Unprepared dictation PASSAGE "Last year,just like Other previous years the headmaster organised a school competition. There was race, javelin and football. The final of the football was between form III and form IV".</p>	
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K. POST-ACTIVITIES

<p>EVALUATION <i>(2min)</i></p>	<p><i>*Asks students: - to derive nouns from: to run, to play. - To give the synonym of: opponent</i></p>	<p>Do the work</p>		
<p>REMEDIAL WORK <i>(2min)</i></p>	<p>Makes comments on recurrent mistakes</p>	<p>Take note of the comments</p>	<p><u>Homework</u> *Reorder these letters to obtain correct words: 1-e-r-a-c 2-a-a-d-e-r-y-s-r-v</p>	
<p>HOMEWORK <i>(3min)</i></p>	<p>Writes the homework on the board.</p>		<p>*Complete with each other/ one another 1- The supporters of form III and the supporters of form IV hate.....</p>	
<p>WARM DOWN <i>(3min)</i></p>	<p>Recalls the next session, strikes a song and leaves</p>	<p>-Sing</p>	<p>2- The players of form III don't like.....</p>	

SEQUENCES 2&3

LESSON NOTES

CARD N° :
SCHOOL: CEG
CLASS : Form IV
TEACHER: Mr LANGBEGUE
THEME 4: SPORTS AND GAMES

DATE
DURATION: 3x55min
SEQUENCE3
CLASS SIZE: – B – G

LESSON 10: At the Stadium

EACHING AIDS: realia, Flash cards,note books, students, teacher,

REFERENCES: Programme éducatif 3e, guide d'exécution 3e,EFSA 3e,English Monsters,Oxford Advanced Learners Dictionary, Longman,wickionnary

CAPACITIES	CONTENTS
Recognize	- words and expressions related to games and stadium: Stadium, spectators, players, opponent, goalkeeper, goal post, referee, seats, challenge, supporter, defeat, shoot - Grammatical structures to express comparative with short and long adjectives
Use	- Words and expressions related to games on stadium -orally words and grammatical structure expressing comparison between two team on stadium.
Describe	-A spectacle in a short paragraph of 4 or 5 sentences using words, expressions as well as grammatical structure studied during the lesson.

COMPETENCE 4: solve orally or thought writing a communication situation by mean of an elaborated language.

Learning situation:

Your name is Favor, a student in form IV. Martine, a smart and charming girl you appreciate in form III comes to you with an exercise. She wants you to help her write an essay that concerns the description of a football match. From the list below, choose words and expression related to games and stadium that can help you write the essay.

Words and expressions: woman, Stadium, car, spectators, river, players, plants, opponent, goalkeeper, forest, goal post, charger, referee, china battery, seats, you are blessed, challenge, supporter, wife, defeat, plan, shoot

Do the work in pair.

Teaching strategies:

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

1/3

LESSON ORGANIZATION

PRE-ACTIVITIES

STAGES/TIMING	TEACHER'S ROLE	LEARNER'S ROLE	NOTE ON THE BOARD	TEACHING MATERIALS
1-greetings (1min)	-Greet students	-Answer to the greetings		
2-roll call (3min)	-Checks the presence	-Each Ss answers to the roll call.	Date	
3-date (1min)	-Says and writes the date	-Repeat the date and take note in their books.		
4-warm up (2min)	-Gives a tune or asks a student to give a tune.	-Sing.		

MAIN ACTIVITIES

STAGES/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	TEACHING MATERIALS
<p>ACTIVITY 1: Vocabulary. The use of 3Ps (15min.)</p>	<p>I-PRESENTATION</p> <p>Presents new items to sport and games in their context using the appropriate teaching strategies.</p> <p>Stadium, (exp, Syn, picture) spectators, (exp, Syn) players, ((exp, dem) Opponent (exp, Syn)</p>	<p>Listen and repeat in rows, individually, in chorus.</p>	<p><u>Vocabulary</u></p> <p>1-Stadium (n): field, stage. a large closed area of land with rows of seats around the sides and often with no roof which is used for sports events and musical performances. eg. Thousands of football fans go into the stadium to watch the match.</p> <p>.</p> <p>2-spectators (n): viewers. a person who watches an activity, especially a sports event, without taking part. eg. During interclass our class won 4-1 in front of over 400 cheering spectators.</p> <p>.</p> <p>3-players (n): someone who takes part in a game or sport eg. Class football team has many talented players</p> <p>.</p> <p>4-opponents (n): Adversaries . a person being competed against in a sports event</p>	<p>Teacher</p> <p>Students</p> <p>Lesson card</p> <p>Note book</p>

	<p>II-PRACTICE STAGE. (drills)</p> <p>1-repetition drill</p> <p>- Makes sentences containing new expressions/ words and asks Ss to repeat.</p> <p>II- PRODUCTION</p> <p>Invites students to make their own sentences using the new vocabulary words taught</p>	<p>Listen and repeat the sentences</p>	<p>Eg. Our class team is training hard because we want to win the match against our opponents.</p> <p>eg. Our class team scored two goals last Wednesday and won the competition against our opponents.</p>	
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		Make their own sentences with the new vocabulary words taught.		
<p>ACTIVITY 2: Grammar: comparative with short and long adjectives.</p> <p>The use of the 3ps (15min)</p>	<p>I-PRESENTATION</p> <p>Presents new structure in a situational context to students</p> <p>Says and asks students to repeat sentences</p> <p>Asks verification questions</p> <p>COMPARATIVE OF EQUALITY</p> <p>1-how is lome and cotonou?</p> <p>2- Do Aicha and Séssé have the same beauty?</p>	<p>Listen to the situation</p> <p>Repeat the sentences</p> <p>Answer verification questions</p>	<p>Grammar:</p> <p>Comparative with short and long adjectives.</p> <p>- SHORT ADJECTIVES: Ex: short, tall, big, fat, thin, long, high, low, noisy, lazy, quick, fast, pretty</p> <p>- LONG ADJECTIVES: Ex: beautiful, careful, interesting, important, awful, attentive, dangerous, faithful</p> <p>I-COMPARATIVE OF EQUALITY</p> <p>1- Lomé is as big as cotonou.</p> <p>2- Aicha is so beautiful as Essé.</p> <p>Rule: so / as + adjective + as</p> <p>II-COMPARATIVE OF INFERIORITY : 1-The meeting was less long than we expected.</p>	<p>Teacher</p> <p>Students</p> <p>Blackboard</p> <p>Note book</p>

	<p>COMPARATIVE OF INFERIORITY</p> <p>1-The metting was expected to be long. T/F</p> <p>2-Growing coffee is more difficult. T/F</p> <p>II-PRACTICE STAGE.</p> <p>1-repetition drill</p> <p>-makes two or three sentences one after the other and asks Ss to repeat.</p> <p>2-gives exercise containing the new structure.</p>		<p>2-Gowing maize is less difficult than growing coffee.</p> <p>Rule: Form: less + adjective + than</p>	
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	<p>III-PRODUCTION STAGE.</p> <p>-asks students to make their own sentences using the new structure.</p>	<p>Do the work</p>		
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		Make their own sentences		
ACTIVITY 3: Speaking dialogue (10 min)	<p>-Presents the dialogue to the students</p> <p>-Practice with one of the students.</p> <p>-Asks the students to act the dialogue in pairs.</p>	<p>-Listen and repeat</p> <p>-Listen and follow the practice</p> <p>-Act the dialogue in pairs.</p>	<p>Dialogue</p> <p>Ali : Our class team is playing this afternoon against Form III. Are you going to the stadium?</p> <p>Martine: Yes, I will. The game is going to be hard.</p> <p>Ali: why do you say that?</p> <p>Martine: can't you see that Form III's team is strong as our team? They have good and hot supporters as well.</p> <p>Ali: you seem to be afraid of your opponents. Their players are less quick than ours. Don't worry. We shall win the match.</p> <p>Martine: OK we are just spectators. Let wait and see. Good luck to us.</p>	<p>Teacher</p> <p>Students</p> <p>Exercise book</p>
POST-ACTIVITIES				
EVALUATION (2min)	<p><i>Asks students questions about the sequence</i></p> <p>1-give the vocabulary words we have learnt today</p>	Answer to the questions		

	<p>2-which grammar point have we learnt? Give me different between short and long adjectives. Give and example of them.</p> <p>Makes comments on recurrent mistakes</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><u>Homework</u> Make sentences with: stadium, opponents, players, Spectators.</p>	
<p>WARM DOWN (3min)</p>				

		-Sing		
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LESSON NOTES

CARD N° :
SCHOOL: CEG
CLASS : Form IV
TEACHER: Mr LANGBEGUE
THEME 4: SPORTS AND GAMES

DATE
DURATION: 3x55min
SEQUENCE2
CLASS SIZE: – B – G

LESSON 10: At the Stadium

EACHING AIDS: realia, Flash cards,note books, students, teacher,

REFERENCES: Programme éducatif 3e, guide d'exécution 3e,EFSA 3e,English Monsters,Oxford Advanced Learners Dictionary, Longman,wickionnary

PRE-ACTIVITIES

STAGES/TIMING	TEACHER'S ROLE	LEARNER'S ROLE	NOTE ON THE BOARD	TEACHING MATERIALS
1-greetings (1min)	-Greets students	-Answer to the greetings		

2-roll call (3min)	-Checks the presence	-Each Ss answers to the roll call.	Date	
3-date (1min)	-Says and writes the date	-Repeat the date and take note in their books.		
4-warm up (2min)	-Gives a tune or asks a Ss to give a tune.	-Sing.		

MAIN ACTIVITIES

STAGES/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	TEACHING MATERIALS
ACTIVITY 1: vocabulary (15min)	I-PRESENTATION Presents new words and expressions related to sport and games. 1-goalkeeper, (dem, draw) 2-goal post, (draw, picture) 3-referee, (dem) 4-seats (draw)	-listen carefully	Vocabulary 1- goalkeeper (n)= eg. OURO-BOSSI is the goalkeeper of our class, he keeps well as Agassa Kossi. 2- goal post (n)= eg. The goalkeeper stays in the goal post to catch balls in order to prevent opponents from scoring. 3- referee (n)= a person who is in charge of a sports game	

	<p>II- PRACTICE</p> <p>Makes sentences containing new words and expressions and asks students to repeat</p> <p>III- PRODUCTION</p> <p>-invites students to make their own sentences using the new vocabulary taught</p>	<p>--repeat</p>	<p>and who makes certain that the rules are followed</p> <p>s.</p> <p>eg. The referee whistles the penalty when the opponents wounded our best plays.</p> <p>4- seats (n):</p> <p>Eg. There are many seats at sokode stadium for the spectators.</p>	
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		-make their own sentences																
<p>ACTIVITY 2: Grammar: COMPARATIVE OF SUPERIORITY : with Short Adjective (15.min)</p>	<p>I-PRESENTATION</p> <p>-Present the new structure in a situational context</p> <p>-says and asks ss to repeat the sentences</p> <p>-asks verification questions</p> <p>1-calls two students in front</p> <p>Achi (1.55m) / kourfang (1.80m)</p> <p>Asks :</p> <p>-who is short?/ who is tall?</p> <p>-Who can compare them?</p> <p>* kourfang is taller than Atchi</p> <p>* Atchi is shorter than kourfang</p> <p>Who can draw the rule ?</p>	<p>-listen to the situation</p> <p>-repeat</p> <p>-answer verification questions</p>	<p>Grammar: COMPARATIVE OF SUPERIORITY: with Short Adjective</p> <p>1-The class test was easier than we expected.</p> <p>2-Grace is fatter than Séidou</p> <p>3- Aba is shorter than Yao.</p> <p>RULE: short adjective + er + than</p> <p>NB: there are Irregular Adjectives such as good- bad- far- little- few- much /many...</p> <table border="1"> <thead> <tr> <th>Adjective</th> <th>Comparative</th> <th>Superlative</th> </tr> </thead> <tbody> <tr> <td>Good/well</td> <td>Better than</td> <td>The best</td> </tr> <tr> <td>Bad/evil/badly</td> <td>Worse than</td> <td>The worst</td> </tr> <tr> <td>Many/much/a lot of</td> <td>More than</td> <td>The most</td> </tr> <tr> <td>Far</td> <td>Farther than</td> <td>The farthest</td> </tr> </tbody> </table>	Adjective	Comparative	Superlative	Good/well	Better than	The best	Bad/evil/badly	Worse than	The worst	Many/much/a lot of	More than	The most	Far	Farther than	The farthest
Adjective	Comparative	Superlative																
Good/well	Better than	The best																
Bad/evil/badly	Worse than	The worst																
Many/much/a lot of	More than	The most																
Far	Farther than	The farthest																

<p>ACTIVITY 3: reading comprehension</p>	<p>I-PRESENTATION</p> <p>I-PRESENTATION</p> <p>-copies the questions on the board and asks ss to read the passage and provide answers to the questions</p> <p>Text.</p> <p>I am Essoreke, a student in Form IV. I am really involved and like sport. I would like to talk about sports and games. There are two types of sport activities. Indoor and outdoor. The outdoor sports includes sports that exercise the body. These sport activities are basketball, football, table tennis, tennis,. ... Games can include going outdoor or staying indoors, indoor games are chess, ludo, or board games.</p> <p>As students, it is important to be involved in sports because it enables us to be proactive in class activities. Sport</p>	<p>-Read and provide answers to the questions</p>	<p>Reading comprehension</p> <p><u>Questions</u></p> <p>Who is Essoreke? Give three outdoor sports. Essoreke hates sport. True/False Do you think sport is important? Why? The favorite sport of Essoreke is? basketball football tennis handball suggest a title to this text.</p>	
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	<p>helps in promoting a healthy mind and body coordination. It helps reduce stress and anxiety and relieves as from monotony of life as well. Games and sport improve teambuilding. My favourite sport is football. My dream is to become the best goalkeeper in the world.</p>			
POST-ACTIVITIES				
<p>EVALUATION (2min)</p>	<p>-Asks questions related to the Grammar point.</p>	<p>-answer</p>		
<p>REMEDIAL WORK (2min)</p>	<p>Makes comments on recurrent mistakes</p>	<p>Take note of the comments</p>	<p>Homework: Supply the comparative form of the adjectives or adverbs in the brackets</p> <p>1-This shirt is too small, I need a (large) one.</p> <p>2-You look (thin), have you lost weight?</p>	
<p>HOMEWORK</p>				

<p>(3min)</p> <p>WARM DOWN</p> <p>(3min)</p>	<p>Writes the homework on the board.</p> <p>Recalls the next session, strikes a song and leaves</p>	<p>-take note in their exercise book</p> <p>-Sing</p>	<p>3-I like Accra, it is (big) than Lome.</p> <p>4- I expect you to be here (early)</p>	
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SCHOOL :

TEACHER :

CLASS : Form Iv

THEME 4: Sports and games.

LESSON 10: At the stadium

LESSON ORGANIZATION

SEQUENCE: 3/3

Date:

LESSON NOTES

CARD N° :

SCHOOL: CEG

CLASS : Form IV

TEACHER: Mr LANGBEGUE

THEME 4: SPORTS AND GAMES

LESSON 10: At the Stadium

EACHING AIDS: realia, Flash cards,note books, students, teacher,

REFERENCES: Programme éducatif 3e, guide d'exécution 3e,EFSA 3e,English Monsters,Oxford Advanced Learners Dictionary, Longman,wickionnary

DATE

DURATION: 3x55min

SEQUENCE3

CLASS SIZE: – B – G

PRE-ACTIVITIES

STAGES/TIMING	TEACHER'S ROLE	LEARNER'S ROLE	NOTE ON THE BOARD	TEACHING MATERIALS
1-greetings (1min)	-Greets students	-Answer to the greetings		
2-roll call (3min)	-Checks the presence	-Each Ss answers to the roll call.	Date	

3-date (1min)	-Says and writes the date	-Repeat the date and take note in their books.		
4-warm up (2min)	-Gives a tune or asks a Ss to give a tune.	-Sing.		

MAIN ACTIVITIES

STAGES/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	TEACHING MATERIALS
ACTIVITY 1: vocabulary (15min)	I-PRESENTATION -Presents new words in context to students 1- challenge (dem) 2-supporter (cognate) 3-defeat (exp) 4-shoot (dem)	Listen and repeat in rows, individually, in chorus.	I-Vocabulary 1- challenge (n): an invitation to compete or take part, especially in a game Eg. For the football competition, our class team is going to challenge form III. 2- Supporter (n): Eg: I am the supporter of Real Madrid because I like	Teacher Students Picture Realia blackboard

	<p>II- PRACTICE</p> <p>Makes sentences containing the words taught and asks students to repeat.</p> <p>II- PRODUCTION</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>their game. I am really fan of the players.</p> <p>3- A defeat (n) = a loss</p> <p>After our defeat during the first match, our team decides to train hard for the second match against form III.</p> <p>To defeat (v)</p> <p>The football team of Lycée Aledjo defeats Lycée Bafilo during the competition.</p> <p>-students' best sentences</p> <p>4- to shoot (v)</p> <p>Eg: Adebayor shoots from the middle of the field and still managed to score.</p>	
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<p>ACTIVITY 2: Grammar: COMPARATIVE OF SUPERIORITY: with long Adjectives (15.min)</p>	<p>I-PRESENTATION</p> <p>presents the new structure in a situational context to students</p> <p>Asks comprehension questions to ss.</p> <p>1-I want somebody to underline the adjective in these sentences?</p> <p>2- Which kind of adjectives are they? Short or long?</p> <p>3-What do you remark?</p> <p>II-PRACTICE</p> <p>Copies a practical exercise on the board and invites students to do it</p>	<p>- Follow the teacher, answer comprehension questions to the teacher.</p>	<p>Grammar: the comparative of superiority with long adjectives</p> <p>1-Ghanaian films are more interesting than Togolese films.</p> <p>2-My sister is more beautiful than your wife.</p> <p>3- The bag is more expensive than the shirt.</p> <p>Rule: more + long adjective + than</p> <p>NB: Sometimes we can use the comparative without “than”.</p> <p>Eg: It is cheaper to travel by train.</p> <p>-You look more beautiful these days.</p>	

<p><i>(2min)</i></p> <p>HOMework</p> <p><i>(3min)</i></p> <p>WARM DOWN</p> <p><i>(3min)</i></p>	<p>Writes the homework on the board.</p> <p>Recalls the next session, strikes a song and leaves</p>	<p>Take note of the comments</p> <p>-copy in their exercise book</p> <p>-Sing</p>	<p>-choose 2 long adjectives from the list and makes sentences following the structure of comparative of superiority.</p>	
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LESSON NOTES

CARD N° :
SCHOOL: CS ESSO
CLASS : Form IV
TEACHER: Mr ABOGLO Kodjovi Séna
THEME 4: SPORTS AND GAMES
LESSON 11: SCHOOL COMPETITIONS

DATE
DURATION: 3x55min
SEQUENCE1
CLASS SIZE: – B – G

EACHING AIDS: realia, Flash cards,note books, students, teacher,

REFERENCES: Programme éducatif 3e, guide d'exécution 3e,EFSA 3e,English Monsters,Oxford Advanced Learners Dictionary, Longman,wickionnary

CAPACITIES	CONTENTS
Recognize	Word and expressions related to school competitions The use of “each other” and “one another”
Identify	Words related to school competitions in an oral message
Write	A text on school competitions
Exchange	Orally in pairs on the different types of school competitions

Competence: Handle situations related to oral or written communication by the means of a simple language

Learning situation: After reading a text about school competitions in class, the teacher asks you and your friend Amey to name the different competitions that exist to your classmate. Using the list of words below mention the school competitions that you've come across during the reading;List: dowry, football, music, javelin, athlete, player, running.Do the work in pairs

LESSON ORGANIZATION

PRE-ACTIVITIES

Greetings (*1min*)

<p>ACTIVITY 2: GRAMMAR</p> <p><i>(15min)</i></p>	<p>I- PRESENTATION presents the new structure in a situational context to students</p> <p>Asks comprehension questions</p> <p>1. In the first sentence, how many person do we have? What did they do?</p> <p>II- PRACTICE</p> <p>Copies a practical exercise on the board and invites students to do it</p> <p>II- PRODUCTION</p> <p>Invites students to make their own sentences using the cue</p>		<p>GRAMMAR: The use of “each other” to express reciprocal action</p> <p>1-Ama helps Isaac, Isaac helps Ama; so Ama and Isaac help each other</p> <p>2-Joyce and Kouma hate each other</p> <p>NB: we use “each other” only between two persons or two things</p> <p>Exercise</p> <p>Make sentences using each other with the following nouns and verbs</p> <p>1-Abalo(to challenge) Moussa</p> <p>2-Tom (to hate) Jerry</p> <p>3-Karim (to like) Issa</p>	
<p>ACTIVITY 3: WRITING</p> <p><i>(10min)</i></p>	<p>I-PRESENTATION</p> <p>Copies a passage on the board with some missing words and proposes a list of words to use in order to fill the blanks</p>		<p>WRITING: sentence completion</p> <p>Complete the passage with</p> <p>Games, running, players, opponents, referee</p> <p>Text:</p> <p>There are many.... During the school..... such as running,.....football or jumping in</p>	

		Follow the instructions and do the work	sacks. These games oppose many teams so they are.....At the end thewhistle	
POST-ACTIVITIES				
EVALUATION <i>(2min)</i>	Asks questions about the sequence: which grammar point have we learnt today? What is the purpose of this point? Between how many people do we use it? Makes comments on recurrent mistakes	Answer		

<p>REMEDIAL WORK <i>(2min)</i></p>	<p>Writes the homework on the board.</p>	<p>Take note of the comments</p>	<p style="text-align: center;"><u>Homework</u></p>	
<p>HOMEWORK <i>(3min)</i></p>	<p>Recalls the next session, strikes a song and leaves</p>		<p>Make one sentence with “each other” to express a reciprocal action between two persons or things</p>	
<p>WARM DOWN <i>(3min)</i></p>		<p>-Sing</p>		

LESSON NOTES

CARD N° :

SCHOOL: CS ESSO

CLASS : Form IV

TEACHER: Mr ABOGLO Kodjovi Séna

THEME 4: SPORTS AND GAMES

LESSON 11: SCHOOL COMPETITIONS

EACHING AIDS: realia, Flash cards,note books, students, teacher,

REFERENCES: Programme éducatif 3e, guide d'exécution 3e,EFSa 3e,English Monsters,Oxford Advanced Learners Dictionary, Longman,wickionnary

DATE

DURATION: 3x55min

SEQUENCE2

CLASS SIZE: – B – G

CAPACITIES	CONTENTS
Recognize	Words and expressions related to school competitions : Javelin, to fall down, to win, beaten hollow, jump over the goal post, to score
Use	Correctly « one another »
write	A paragraph about a football match

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
ACTIVITY 1: Vocabulary <i>(....min)</i>	I-PRESENTATION Present the new II- PRACTICE - Repetition drill: makes sentences containing the new words taught and asks students to repeat. II- PRODUCTION Invites Students to produce their own sentences using the studied vocabulary words	Follow and repeat Make their own sentences	<p style="text-align: center;">Vocabulary</p> <p>1- Javelin(n) = (trans) javelot Javelin throw (fr) lancer de javelot. Ms : I like watching javelin competitions.</p> <p>2- to score(v): marquer Ms: Our class score two goals during the match</p> <p>3- to win(v): (sit) (SP, PP) won # to lose Winner (n) # loser (n) Ms: during the competition, team A scores 2 goals and team B score 1 goal; so team A win the match</p> <p>4- High jump # long jump Eg: I took part in high jump competition</p> <p>5- To take part (syn) to participate, to partake. Eg: Jacqueline always takes part, to the school competitions.</p> <p>6- Swinging rope (Drawing) Eg: Children enjoy swinging rope.</p> <p>7- A Hopscotch (n) une marelle. Eg: The children are playing hopscotch.</p>	
ACTIVITY 2: Grammar <i>(....min)</i>	I-PRESENTATION presents the new structure in a situational context to students Asks comprehension questions	Answer	II-Grammar: the use of “each other and one another” Each other 1- Martin loves Dede. Dede loves Martin. They love each other 2- These two athletes challenge each other.	

REMEDIAL WORK <i>(2min)</i>	Makes comments on recurrent mistakes Writes the homework on the board.			
HOMEWORK <i>(3min)</i>	Recalls the next session, strikes a song and leaves	-Sing		
WARM DOWN <i>(3min)</i>				

LESSON NOTES

CARD N° :
SCHOOL: CS ESSO
CLASS : Form IV

TEACHER: Mr ABOGLO Kodjovi Séna
THEME 4: SPORTS AND GAMES

LESSON 11: SCHOOL COMPETITIONS

EACHING AIDS: realia, Flash cards,note books, students, teacher,

REFERENCES: Programme éducatif 3e, guide d'exécution 3e,EFSA 3e,English Monsters,Oxford Advanced Learners Dictionary, Longman,wickionnary

DATE
DURATION: 3x55min
SEQUENCE3
CLASS SIZE: – B – G

CAPACITIES	CONTENTS
Understand	An oral passage on a competition and answer the comprehension questions
sing	A song on “ a ball”

LESSON ORGANIZATION

PRE-ACTIVITIES

Greetings (1min)

Roll call/check (3min)

Date (1min)

Warm up (2min)

Revision/Homework correction (3min)

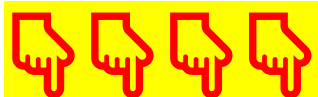
MAIN ACTIVITIES

STAGES/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	TEACHING MATERIALS
<p>ACTIVITY 1:</p> <p>Listening comprehension</p> <p><i>(....min)</i></p>	<p>Chooses a passage and asks students to read and answer some questions about it after</p>	<p>Follow carefully and answer</p>	<p style="text-align: center;"><u>LISTENING COMPREHENSION (PRE-LISTENING+POST QUESTIONS)</u></p> <p><u>Text</u></p> <p>Every year, my school organises a competition of jumping in sacks. It is a game in which participants place both of their legs inside a sack that reaches their waist and hop forward from the starting line toward a finish line. At the end every competitors are happy because it is funny</p> <p><u>Question</u></p> <p>1- Which game did the school organise every year?</p> <p>2-How is it played?</p>	

			3- At the end competitors are sad T/F?	
ACTIVITY 2: Speaking: Song (...min)	Introduces the song to students Sings it to students	-follow carefully and sing	<u>Song: Playing with a Ball</u> I catch a ball(2X) I put it here(2x) And shake and shake(2x)	
POST-ACTIVITIES				
EVALUATION (2min)	<i>Ask questions about the sequence</i> <i>Give the name of school competitions that you know</i>	answer		
REMEDIAL WORK (2min)	Makes comments on recurrent mistakes	Take note of the comments		
HOMEWORK (3min)	Writes the homework on the board.		<u>Homework</u> <i>Write a passage on a school competition to which you participated to.</i>	
WARM DOWN (3min)	Recalls the next session, strikes a song and leaves	-Sing		

LESSON 12

Ok,



LESSON NOTES

CARD N° :

SCHOOL: CS ESSO

CLASS : Form IV

TEACHER: Mr ABOGLO Kodjovi Séna

THEME 5: Traditions, beliefs and religions

LESSON 12: Traditions and celebrations

TEACHING AIDS: realia, Flash cards,note books, students, teacher,

REFERENCES: Programme éducatif 3e, guide d'exécution 3e,EFSA 3e,English Monsters,Oxford Advanced Learners Dictionary, Longman,wickionnary

DATE

DURATION: 3x55min

SEQUENCE 1

CLASS SIZE: – B – G

CAPACITIES	CONTENTS
Recognize	Words and expressions related to the traditions and celebrations: traditions, celebrations, sacrifice, belief, and oracle. The use of “ if clause type 3”
Pronounce	Correctly words and expressions related to the traditions and celebrations

	The grammatical structure: if clause type 3 Eg: If she had learned hard, she would have passed her exam
Use	Words and expressions related to traditions and celebrations and the grammatical structures to describe different traditions and celebrations

Competence 5: Process orally and in written form the communication situation by the means of a simple language

Learning situation: You are invited to take part in a debate on a radio on the topic traditions and celebrations of Africa: a good or bad thing? So, among the following list choose words and expressions related to the traditions and celebrations which help you to express your ideas on that topic.

List: football match, traditions, lion, customs, rites, culture, town, sacrifice, teacher, ceremony, internet, oracle, devil.

Do the work in Pairs.

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
ACTIVITY 1: Vocabulary (15min) use of 3PS	I-PRESENTATION -Presents the new items in contexts: Tradition,	-Listen carefully	<u>VOCABULARY</u> 1-A Tradition (N): (Def) a way of doing things or	

	<p>celebration, sacrifice, beliefs, oracle.....</p> <p>-Pronounces and uses the new items in models sentences</p> <p>E.g. In the tradition of Moba people a woman must not eat a dog's meat.</p> <p>-Asks verification questions</p> <p>E.g. Who must not eat a dog's meat?</p> <p>In which tradition a woman must not eat a dog's meat?</p> <p>II- PRACTICE</p> <p>*Repetition drills</p> <p>- Make sentences containing new words</p> <p>*Substitution drills</p> <p>-Gives sentences containing new items and cues</p> <p>II- PRODUCTION</p> <p>-Asks Ss to make sentences using new items</p>	<p>-Listen and repeat</p> <p>-Answer questions</p> <p>-Repeat</p> <p>-Complete</p> <p>-Make sentences</p>	<p>thinking which belongs to a particular group of people</p> <p>E.g. In the tradition of Moba people a woman must not eat a dog's meat.</p> <p>2-A Celebration (N): Expl: to perform a rite or a tradition (Cog) Célébration => to celebrate (V) => celebrated (Adj) => celebratedly (Adv)</p> <p>E.g. Evala is a celebration of Kabiyè people,</p> <p>3-A sacrifice (N) => to sacrifice (V) <i>Exp:</i> to offer something as a gift to God. <i>Syn = to molochize</i></p> <p>E.g. In African tradition if there is no rain, people kill animals as sacrifice to God in order to have the rain.</p> <p>4-A belief (N): => to believe (V) => believable (Adj) <i>Syn= faith, Opp# Disbelief</i></p> <p>E.g. Christians have a strong belief in life after the death.</p> <p>5-An oracle (N) <i>Cog/ Def:</i> An old person who is supposed to communicate with gods.</p> <p>E.g. The elders of the village of Telou visited the oracle in</p>	
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			<p>order to know what gods asked for sacrifice.</p> <p>E.g. A person who... with...is an oracle.</p>	
<p>ACTIVITY 2: Grammar: If clause type 3 (15min)</p>	<p>I-PRESENTATION</p> <p>-Gives the model sentences containing the new structures</p> <p>-Asks verification questions</p> <p>E.g. What would have happened if the elders had consulted the oracle?</p> <p>II- PRACTICE</p> <p>-Gives sentences and asks the students to write the correct form of the verbs</p> <p>II- PRODUCTION</p> <p>-Asks the students to make sentences with the structure</p>	<p>-Listen and repeat</p> <p>-Answer</p> <p>-Write the correct form of the verbs</p> <p>-Make sentences</p>	<p><u>GRAMMAR: If clause type3</u></p> <p><u>Model Sentences</u></p> <p>1-If the elders <u>had consulted</u> the oracle, they <u>would have known</u> the sacrifice.</p> <p>2-Afi <u>would not have been</u> sick if she <u>had respected</u> the tradition.</p> <p>The celebration <u>would have been</u> good if the rain <u>had not come</u></p> <p><u>Rule:</u> If+ past perfect+ conditional perfect</p> <p><u>PRACTICAL EXERCISES</u></p> <p>Write the correct form of the verbs</p>	

			<p>1-If you (study) hard for the exam, you (pass) it.</p> <p>2-If she (ask) me, I (help) her.</p> <p>3-I (phone) you if I (know) your number.</p>	
<p>ACTIVITY 3: Listening Comprehension <i>(10min)</i></p>	<p>-Presents the activity and gives instructions</p> <p>-Reads the passage 3 times</p> <p>-Asks questions</p>	<p>-Listen carefully</p> <p>-Listen</p> <p>-Answer</p>	<p style="text-align: center;"><u>LISTENING COMPREHENSION</u></p> <p>Text: Nigerians see it as a sign of disrespect to greet, eat, give, or take things from people with your left hand unless you are left-handed or have no right arm. It's worse when the person you extend your left hand out to is older than you. So, it is a tradition that people must not greet, eat, take or give with the left hand</p> <p>Questions:</p> <p>1-The text is talking about the Nigerian tradition. T/F?</p> <p>2-According to the text why is it not good to greet people with the left hand?</p>	TEXT

			<p>3-Choose the correct answer to complete</p> <p>4-You are not allowed to greet with the left hand unless youa) are an old person, b) have no right arm</p> <p>Is it good to eat with the left hand? Why? Or why not? Justify your answer</p>	
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POST-ACTIVITIES

<p>EVALUATION <i>(2min)</i></p>	<p>-Asks Ss the questions E.g. Which words did we learn today? What are the tenses of If clause type 3?</p>	<p>-Answer -Take note of the comments</p>	<p style="text-align: center;"><u>Homework</u></p> <p><i>Content of the homework</i></p> <p>Write the correct form of the verbs</p> <p>1-If you (speak) English, she (understand)</p> <p>2-We (see) Joe if we (go) to the cinema</p>	
<p>REMEDIAL WORK <i>(2min)</i></p>	<p>-Makes comments on recurrent mistakes -Writes the homework on the board.</p>	<p>-Take note</p>		
<p>HOMEWORK <i>(3min)</i></p>	<p>Recalls the next session, strikes a song and leaves</p>	<p>-Sing</p>		

WARM DOWN <i>(3min)</i>				
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LESSON NOTES

CARD N° :

DATE

SCHOOL: CEG

DURATION: 3x55min

CLASS : Form IV

SEQUENCE2

TEACHER: Mr LANGBEGUE

CLASS SIZE: – B – G

THEME 5: Traditions, beliefs and religions

LESSON 12: Traditions and celebrations

TEACHING AIDS: realia, Flash cards,note books, students, teacher,

REFERENCES: Programme éducatif 3e, guide d'exécution 3e,EFSA 3e,English Monsters,Oxford Advanced Learners Dictionary, Longman,wickionnary

CAPA	CONTENTS
Recognise	-Words and expressions related to the traditions and celebrations : ceremony, priest, devil, custom, libation -The omission of ‘‘IF’’ in IF clause type3 sentences
Use	-Words and expressions related to the traditions and celebrations -The grammatical structure : The omission of ‘‘IF’’ in If clause type 3
Exchange	Exchange ideas and opinions on traditions and celebrations

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	NOTES ON BOARD	TEACHING MATERIALS
ACTIVITY 1: Vocabulary (15min) The use of 3Ps	I-PRESENTATION -Presents the new items in context (ceremony, priest, devil, custom, libation) -Pronounces and uses the new items in model sentences -Asks verification questions II- PRACTICE * Repetition drills -Makes sentences containing new words * Substitution drills -Gives sentences containing new items and cues II- PRODUCTION	-Listen carefully -Listen and repeat -Answer -Repeat -Complete	<u>VOCABULARY</u> 1-A ceremony (N) Cog /Def : A religious or cultural rite performed on a special occasion E.g. Last Friday Kokou went to his village for a ceremony. 2-A priest (N) Def : A religious person who performs sacrifices E.g. The priest of my village performs sacrifices for people. 3-A devil (N) Exp : A bad spirit E.g. When Koffi was possessed by a devil, the priest made a sacrifice for him. 4-Custom (N) Def : an accepted way of doing things in a society E.g. According to Kabyè custom, every girl must go through Akpema ceremony. 5-Libation (N) Dem /Def : The act of pouring wine on the ground as sacrifice. => to libate (V) E.g. Last Sunday my father bought palm wine to do the libation	

	-Asks Ss to make sentences using new items	-Make sentences		
ACTIVITY 2: <u>Grammar :</u> The omission of IF in if clause type3 (15min)	I-PRESENTATION -Gives the model sentences containing the new structures II- PRACTICE -Gives sentences and asks the students to do the omission of IF II- PRODUCTION -Asks the Ss to make sentences with the structure	-Listen and repeat -Do the omission -Make sentences	<u>GRAMMAR : Omission of IF in if clause type3</u> <u>Model sentences</u> 1-If Afi had learnt hard, she would have succeeded . => Had Afi learnt hard,she would have succeeded. 2-If we had gone to the cinema,we would have seen Joe. => Had we gone to the cinema, we would have seen Joe. <u>RULE :</u> Omission of IF= Inversion of the subject (Had+subject+PP verb) <u>PRACTICAL EXERCISES</u> Do the omission of IF in the following sentences 1-If they had arrived early,they would not have missed the train. 2-If you had called him, he would have come.	
ACTIVITY 3: writing : guided writing (10min)	PRESENTATION -Presents the activity and gives instructions PRACTICE -Asks Ss to write a meaningful paragraph basing themselves on these questions	-Listen carefully -Write a paragraph	WRITING : in a paragraph, describe a ceremony you have attended. The following questions are going to help you. Which ceremony did you take part in ? Where and when was it performed ? On which occasion was it performed ? Who performed it ? How was it performed ? How did you feel during and after this ceremony ?	Questions

	<p>PRODUCTION</p> <p>-Asks Ss to read their works</p> <p>-Write the best one on the BB</p>	<p>-Read their work</p> <p>-Take note</p>		
POST-ACTIVITIES				
<p>EVALUATION <i>(2min)</i></p>	<p>-Asks Ss to make sentences with IF clause type3 and omit IF in each sentence</p>	<p>-Build sentences</p>	<p><u>Homework</u></p> <p>Look for the meaning in french of the following words : a shrine, a temple, a fetish</p>	
<p>REMEDIAL WORK <i>(2min)</i></p>	<p>-Makes comments on recurrent mistakes</p>	<p>-Take note of the comments</p>		
<p>HOMEWORK <i>(3min)</i></p>	<p>-Writes the homework on the board.</p>	<p>-Take note</p>		
<p>WARM DOWN <i>(3min)</i></p>	<p>-Recalls the next session, strikes a song and leaves</p>	<p>-Sing</p>		

LESSON NOTES

CARD N° :
SCHOOL: CEG
CLASS : Form IV

DATE
DURATION: 3x55min
SEQUENCE3

TEACHER: Mr LANGBEGUE

CLASS SIZE: – B – G

THEME 5: Traditions, beliefs and religions

LESSON 12: Traditions and celebrations

TEACHING AIDS: realia, Flash cards,note books, students, teacher,

REFERENCES: Programme éducatif 3e, guide d'exécution 3e,EFSa 3e,English Monsters,Oxford Advanced Learners Dictionary, Longman,wickionnary

LESSON NOTES

CAPACITIES	CONTENTS
Recognise	-Words and expressions related to the traditions and celebrations : ghost, deity, witch, wizard, procession, rejoicing -The near future : E.g. It is going to to rain
Use	-Words and expressions related to the traditions and celebrations : ghost, deity, witch, wizard, procession, rejoicing -The near future : E.g. It is going to to rain
Read	-A passage related to traditions and celebrations and answer questions or make comments

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	NOTES ON BOARD	TEACHING MATERIALS
ACTIVITY 1: Vocabulary : Using 3Ps	I-PRESENTATION -Presents new items in context (ghost, deity,	-Listen	VOCABULARY 1-A ghost (N) : Exp : The spirit of a dead person which	

<p>(15min)</p>	<p>witch, wizard, procession, rejoicing)</p> <p>-Asks verification questions</p> <p>II- PRACTICE</p> <p>Repetition drills</p> <p>-Reads the sentences containing the new items</p> <p>Substitution drills</p> <p>-Gives sentences containing new items and cues</p> <p>II- PRODUCTION</p> <p>-Asks students to make sentences using the new items</p>	<p>-Answer</p> <p>-Repeat</p> <p>-Complete</p> <p>-Make sentences</p>	<p>is supposed to appear again after the death</p> <p>E.g. Ayene couldn't sleep yesterday because he saw the ghost of his brother</p> <p>2-A deity (N) : syn =godess E.g. The Egyptians used to adore many deities</p> <p>3-A witch (N) : Def : a woman who kills people with a super natural power Syn = a sorceress Opp# a wizard = a sorcerer E.g. Odewale has killed her child, she is a witch.</p> <p>4-A procession (N) : Expl : A groupe of people moving together E.g. When it is 12 O'clock, the students go home in procession</p> <p>5-Rejoicing (N) :=> to rejoice (V) : expression or celebration of joy or happiness</p> <p>E.g. During the rejoicing of the new yam people kill goats.</p>	
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<p>ACTIVITY 2: Grammar : The use of near future</p>	<p>I-PRESENTATION</p> <ul style="list-style-type: none"> -Presents the new structure and gives model sentences -Asks verification questions <p>II- PRACTICE</p> <ul style="list-style-type: none"> -Asks Ss to turn the sentences into near future <p>II- PRODUCTION</p> <ul style="list-style-type: none"> -Asks Ss to make sentences with the new structure 	<ul style="list-style-type: none"> -Listen and repeat -Answer -Put the sentences into NF -Make sentences 	<p>GRAMMAR : The Near Future</p> <p>Model Sentences</p> <p>1-It will rain this afternoon =>It is going to rain this afternoon.</p> <p>2-We will have a class test tomorrow. =>We are going to have a class test tomorrow.</p> <p>3-The teacher will travel to Lomé. =>The teacher is going to travel to Lomé.</p> <p>RULE : is/are + going + infinitive</p> <p>PRACTICE</p> <p>Write the following sentences into the near future</p> <p>1-The children will sleep with their mothers.</p> <p>2-Afi will buy tomatoes in the market.</p> <p>3-I will call the police.</p>	
<p>ACTIVITY 3: SILENT READING PLUS POST QUESTIONS</p>	<ul style="list-style-type: none"> -Presents the activity -Asks Ss to read the text silently -Puts questions <p>QUESTIONS</p>	<ul style="list-style-type: none"> -Listen carefully -Read silently -Answer questions 	<p>READING COMPREHENSION</p> <p>Text :</p> <p>After Koffi had recovered from a long illness, his parents were asked to provide one goat, one sheep, two cocks, two bottles of beer and five thousand francs. The</p>	

	<p>1-Choose the corresponding title for the text</p> <p>a-Pacification ceremony, b-Purification ceremony, c-Consultation ceremony</p> <p>2-Koffi had been sick.T / F ?</p> <p>3-What did the priest ask Koffi's parent to provide ?</p> <p>4-Who are responsible for Koffi's illness ?</p> <p>5-At which moment of the day did the ceremony start ?</p> <p>6-Do you believe in the power of witches ? Why/Why not ?</p>		<p>cocks had to be a black cock and a white cock because his illness has been caused by the black and white wizards so they have to be pacified.</p> <p>The ceremony started at dawn on Friday. The priest killed the animals and cooked a large meal himself and everybody ate. After this, some herb was put in water and sprinkled on him. The rest of the medicine was to be drunk on the following day. This was a purification ceremony.</p>	
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POST-ACTIVITIES

<p>EVALUATION <i>(2min)</i></p>	<p>-Asks questions about the lesson of the day</p>	<p>-Answer</p>		
<p>REMEDIAL WORK <i>(2min)</i></p>	<p>-Makes comments on recurrent mistakes</p>	<p>-Take note of the comments</p>	<p align="center"><u>Homework</u></p> <p>1-Find the synonyms of Wizard=</p>	

HOMEWORK <i>(3min)</i>	-Writes the homework on the board.	-Take notes	Goddess=..... Find the antonyms of	
WARM DOWN <i>(3min)</i>	-Recalls the next session, strikes a song and leaves	-Sing	Disbelief#.....	

LESSON 13

CARD N°:

SCHOOL:

TEACHER:

CLASS: form four (3è)

THEME 6: Gender-Equity

LESSON 15: Gender-Equity education

TEACHING AIDS: notebooks, students, teacher

REFERENCES : Manuel de l'élève 3è, Programme éducatif 3è, Guide d'exécution 3è, Longman Dictionary.

LESSON NOTES

DURATION: 3 x 55min

DATE:

NUMBER OF STUDENTS: ___ B ___ G ,

SEQUENCE: 1

CAPACITIES	CONTENTS
Recognize	-Words and expressions related to gender equity: Gender, gender gap, equity, equitable, fairness, gender , differences, gender roles, coequal, equipoise, fair practice, -grammar structure: the use of active and passive voice
Pronounce	-words and expressions related to gender equity education and grammar structures
Comprehend	Comprehension of gender equity education through a text
Write	Write a paragraph about gender equity

Competence 6: Handle situations of communication related to the comprehension of a written text using simple language

Learning situation:

You are koffi and your cousin Adjo in form 4. The English Teacher wants to teach you words and expressions related to gender-equity and share roles to boys and girls according to their sexes.

From the following list, choose the words and expressions related to gender-equity education.

List: gender, equity, church, gender differences, market; gender roles, shop.

Do the work in pairs

Teaching strategies:

Individual work, pair work, group work, the use of 3ps

LESSON ORGANISATION

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

-Greetings (1')	-greet students	-Answer	Date	Teacher Students Chalk Text book
-Roll call (2')	-Checks presence	-Answer		
-Date (1')	-Asks the date	-Tell and write the date		
-Warm up (2')	-Strikes a song	-Sing		
-Review (3')	-revises the previous lesson	-revision		

MAIN ACTIVITIES

<u>ACTIVITY 1:</u> <u>VOCABULARY</u> <i>(15.min)</i>	<u>I-PRESENTATION</u> -presents new words in context using the appropriate teaching strategies <u>II- PRACTICE</u> -Repetition drill: Makes sentences containing the new words and asks SS to repeat. - Substitution drill:	-repeat individually, in rows, in chorus repeat -repeat -listen and repeat sentences	<u>VOCABULARY</u> 1- Gender(n)- (expl): sex category such as male or female. Eg: Koffi is a male <u>gender</u> and Adjo is a female <u>gender</u> 2-equity (n)= equality, fairness, justice Eg: Boys and girls have the same right, this is <u>equity</u> 3- gender role: (n),(definition): a set of	
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	<p>-makes sample sentences and gives cues</p> <p><u>II- PRODUCTION</u> -invites Ss to make their own sentences</p>	<p>-listen to the sample of substitution drill</p> <p>-Make their own sentences</p>	<p>expected behaviours and attitudes associated with a specific gender Eg: giving birth and cooking are female <u>gender role</u>, paying dowry and leading family are male <u>gender role</u>.</p> <p>4-gender differences (antonym) ≠ gender equity Eg: <u>gender differences</u> is not good for the society</p>	
<p>ACTIVITY 2: Grammar: active and passive voice (15 min)</p>	<p><u>I-PRESENTATION</u> --introduces orally the new grammar point - asks Ss to repeat - asks verification questions: -Where is the subject? -Where is the object? -How does the verb change in the passive voice? -How do we use passive voice? -Who can give the rule?</p>	<p>-listen carefully</p> <p>- repeat</p> <p>- repeat</p>	<p><u>Grammar: active and passive voice</u></p> <p>1- <u>Simple present</u></p> <p>Eg AV: koffi plays football PV--football is played by koffi Eg AV: the cat catches mice PV--Mice are caught by the cat. <u>RULE:ob + am/ is/are +pp+by+sub</u></p> <p>2-PRESENT PROGRESSIVE Eg AV: koffi is playing football</p>	

	<p><u>II- PRACTICE</u> -Repetition drill -Makes sentences using the new grammar point</p> <p><u>II- PRODUCTION</u> -asks students to make their own sentences.</p>	<p>-turn the sentences;</p> <p>- Make their own sentences</p>	<p>PV: football is being played by koffi Eg AV: the cat is catching mice. PV: mice are being caught by the cat. <u>RULE: ob+ am/ is/are+being+pp+by+sub.</u> 3-PRESENT PERFECT Eg AV:koffi has played football. PV:football has been played by koffi. AV: the cat has caught mice. PV: mice have been caught by the cat. <u>RULE: ob + has/have + been + pp + by + sub.</u> <u>exercise</u></p> <p>Turn these sentences into passive or active voice. 1 –Students learn their lessons. 2-They have been beaten by the Headmaster 3-he is eating rice.</p> <p>Students’ best sentences.</p>	
<p>ACTIVITY 3: pronunciation <i>(8 min)</i></p>	<p>-Pronounces the words (gender , equity)</p>	<p>-Listen carefully</p> <p>-repeat</p>	<p>III/ PRONUNCIATION</p> <p>1- Gender /'...../ 2- Equity /...../</p>	

	-Asks student to repeat individually, in rows			
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POST-ACTIVITIES

EVALUATION <i>(2min)</i>	-asks some verification questions to Ss about the course	-answer the questions		
REMEDIAL WORK <i>(2min)</i>	Makes comments on recurrent mistakes	Take note of the comments		
HOMEWORK <i>(3min)</i>	Writes the homework on the board.		<u>Homework</u> Turn these sentences into passive or active voice. 1 –Students learn their lessons. 2-They have been beaten by the Headmaster 3-he is eating rice.	
WARM DOWN <i>(3min)</i>	Recalls the next session, strikes a song and leaves	-Sing		

LESSON NOTES

CARD N°:

SCHOOL:

TEACHER:

CLASS: form four (3è)

THEME 6: Gender-Equity

LESSON 15: Gender-Equity education

TEACHING AIDS: notebooks, students, teacher

REFERENCES: Manuel de l'élève 3è, Programme éducatif 3è, Guide d'exécution 3è, Longman Dictionary

DATE:

DURATION: 55'

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

SEQUENCE: 2

CAPACITIES	CONTENTS
Recognize	- Words and expressions related to gender equity: Gender, gender gap, equity, equitable, fairness, gender , differences, gender roles, coequal, equipoise, fair practice, -grammar structure: the use of active and passive voice

Pronounce	-words and expressions related to gender equity education and grammar structures
Comprehend	Comprehension of gender equity education through a text
Write	Write a paragraph about gender equity

Competence 6: Handle situations of communication related to the comprehension of a written text using simple language.

Learning situation:

You are koffi and your cousin Adjo in form 4. The English Teacher wants to teach you words and expressions related to gender-equity and share roles to boys and girls according to their sexes.

From the following list, choose the words and expressions related to gender-equity education.

List: gender, equity, church, gender differences, market; gender roles, shop.

Do the work in pairs

Teaching strategies:

Individual work, pair work, group work, 3Ps

LESSON ORGANISATION

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

-Greetings (1') -Roll checks (2') -Date (1')	-greet students -Checks presence -Asks the date	-Answer -Answer -Tell and write the date	Date	Teacher Students Chalk Text book
-Warm up (2') -Review (3')	-Strikes a song -revises the previous lesson	-Sing -revision		

MAIN ACTIVITIES

ACTIVITY 1: Vocabulary Use of 3Ps <i>(15 min)</i>	<p><u>I-PRESENTATION</u> -presents new words in context using the appropriate teaching strategies</p> <p><u>II- PRACTICE</u> -Repetition drill: Makes sentences containing the new words and asks SS to repeat. - Substitution drill: -makes sample sentences and gives cues</p>	<p>-repeat individually, in rows, in chorus</p> <p>-repeat</p> <p>-repeat -listen and repeat sentences -listen to the sample of substitution drill</p>	<p align="center"><u>Vocabulary</u></p> <p>1- gender gap (n) : (expl) Eg :Men are more numerous in civil service than women , this is <u>gender gap</u></p> <p>2- co-equal (adj) , (definition) : equal to each other in size, rank or position. Eg : Boys and girls are <u>co-equal</u> in school.</p> <p>3-equipoise (n) , (demonstration) : Eg : we have the same number of men and women in civil service.</p> <p>4- Fairness (n), (deriv) =fair (adj). Eg : There is a <u>fairness</u> in treating boys and girls before the law.</p> <p>5- fair practice(expl) :</p>	Board Teacher student
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	<p><u>II- PRODUCTION</u> -invites Ss to make their own sentences</p>	-Make their own sentences	<p>Eg : when boys and girls are given the same tasks , it is <u>fair practice</u></p> <p>SS' best sentences</p>	
<p>ACTIVITY 2: <u>Grammar : the use of active and passive voice</u> (15 min)</p>	<p><u>I-PRESENTATION</u> --introduces orally the new grammar point - asks Ss to repeat -asks verification questions : - Where is the subject? -Where is the object? - How does the verb change in passive voice? -Who can give the rule?</p>	<p>-listen carefully</p> <p>- repeat</p> <p>-answer</p> <p>-answer</p> <p>-answer</p> <p>-answer</p>	<p><u>Grammar: the use of active and passive voice. (Past tenses)</u> <u>A-Simple past.</u> 1- AV: Koffi played football. PV: football was played by Koffi. 2- The cat caught mice. PV: mice were caught by the cat. <u>RULE:</u> ob + was/were + pp + by + sub. <u>B- Past continue</u> 1- AV: Koffi was playing football. PV: Football was being played by koffi. 2- AV: The cat was catching mice. PV: Mice were being caught by the cat. <u>RULE:</u> Ob + was/were + being + pp + by + sub <u>C- Past perfect.</u></p>	<p>chalk Board Teacher student</p>

	<p><u>II- PRACTICE</u> -Repetition drill -Makes sentences using the new grammar point</p> <p>-writes exercise on the board. - asks students to do the exercise</p> <p><u>II- PRODUCTION</u> -asks student to make their own sentences.</p>	<p>- repeat</p> <p>- Follow</p> <p>- Do the exercise</p> <p>- Make their own sentences</p>	<p>1-AV: Koffi had played football. PV: Football had been played by koffi. 2- AV: The cat had caught mice. PV: Mice had been caught by the cat. <u>RULE:</u> ob + had + been + pp + by + sub.</p> <p><u>exercise</u> Turn these sentences into passive or active voice. 1 –Students learnt their lessons. 2-They had been beaten by the Headmaster 3-he was eating rice.</p> <p>Students’ best sentences.</p>	
<p>ACTIVITY 3: <u>Reading aloud</u> (10 min)</p>	<p>-The teacher presents the text and gives instruction</p>	<p>-Follow the instructions.</p>	<p><u>Reading aloud</u> Text: Gender equity. Gender equity is an important thing for the development of a country.</p>	<p>Text</p>

	<p>- Reads the text aloud</p> <p>- asks SS to repeat after him.</p> <p>-chooses some students (4) to read the passage aloud alternatively to pronounce words well.</p> <p>-Gives the floor to students to read the passage carefully. (individually)</p>	<p>-Listen careful</p> <p>- repeat</p> <p>- Read and others listen</p> <p>- Make remarks</p> <p>- Read</p>	<p>Gender is a sex category such as ‘‘ male ‘’ or ‘‘female’’. Boys and girls have the same right to go to the same school without taking into account their social position. There must be a fairness in treating men and women in civil services. To avoid gender gap, the government should employ the same number of men and women because both are co-equal in the front of the law.</p>	
POST-ACTIVITIES				

EVALUATION <i>(2min)</i>	-asks some verification questions to Ss about the course	-Answer the questions		
REMEDIAL WORK <i>(2min)</i>	Makes comments on recurrent mistakes	-Take note of the comments	<p style="text-align: center;"><u>Homework</u></p> <p>Turn these sentences into passive or active voice.</p> <p>1 –Students learnt their lessons.</p> <p>2-They had been beaten by the Headmaster</p> <p>3-he was eating rice</p>	
HOMEWORK <i>(3min)</i>	Writes the homework on the board.	-copy the homework		
WARM DOWN <i>(3min)</i>	Recalls the next session, strikes a song and leaves	-Sing		

LESSON NOTES

CARD N°:

SCHOOL:

TEACHER:

CLASS: form four (3è)

THEME 6: Gender-Equity

LESSON 15: Gender-Equity education

TEACHING AIDS: notebooks, students, teacher

REFERENCES: Manuel de l'élève 3è, Programme éducatif 3è, Guide d'exécution 3è, Longman Dictionary

DATE:

DURATION: 55'

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

SEQUENCE: 3

CAPACITIES	CONTENTS
Recognize	<p>- Words and expressions related to gender equity: Gender, gender gap, equity, equitable, fairness, gender , differences, gender roles, coequal, equipoise, fair practice,</p> <p>-grammar structure: the use of active and passive voice</p>
Pronounce	-words and expressions related to gender equity education and grammar structures

Comprehend	Comprehension of gender equity education through a text
Write	Write a paragraph about gender equity

Competence 6: Handle situations of communication related to the comprehension of a written text using simple language

Learning situation:

You are koffi and your cousin Adjo in form 4. The English Teacher wants to teach you words and expressions related to gender-equity and share roles to boys and girls according to their sexes.

From the following list, choose the words and expressions related to gender-equity education.

List: gender, equity, church, gender differences, market; gender roles, shop.

Do the work in pairs

Teaching strategies:

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

LESSON ORGANISATION

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

-Greetings (1')	-greet students	-Answer	Date	Teacher Students Chalk Text book
-Roll checks (2')	-Checks presence	-Answer		
-Date (1')	-Asks the date	-Tell and write the date		
-Warm up (2')	-Strikes a song	- sing		
-Review (3')	-revises the previous lesson	-revision		

MAIN ACTIVITIES

<p>ACTIVITY 1: GRAMMAR: the use of simultaneous actions. (the use of 3ps) (15 min)</p>	<p><u>I- PRESENTATION</u> --introduces orally the new grammar point -asks verification questions : -underline the verb in these sentences. -in which tense are the verbs? -how do you use these verbs with "when"? -how do you use these verbs with " while"?</p> <p><u>II- PRACTICE</u> - Repetition drill : - makes model sentences and asks student to repeat - Substitution drill : - writes the exercise on the board</p>	<p>- listen carefully</p> <p>- answer</p> <p>-answer</p> <p>-answer</p> <p>-answer</p> <p>- repeat</p>	<p><u>GRAMMAR</u> : the use of simultaneous actions in the past with "while" and "when"</p> <p>1- The teacher was teaching when the headmaster entered the classroom. - The headmaster entered the classroom when the teacher was teaching.</p> <p>2- While Koffi was talking, my father called him</p> <p><u>Exercise:</u> Use the correct form of the verbs in brackets. 1- When he (go) out, mum entered the house. 2-While I was doing my homework, koffi (play) football.</p>	
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	<p><u>II- PRODUCTION</u> Asks students to make their own sentences</p>	<p>- make their own sentences.</p>	<p>3- The sun was shining when we (go) out. 4- While my friend (learn) his lesson, I watched TV.</p> <p>Ss' best sentences</p>	
<p>ACTIVITY 2: <u>Reading comprehension</u> (the use of 3ps) <i>(15 min)</i></p>	<p>-The teacher presents the text and gives instructions</p> <p>-Gives the floor to students to read the passage carefully. (individually)</p> <p>- asks post questions</p> <p>-writes the questions on the BB and designates students to answer</p>	<p>-listen carefully</p> <p>- read the passage</p> <p>- answer to questions</p>	<p><u>Reading comprehension plus post questions</u></p> <p><u>Questions :</u></p> <p>1- What is recognized as one of the most effective means of development for communities and societies?</p> <p>2- By educating girls, society can reduce child mortality and increase economic growth. True / false?</p> <p>3- Complete this sentence : Nevertheless, gender discrimination in education is</p> <p>4- Are there any reason to gender roles?</p> <p>5- Is it good sending girls to school?</p> <p><u>Answer</u></p>	

			<p>1- Girls education. 2- True. 3- Is still relatively high. 4- Yes, there are. 5- It is very good sending girls to school : - An educated girl/woman can help the society. -Reduce child mortality. - Improve nutrition and health. - Increase economic growth.</p>	
<p>ACTIVITY 3: <u>Writing</u> <u>Problem solving</u> <i>(10 min)</i></p>	<p>- writes the topic on the board. - reads and gives instruction</p>	<p>-copy the topic - follow the instructions - do the work</p>	<p><u>Writing</u> : problem solving During the lesson with your teacher on “ gender- equity education” in form 4, the teacher insists several times on how traditional ideas about gender roles affect the education of girls. Use the elements you learnt from the lesson to sensitize your parents and sisters in your village. In about 15 lines, write your sensitization.</p>	
POST-ACTIVITIES				
<p>EVALUATION <i>(2min)</i></p>	<p>Asks questions about the lesson.</p>	<p>- answer</p> <p>Take note of the comments</p>		

REMEDIAL WORK <i>(2min)</i>	Makes comments on recurrent mistakes			
HOMEWORK <i>(3min)</i>	Writes the homework on the board.	- copy the homework	<u>Homework</u> Use the correct form of the verbs in brackets. 1- When he (go) out, mum entered the house. 2- While i was doing my homework, koffi (play) football. 3- The sun was shining when we (go) out. 4- While my friend (learn) his lesson , i watched TV	
WARM DOWN <i>(3min)</i>	Recalls the next session, strikes a song and leaves	-Sing		

Text: Gender –Equity education.

It is widely recognized that girls’ education is one of the most effective means of development for communities and societies as a whole. Today’s girls are tomorrow’s wives, mothers, caregivers, entrepreneurs and leaders. By educating girls, society can reduce child mortality, improve nutrition and health, and increase economic growth. Nevertheless, gender discrimination in education is still relatively high. This is especially true (truth) of sub-saharan where twice as many girls as boys receive no education. There are many reasons, including poverty, the school environment and cultural attitudes to gender roles.

LESSON 16

SEQUENCES 1&2

LESSON CARD

Card n°:

date:

School:

class size: B....G

Teacher:

duration: 55'

Class: Form IV

Theme 6: Gender-equity

Lesson 16: Women's leadership

Sequence: 3

Teaching aids: Realia, teacher and students

References: EFSA-SB, programme éducatif 3em, guide execution 3em, Oxford Advanced Learners Dictionary

CAPACITIES	CONTENT
Recognize	Words and expressions related to women's leadership: leadership, thrust, self-confidence, competence, decision-making, courage, force, self-discovery, tenacity, independence inspiration, to challenge GRAMMAR: The use of - "No longer/any longer" -Whenever, wherever, whatever, whoever

understand	Simple text related to woman capacities in nation construction by answer to different questions
Write	Paragraph to show women's capacity in business management in the society

Competence 6: deal with the situations of communication related to the comprehension of a written text using simple language.

Learning situation:

You are a student at CEG Avepozo, your teacher wanted to teach the lesson on “Women ‘s leadership”, so he asked you to give words and expressions which show women position in the society. From the list below choose the words and expressions related to women leadership

List: leadership, tenancy, fear, decision- making, foolishness, courage, laziness, competence, prostitution

Do the work in pairs.

Teaching strategies:

individual work, pair work, 3ps.

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	Check's presence	-Answer		Students
-Date	-Asks the date	-Tell and write the date		Chalk
-Review	-revises the previous lesson	-revision		Textbook
-Warm up	-Strikes a song	-Sing		

<p><u>Activity 2</u></p> <p>II-Grammar: the use of "whatever/whoever" (3Ps)</p>	<p><u>1-Presentation stage</u></p> <p>-introduces orally the new grammar point</p> <p>- asks Ss to repeat</p> <p>"Whatever you say, he won't agree you "</p> <p><u>2-Practice stage</u></p> <p>-Repetition drill</p> <p>-Makes sentences using the new grammar point</p> <p><u>3-Production stage</u></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>-listen carefully and repeat</p> <p>-listen and repeat</p> <p>-make their own sentences using the words provided</p>	<p>II-Grammar: the use of "whatever/whoever"</p> <p>-Whatever you say, he won't agree.</p> <p>-Whoever you are, you must come on time</p> <p>----- I do, he 'll go</p> <p>-----she eats, she won't be satisfied</p> <p>----- he is, he must do the work</p> <p>----- we are, we should learn hard</p>	
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<u>Activity 3</u> I-Writing	-writes the topic on the board. -reads the topic to students -gives them clear instructions	-follow the instructions and do the work in pairs	A conference held by a specialist at CEG Avepozo on “Women leadership” your teacher asked you to write on 12 lines to show to the opinion that women can do more than men in the society	

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	<u>Homework</u>	
-Warm down	-warms the Ss down: strikes a song	- sing	1-make three sentences using, tenacity, independence, to challenge, inspiration - complete the following sentences with "whatever or whoever how " 2-...play the game, they can't win 3-.... he says I won't believe him	

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LESSON NOTES

CARD N°:

SCHOOL:

TEACHER:

CLASS: 3^{ème}

THEME 6: Gender-equality

LESSON 17: Bridging the gender gap

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

REFERENCES: Manuel de l'élève 3^e, Programme éducatif 3^e, Guide d'exécution 3^e, Oxford Advanced Learners' Dictionary

DURATION: 55min

DATE:

NUMBER OF STUDENTS: ___B ___G

SEQUENCE : 1/3

CAPACITIES	CONTENTS
Recognize	✓ Words and expressions related to gender: close, gender gap, equality, fairness, differences and use them well.
Use	✓ the passive voice: He is said to be.....
Exchange	✓ orally information on bridging the gender gap

Competence:

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

Learning situation:

Support: The teacher and the students are in the classroom. The teacher writes some roles on the board.

Task: Discussion

Roles: Cultivate a land - be strong – be weak – provide food – give birth – take care of a sick person – bear breasts – bear beard – be good cook – be authoritative.

Instruction: Classify the above roles according to the man and the woman in the society.

Teaching strategies:

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

LESSON ORGANIZATION

L. PRE-ACTIVITIES

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

M. MAIN ACTIVITIES

STAGES/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	TEACHING MATERIALS
ACTIVITY 1: VOCABULARY <i>(15min)</i>	I-PRESENTATION Uses the techniques of three Ps to teach the words II- PRACTICE: Repetition drills II- PRODUCTION asks Ss. to make their own sentences	repeats the words and sentences individually and then in group. make their own sentences.	PRESENTATION CONTEXT: Oral Sex: it is the morphology that identifies a person as male or female. Gender: it is the role the society attributes to the men or the women according to their characteristics and abilities. 1/ Close = shut, e.g. I always close my door before going out.. 2/ Gender gap: it is the difference the society has created between a man and a woman e.g. In Africa men are supposed to be	students new manual and program

			<p>authoritative and women submissive: it's gender gap.</p> <p>3/ Fairness (N): it's the fact that men and women are given the same opportunities to reach the same level e.g Ali and Awa have the same diplomas, they are all soldiers and they get the same salary : it's fairness.</p> <p>4/ Equality ≠ inequality e.g. There is equality between boys and girls in modern societies.</p> <p>5/ Differences (N): e.g. ADESCO always fight against differences between boys and girls.</p>	
<p>ACTIVITY 2: GRAMMAR <i>(12min): The use of passive voice: He is said to be...</i></p>	<p>I-PRESENTATION Gives an active sentence, reads it and asks comprehension questions.</p> <p>II- PRACTICE 1-Repetition drill Makes two other active sentences, turn them into passive and asks students to repeat.</p> <p>III- PRODUCTION Asks students to make their own sentences and turn them into passive</p>	<p>Students repeat and answer questions</p> <p>Students listen to the teacher and try to turn them into passive</p>	<p>TITLE OF ACTIVITY The use of passive voice: He is said to be..... AV: People say he is womanizer. PV: He is said to be a womanizer. AV: people say John is rich. PV: John is said to be rich.</p>	Lesson card

<p>ACTIVITY 3: SPEAKING: Class discussion</p> <p><i>(10min)</i></p>	<p>Puts students in groups and put the topic on the board.</p> <p>Goes round to facilitate and make sure every student is involved in the discussion.</p>	<p>Students read the topic.</p> <p>Students produce ideas / arguments for or against.</p>	<p>TITLE OF ACTIVITY Discussion: Do you think a man and a woman can do the same job and get the same salary?</p> <p>Key ideas of the discussion: Arguments for:</p> <ul style="list-style-type: none"> - a woman is as intelligent as a man - a woman and a man have the same opportunities - a woman can contribute financially as well as a man to the needs of the family. <p>Arguments against:</p> <ul style="list-style-type: none"> - a woman is not as strong as a man - a woman has to stay at home and take care of her husband and children - a woman must not have a paid job 	<p>Lesson card</p>
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N. POST-ACTIVITIES

<p>EVALUATION <i>(2min)</i></p>	<p>-What are the new words studied today? -Turn into passive: people say form3 students are lazy.</p>	<p>Students do the work.</p>	<p>Correction of the evaluation</p>	
<p>REMEDIAL WORK</p>	<p>Makes comments on recurrent mistakes</p>	<p>Take note of the comments</p>	<p><u>Homework</u> <i>Content of the homework</i></p>	

(2min)				
HOMEWORK (3min)	Writes the homework on the board.			
WARM DOWN (3min)	Recalls the next session, strikes a song and leaves	-Sing		

LESSON CARD

Card N°

School :

Teacher :

Class : Form 4

THEME 6 : GENDER EQUITY EDUCATION

Lesson17 : Closing the gender gap

Teaching aids : students, lesson card, teacher, chalk, notebook...

References : Manuel de l'élève 3^e, programme éducatif 3^e, guide d'exécution 3^e,
Grammaire de l'anglais vivant, colling Dictionary.

Date

Sequence 2

Duration : 55'

Class size : B – G - T

CAPACITIES	CONTENTS
To recognize	<ul style="list-style-type: none">• Words and expressions related to gender : qualification, expect, implication, earnings, aqual salary,• Use the reported speech with present perfect tense
To exchange	Orally on boys and girls education

Competence 5 : Handle orally and in written form a communicative
Situation by using an elaborated language.

Learning situation : you are a student in form four. Your grand father told you that a girl should not go to school. She must stay at home. Do you agree with him ? convince him with arguments that the world has changed.

Teaching strategies : Group/ individual/ pair work, the use of 3 Ps.

PRE-ACTIVITES

Stages/Timing	Teacher's role	Learners' role	Note on the board	Teaching materials
PRE- ACTIVITIES				
-Greetings -Date -Roll check -Warm-up -Homework correction	-Greet students -Invites a student to write the date -Checks the presence - a small game -Asks students to correct the homework	-answer greetings -say and write the date on board -answer -listen to teacher -Correct the homework	-Date -Homework correction	
MAIN ACTIVITIES				
I/ VOCABULARY	1. Presentation -Presents the new vocabulary words using the appropriate teaching strategies. - qualification - Expect - Implication - Earnings - Equal salary	- Listen	1. <u>qualification</u> (n)/ to qualify (V) Eg : when Afi gets her qualification in maths, she will be became a teacher 2. <u>to expect</u> (ed)/ expectation (n) Syn : to hope for Eg : I expect my father to buy me a bike 3. <u>implication</u> (n)/ to imply (v) Syn : to indicate 4. earnings (n)= wages, incomes Eg : my daily earning is one 10000 f 5. equal salary = same salary Eg : koffi and Amina have the equal salary, each of them gets 5000 f by day.	Teacher Lesson card Students Book Notebooks, etc.
	2. Practice -Pronounces the words, uses them in correct sentences and asks students to repeat	-Repeat chorally and then individually.		

	<p>3. Production</p> <p>-Asks students to make their own sentences with these words</p>	<p>-repeat -repeat</p> <p>-Make their own sentences using the words newly taught</p>		
<p>III/ STRUCTURE: Reported speech with present perfect tense</p>	<p>1. Presentation:</p> <ul style="list-style-type: none"> - Introduces orally the new grammar point - Asks students to repeat <p>2. Practice:</p> <ul style="list-style-type: none"> - Makes model sentences with the new structure <p>3. Production:</p> <ul style="list-style-type: none"> - Help students to turn the direct stces into indirect ones using perfect tense - Asks ss to make their own examples 	<p>Listen carefully and repeat</p> <p>Listen and repeat</p> <p>Make their own examples</p>	<p>1. "I have learnt hard" Amavi said Amavi said that she had learnt hard</p> <p>2. "Yao has eaten too much rice this morning" Akouvi told me Akouvi told me that yao had eaten too much rice that mornig</p> <p><u>Rule</u> : present perfect tense becomes past perfect</p>	

III. SPEAKING:	Gives a topic to the students. Topic : A girl is not born to get school education. Do you agree with this opinion? Justify -Explains the topic to the students -Gives the floor -Guides them to work	Copy the topic in their note books -Listen and ask comprehension questions - try to give the arguments for justification	Topic: A girl is not born to get school education. Do you agree with this opinion? Justify	
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POST-ACTIVITIES

-Recapitulation -Evaluation -Homework -Warm-down	-recalls the day lesson -asks questions related to the lesson -gives an exercise to practice at home -strikes a song	-listen -answer -copy the exercise -sing the song	Homework Turn these stces into indirect one a. “awa has got a good qualification in maths” the teacher said b. “Komlan had given a good idea this morning” the teacher told the class	
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SEQUENCE 3

LESSON 18

LESSON CARD

Card n°:

date:

School :

class size: B...G

Teacher:

duration: 55'

Class : Form IV (3 em)

Theme 7: Democratic System

Lesson 19: Democracy, its strengths and weaknesses

Sequence: 1

Teaching aids: Readers; notebooks; students; teachers; board

References:

CAPACITIES	CONTENT
Recognize	Words and expressions related to the strengths and the weaknesses of Democracy. Grammatical structures to express: moreover/ however and verbs in ING form - the use of " I would like to buy..."
Understand	A text on the strengths and weaknesses of Democracy by answering correctly the comprehension questions.
Write	A dialogue about five or six exchange on the strengths and weaknesses of democracy.

Competence 1: Handle a communication situation related to writing, using a simple language.

Learning situation:

In history lesson, your teacher taught you the different types of government in countries all over the world among which we have democracy. Based on your knowledge and experiences, give the characteristics of the democratic government.

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

<p><u>Activity 1</u></p> <p>I-Vocabulary (The use of 3Ps)</p>	<p>1-<u>presentation stage</u> Presents the new words in a context using the appropriate teaching strategies</p> <p>2-<u>Practice stage</u> -Repetition drill: Makes sentences containing the</p>	<p>-listen and repeat , individually, in rows and chorally</p>	<p style="text-align: center;"><u>I-Vocabulary</u></p> <p>-Democracy (n), definition: Martin Luther King defined Democracy as “the government of the people, by the people and for the people.”</p> <p>- strength (n) – to strengthen(v) – strong (adj) Eg: Unity is strength</p> <p>- Weakness(ant) ≠ strength Eg: Democracy has strengths and weaknesses.</p> <p>-A constitution(sit): In a democratic country, people respect the constitution.</p> <p>-to vote (syn)= to elect, to select, to choose.</p>	
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	<p>new words and asks SS to repeat.</p> <p>- Substitution drill:</p> <p>-makes sample sentences and gives cues</p> <p>3-<u>Production</u></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>Eg: According to Togolese constitution, people can vote from eighteen years old.</p> <p>-Right(ant) ≠ Duty</p> <p>Eg: During the elections, people have the right to vote the candidate they want in Democracy.</p>	
<p><u>Activity 2</u></p> <p>II-Grammar: the use of "Some Verbs+ ING Forms (3Ps)</p>	<p>1-<u>Presentation stage</u></p> <p>-introduces orally the new grammar point</p> <p>- asks Ss to repeat</p> <p>" the use of some verbs + ING form"</p> <p>2-<u>Practice stage</u></p>	<p>-listen carefully and repeat</p>	<p>II-Grammar: the use of "some verbs + ING form"</p> <p><u>Function:</u> to express the gerund</p> <p>MS: Koffi must stop enjoying himself and start learning his lessons.</p> <p>When the thief had seen the soldiers, he began running fast.</p> <p>NB: example of the verbs are:</p> <p>Begin; start; continue; stop; enjoy; like...</p>	

	<p>-Repetition drill</p> <p>-Makes sentences using the new grammar point</p> <p>3-<u>Production stage</u></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>-listen and repeat</p> <p>-make their own sentences using the words provided</p>		
<p><u>Activity 3</u></p> <p>III-Reading Comprehension</p>	<p>-</p> <p>Give a model and choose students to read</p> <p>Ask the Compréhension questions</p>	<p>listen</p> <p>read</p> <p>Answer the comprehension questions</p>	<p style="text-align: center;">III- <u>Reading Comprehension</u></p> <p>Text: Ghana: A democratic country.</p> <p>Ghana is located in the western Africa. It is situated at the East by Togo, at the West by Ivory coast, at the North by Burkina Faso and at the south by Atlantic Ocean. Ghana is a democratic country. In the constitution of Ghana, the president is elected by Ghanaian citizens for a mandate of four years. And a president can lead the country at most for two mandates. The capital of Ghana is Accra. People respect the constitution in Ghana. There are: regular elections, freedom of speech, equal distribution of resources and education for all.</p> <p><u>Questions</u></p> <p>1- What is the situation of Ghana?</p> <p>2- cite some characteristics of Democracy.</p>	

			3- In Ghanaian constitution, a president can lead the country for four mandates. True or False	
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Post-activities

Evaluation	-asks some verification questions to Ss about the course	-answer the questions	<p style="text-align: center;">Questions</p> <p>1)Ghana is not a democratic country : True/ False</p> <p>2) Is Togo a democratic Country ? Give your reasons</p>	
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;"><u>Homework</u></p> <p>In an essay write about the strengths and weaknesses of the Democratic system.</p>	
-Warm down	-warms the Ss down: strikes a song	- sing		

LESSON 20