

Card N°

School:

Teacher:

Theme I: Governance

Lesson I: Democracy in the USA

Teaching aids: notebooks, reading books, flash cards

References: T^{le} syllabus, performing guide, Open English, dictionaries, google search.

Date

Duration

Class Size

Sequence 1

CAPACITIES AND CONTENTS

- Recognize** the characteristics of democracy in the USA
- Read silently** a text related to democracy in the USA in order to draw the main idea
- Translate** a portion of text related to American democracy.
- Discuss** the strengths and weaknesses of American democracy

Competence1: Deal with oral communication situations through an elaborate language.

Learning situation:

Classify the words or expressions below according to the following chart

Legislative power, rule of law, human rights, oppression, repression, violence, unfair imprisonment, justice, free and fair elections, inclusive election, totalitarian, freedom from fear dominion, subjection, freedom of speech

Democracy	Dictatorship

LESSON ORGANIZATION

PRE- ACTIVITIES

- | | |
|----------------------------|-----------------------------------------|
| 1-GREETINGS (1min) | Teacher greets students and they answer |
| 2-Roll check (2min) | Teacher checks presence and SS answer |
| 3-Date (1min) | Teacher asks SS to say and write date |
| 4-Warm-up (2min) | Teacher gives a tune and SS sing |

MAIN ACTIVITIES

I- VOCABULARY(3Ps) (15min) Say See and write

- **Presentation-T** presents new words in context orally (**repetition drills**) *Students listen

NOTES ON THE BOARD

- ❖ **Democracy (n)** □ (democratise, democratic, undemocratic, democrat, democratically, democratization)
- ❖ **Power (n)** □ (powerful, powerfully, powered, powering, empower, empowerment, empowering)
- ❖ **Accountable (adj)** □ (accountably, unaccountable, accountability, account, accountant, accountancy, accounting)
- ❖ **Oppress (v)** □ (oppressive, oppressor, oppressiveness, oppressed, oppressing, oppression, oppressively)
- ❖ **Harassment (n)** □ (harass, harassed, harassing)
- ❖ **Fraudulent (adj)** □ (fraudulently, fraud, fraudulency, fraudulence, fraudster)
- ❖ **Constitution (n)** □ (constitutional, constitutionally, unconstitutional, unconstitutionally, unconstitutionality, constitutionalist, constitutionally, constitutionality, constitutionalism, constitutive, constitute)

❖ **Senator (n)** □ (senatorial, senate)

❖ **To stand for = to represent** (representative, representing, representation, representational, representationalism, representativeness, representationalist, represented)

Practice- T gives model sentences

*Students listen and repeat

In May 2024, our country adopted its 5th **constitution**

In Togo, citizens choose freely their leaders, this is **democracy**.

A president has the **power** to decide on a situation in his country.

So many black people were **oppressed** in America

In democracy, leaders should be **accountable** to the people for their actions

Senators pass laws and vote on policies

So many women experience sexual **harassment** in their workplace

Fraudulent election is also called election manipulation

• **Match each of the definitions below with the words studied**

- The ability to influence or control something.
- The government of the people by the people for the people
- A political system in which citizens choose freely their leaders.
- Fundamental laws of a nation.
- To represent
- Intended to cheat somebody
- A political representative who is elected or appointed to serve in a legislative body

Production-T asks SS to make their own sentences with new words taught to them

*Students make their own sentences

II- READING COMPREHENSION (3Ps) (20min)

T asks SS to read silently a portion of the text in order to answer the questions, SS

Read silently the text.

QUESTIONS (Based on the text)

- T copies questions on the board and asks SS to answer SS answer the questions after reading
- T Copies the best answers on the Bb, SS take notes

ACTIVITY III: TRANSLATION (15min)

- T copies a sentence on the board with two possible translations (literal translation, transposition) -Students take note
- T shows which translation is literal and which one is transposition -Students listen
- T gives some other translation and asks ss to implement literal translation and transposition

Translation

Instruction: Translate this passage into good French.

The United States of America is founded on democracy and democratic values of meaningful participation, personal initiative and equality and justice for all.

ANSWER

- ✚ Les Etats Unis d'Amérique sont fondés sur la démocratie et les valeurs démocratiques de participation significative, d'initiative personnelle et d'égalité et de justice pour tous (literal translation)

- ✚ Les Etats Unis d'Amérique sont fondés sur la démocratie et les valeurs démocratiques **qui permettent /favorisent / prônent** une participation significative, l'initiative personnelle, **ainsi que** l'égalité et la justice pour tous (transposition)

IV- SPEAKING.

-Teacher copies a topic on the board.

SS take note

-T asks SS to discuss in pairs

SS exchange in pairs

-T chooses some groups to present orally their works.

SS present their work

-T asks the best group to copy their answers

SS take note.

TOPIC: Discuss the strengths and weaknesses of American democracy.

NOTE ON THE BOARD

A quick review of logic connectors

- ✓ Moreover, Furthermore, Besides, What's more
- ✓ However, Nevertheless, But, Still, Yet
- ✓ Despite, Although, In spite of

Ideas serving as background for discussion

***Strengths:** Accountability to the citizens, political participation and representation, freedom of expression, encourages creativities and innovations, justice, employees are accountable and produce quality results.

WEAKNESSES

Libertinism, majority rule and minority rights, mis-information due to freedom of expression.

POST ACTIVITIES

EVALUATION\ RECAPITULATION (3min)

T asks questions about the activities of the day. SS answer.

REMEDIAL WORK

T makes comments on current mistakes and congratulates SS. SS take note

HOMEWORK (2min)

T gives a homework on the board SS copy

Translation

Translate the following sentences using the appropriate technique (literal translation or transposition)

1-The United States is a democratic nation.

2 The American citizens cherish democratic values more than anything.

Warm-down (1min)

T gives the tune or tells a joke SS listen and laugh, comment

LESSON CARD

Card n°:

Teacher:

School:

Class: Form VII

Theme1: GOVERNANCE

Lesson 2: Different political of regimes

Teaching Aids: Visual Aids (Images), internet, flashcards, Realia, notebooks, students, and teacher.

References: Programme Educatif Première, Guide d'Exécution Première, Oxford Advanced Learners Dictionary, the internet.

Date:

Duration: 55min ×2

Sequence: 1/2

Class Size: □□B □. G□.

CAPACITIES	CONTENTS
Identify	-In a text the different political regimes
Debate	-On the characteristics of the different political regimes
Understand an oral message	-Related to different political regimes listening an audio
Summarize	-A passage related to different political regimes
Interpret an oral text French/ English	-Related to different political regimes

Competence 5: Deal with oral communication situations using a simple language

Learning Situation: Mention some political regimes you know about.

Working and teaching strategies: 3Ps, individual/pair and group work

LESSON ORGANIZATION

PRE-ACTIVITIES

Stages/Timing	Teacher's Role	Learners' Role	Notes on board	Materials
1. Greeting (1min) 2. Roll Call (3min) 3. Date (1min) 4. Warm-up (2min) 5. Revision/ Correction of homework (3min)	- Greets Ss - Checks presence - Says and writes date - Give a tune - Asks questions/checks the homework	-Answer greetings -Ss answer roll call -Repeat date and note -Sing -Answer questions /Open their books	Date Words	Teacher Students Books
Learning Situation (15 min)	-Presents the L.S, gives instructions -Monitors and helps Writes	-Follow, listen and ask questions Listen and do the work in pairs/small group -Work in groups	Mention some political regimes you know about	
Main Activities				
ACTIVITY I:	1-<u>Presentation stage</u> Presents the new	-listen and repeat, individually, in	- <u>Political regime:</u> Syn. : Political system/ Form of governance E.g.: democracy is one of the political regimes.	

<p>VOCABULARY</p>	<p>words in a context using the appropriate teaching strategies</p> <p>2-Practice stage</p> <p>-Repetition drill:</p> <p>- Substitution drill:</p> <p>-makes sample sentences and gives cues</p> <p>3-Production</p> <p>-Invites SS to make their own sentences</p>	<p>rows and chorally</p> <p>-listen and repeat</p> <p>-use the cues to substitute words in sample sentences</p> <p>Or</p> <p>match the words with their definitions</p> <p>- make their own sentences.</p>	<p>- Oligarchy (n): government by a small group of very powerful or wealthy people.</p> <p>E.g.: in Russia, a group of powerful people rule the country; it is an oligarchy.</p> <p>- Monarchy (n): a government under the control of a King or Queen.</p> <p>E.g.: Morocco is one of African's country where monarchy is experienced.</p> <p>- Democracy (n): is a political system in which powers a shared.</p> <p>E.g.: Togo is a democratic country.</p> <p>- Theocracy (n): a country ruled by religious leaders.</p> <p>E.g.: the pope and bishops rules Vatican; it is a theocratic country.</p>	
<p>ACTIVITY II:</p> <p>Debate</p>	<p>Presentation: - Teacher proposes a debate topic.</p> <p>Practice: Teacher gives the guideline and explain what a debate is.</p> <p>Production:</p>	<p>- Students listen.</p> <p>-Students listen carefully.</p>	<p style="text-align: center;">DEBATE TOPIC:</p> <p>Is the regular organization of elections enough for a country to be considered democratic? Give arguments.</p> <p>Tips for giving one's opinion</p> <ul style="list-style-type: none"> • Agreeing • Disagreeing • Concluding 	

	Teacher divides the class into groups and invites students to debate.	- Students debate.		
ACTIVITY III: Listening Comprehension	Reads a short paragraph two or three times and asks students to listen carefully and write down what they hear in their exercise books. After he/she asks a student to read what he wrote down and writes it on the board	Listen and write down	<u>PASSAGE:</u> Across the world, democracy stands as the most preferred form of government. It is the government of the people by the people and for the people. It implies the existence of independent institutions, a parliamentary system, fair elections, and power term limitation and freedom of expression in a country. Open English P. 11 Premieres	
POST ACTIVITIES				
Evaluation Remedial work	-asks some verification questions to Ss about the course -corrects eventual mistakes -writes the homework on the	-answer questions - take note -copy the homework in their exercise book - sing	1- What are the different types of political regimes? 2- Democracy is the system in which the king imposes everything on his people. True or False?	

-Homework	board			
-Warm down	-warms the Ss down: strikes a song			

Card N°:

Teacher: □□□□□□.

Class: Form VII

Theme 1: GOVERNANCE

Lesson 2: The different political regimes

Date:

Duration: 55□

Sequence 2/2

LESSON ORGANIZATION
REVISION/HOMEWORK CORRECTION (3MIN)
MAIN-ACTIVITIES

Stages/Timing	Teacher's Role	Learners' Role	Notes on board	Materials
ATIVITY I: VOCABULARY 2	1-<u>Presentation stage</u> Presents the new words in a context using the appropriate teaching strategies 2-<u>Practice stage</u> -Repetition drill: - Substitution drill: -makes sample sentences and gives cues 3-<u>Production</u> -Invites SS to make	-listen and repeat, individually, in rows and chorally -listen and repeat -use the cues to substitute words in sample sentences	- Dictator (n): a ruler who has power over the country. E.g.: Hiltler was a dictactor in Germany. - Monarch (n): a ruler in a kingdom. E.g.: Charles III is the Uk's Monarch. - Harsh (Adj) Syn: Cruel: quality of a person causing pains intentionally. E.g.: Mussolini was a harsh leader. - Tyran (n): a harsh or cruel governor. E.g.: Hiltler and Mussolini were tyran. - Executive power (n): power held by the president and the government. E.g.: In Togo Faure Gnassingbe and Victoire TOMEGA hold the executive power. - Legislative power (n): power held by deputies or representatives. E.g.: The members of parliament exercise the legislative or	

	their own sentences	- make their own sentences	- Judiciary Power: (n) power held by judges who control. E.g.: Judges verify the conformity of the governmental action with the law (constitution)	
ACTIVITY II: Summary writing	Asks students to summarize the passage using the main ideas	Listen to the teacher and sum up the passage.	<u>PASSAGE:</u> Contrary to democratic regimes, in dictatorial regimes; the leader possesses absolute power. The government applies various strategies to ensure the dictator remains in power. In this political system, opposition leaders find it hard to run for presidency. Their applications are often rejected or canceled for groundless reasons. As for citizens, they are likely to persecuted or arrested, if they criticize the policies of the ruling party. According to studies, democracy is the most desired political system in the world.	
ACTIVITY III: Speaking: Interpretation	Presentation: Teacher plays an audio message or reads a passage related to the different political regimes Practice: - Teacher asks students one after the other to interpret the message into	Student listen carefully to the audio. Students contribute to the interpretation	AUDIO:	

	French. Production: - Teacher invites students to give their opinion on contribution to have the appropriate interpretation.			
ACTIVITY IV: Read and look up	The teacher picks a texts from the book and explains the mechanism of this activity to students.	Students listen, ask comprehension questions and do the task.	<u>Text:</u> Open English. P□□.	
POST-ACTIVITIES				
Evaluation Remedial work -Homework -Warm down	The teacher dictates some words taught in class, so that students copy.	Students copy.	1- Oligarchy 2- Dictatorship 3- Theocracy 4- Monarchy <u>Homework</u> 1- Summarize the second paragraph of the text Adjective derivation: 2- Democracy 3- Election.	

Card n°:

School:

Teacher: GROUP 3

Class: TERMINALES A

Theme 2: GENDER EQUITY

Lesson 3: Women's role in entrepreneurship

References: Texte : Programme éducatif Terminale, Guide d'exécution Terminale, Dictionary

Teaching aids: Realia, flashcards, notebooks, students, teacher, computer

Date: □□□□□□

N° of Ss: □....B □□.G□□.

Duration55 min x 2

Sequence : 1/2

CAPACITIES	CONTENTS
Write	-An article related to women's role in entrepreneurship
Debate	- The role of women in entrepreneurship
interview	Their mates on the social impact of women's entrepreneurship
Read aloud	A passage related to women's role in entrepreneurship

Competence 2: Deal with communication situations through writing using an elaborated language

Learning situation:

You've heard that your father refuses your mother to run her own business because, for him, women should not be entrepreneurs. Based on your knowledge on women's role in entrepreneurship, help your father know advantages of women entrepreneurship for women. Select from the following appropriate words and expressions which relate to such advantages.

List: Profit-making; debt; investment; taking risk; capital; benefit; venture; loss; successful; collapse; flourish; bankruptcy; saving. Do the work in pairs/small/groups.

LESSON ORGANIZATION

PRE-ACTIVITIES

Stages/Timing	Teacher's role	Learner's role	Note on the board	materials
1-Greetings 1□ 2-Roll check 3□ 3-Date 4-Warm up	Greets the students -Checks presence -Asks the date -Last letter chain: King	-Answer greeting -Answer the call -Say and write the date -Answer by giving words starting with the last letter of the previous word	Date Words	Teacher Students Books

MAIN ACTIVITIES

I-Article Writing (30 mn)	PRESENTATION -Presents a sample of article	-Listen	I-Article Writing: A- Sample of article B- Definition An article is a piece of writing published in a newspaper or magazine on a social problem	
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	<p>PRODUCTION</p> <p>-Ask students to write an article to highlight on women's role in entrepreneurship</p>	<p>Write an article based on the instructions given by the teacher</p>	<p>The writer's full name is written.</p> <p>D- Illustration Topic: write an article to be published in a newspaper on women's role in entrepreneurship today. You are Kossi Kossigan</p> <p>Common findings of the students (correct, reframed aspects)</p>	
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<p>II-Debate On women's role in entrepreneurship</p>	<p>-Chooses some SS for a personal discussion on women's role in entrepreneurship</p> <p>-Asks the selected students to do the debate</p> <p>-Asks the rest of the class to listen, pay attention and take note in order to ask questions or contribute at the end</p> <p>-facilitate the debate</p>	<p>-Do the task</p> <p>-Execute</p> <p>-listen and pay attention to the debate</p> <p>- ask questions or contribute</p>	<p>Some key note on Women's role in entrepreneurship.</p> <p><u>Topic:</u></p> <p>In the ancient times, it was said that a woman in entrepreneurship is a waste of time, her place remains at home. Are you for or against?</p>	
<p>III- Interview</p>	<p>Uses journalism technics through questions and answers</p>	<p>students play the role of journalists who interview a group of</p>	<p><u>Interview Questions</u></p> <p>-Question: why should women start their own business instead of remaining at home?</p> <p>-Answer: for an open opportunity,</p>	

	<p>Pre-interview</p> <p>To prepare a questionnaire</p> <p>Interview stage: forms group of 4 or 6 students and asks one of them to play the role of journalist who will use his or her questionnaire to interview other students on the social impact on women's entrepreneurship</p> <p>Post interview stage:</p> <p>Brief summary and appreciations</p>	students	<p>emancipation, passion, social consideration and necessities□□</p> <p>-Question: According to you, what can women do in order not to be paralyzed in their entrepreneurial process?</p> <p>-Answer: they have to take actions, be perseverant.</p> <p>-Question: what kind of recommendation should women have on their entrepreneurial path?</p> <p>-Answer: never let over-analysis paralyze them; they should share their ideas and learn from real world feedback to refine their vision and strategies; seek and connect with partners who share their values and complement their skills.</p>	
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POST ACTIVITIES

<p>RECAPITULATION (2mn)</p>	<p>-Asks students to round off today's lesson</p>	<p>-Round off lesson</p> <p>-Take notes of comments</p>		
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<p>EVALUATION (3mn)</p>	<p>-Asks oral questions</p>	<p>-Answer oral questions</p>		
<p>REMEDIAL WORK (2mn)</p>	<p>-Makes comment on recurrent mistakes</p>			
<p>HOMEWORK (4mn)</p>	<p>-Writes a short homework on the board</p>	<p>-Copy the homework</p>	<p>Topic: In the ancient times, it was said that a woman in entrepreneurship is a waste of time, her place remains at home. Are you for or against?</p>	
<p>WARM DOWN (1mn)</p>	<p>Strikes a song, recalls next session and takes leave</p>	<p>-sing</p>		

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SAMPLE ARTICLE:

NECESSITY OF FAMILY PLANNING

Family planning consists of taking measures in order to limit the number of children in a family and to have appropriate age intervals between them.

Family planning is important for couples especially for women. It protects the life of the mother. It enables her to regain her health after delivery. (...) Through family planning a woman can preserve her life and properly look after her children and husband. In addition, consecutive pregnancies prevent the woman from her own personal advancement since she is always busy at taking care of her children and doing endless house chores. (□) furthermore, the more children you have, the more expenditure you face. So it is advisable to have few children and be able to take care of them.

Family planning helps parents not only to be happy in their families but also to guarantee well-being and good future prospects for their children.

Amah Kwatcha

COMPREHENSION QUESTIONS:

- 1) What is this text about?
- 2) Family planning is useless. T or F?
- 3) Point from the text some importance of the family planning
- 4) What is the type of this text?
- 5) Give the different parts of an article.

LESSON CARD

Card N°:

Teacher:

School: Lycée

Class: Terminale A4

Theme 4: SCIENCE AND TECHNOLOGY

Lesson 6: E-COMMERCE

Teaching Aids: Visual Aids (Images), flashcards, Realia, notebooks, students, and teacher.

References: Programme Educatif Première, Guide d'Exécution Première, Oxford2 Advanced Learners Dictionary, the internet.

Date:

Duration: 55min ×2

Sequence 1:

Class Size: □ □ BG.....

CAPACITIES	CONTENTS
Silent reading	- a text and point out the characteristics of e-commerce
Debate	- advantages and inconveniences of e-commerce
Identify	- in a text words and expressions related to e-commerce.
Write	- an advertisement on a product to be sold online

Competence 4: Deal with communication situations using listening by use of simple language

Learning Situation: What do you know about E-commerce? (Brainstorming/prediction)

Working and teaching strategies: 3Ps, individual/pair and group work

LESSON ORGANIZATION

PRE-ACTIVITIES

Stages/Timing	Teacher's Role	Learners' Role	Notes on board	Materials
1. Greeting (1min)	- Greets Ss	-Answer greetings	Date	Teacher
2. Roll Call (3min)	- Checks presence	-Ss answer roll call		Students
3. Date (1min)	- Says and write date	-Repeat date and note		Books
4. Warm up (2min)	- Give a tune	-Sing	Words	
5. Revision/ Correction of homework	- Asks questions / checks the homework	-Answer questions /Open their e books		

(3min)				
MAIN ACTIVITIES				
Learning Situation (15□	-Presents the L.S, gives instructions -Monitors and helps Writes	-Follow, listen and ask questions Listen and do the work in pairs/small group -Work in groups	Learning Situation Title of the lesson	
ACTIVITY I: SILENT READING	pre-reading stage (Semantic mapping, KWL: What do you Know, what do you Want to know, what have you Learnt, word discrimination, idea generation□) * while-reading: scanning/skimming * post-reading: speaking/writing activities, summary□	-read silently the text and answer the questions that follow	<u>Text:</u> Questions : 1. Propose a suitable title to this text? 2. E-commerce has become popular. True or False? 3. Give one advantage of e-commerce mentioned in the text. 4. What is a challenge associated with e-commerce? 5. Would you like to get involved in e-commerce?	
ACTIVITY II: Debate: Advantages and inconveniences	-Choose some SS to make researches in order to debate in front of a panel -questions and answers	Execute the instructions	Advantages of e-commerce - convenient and accessible -shop from homes, compare prices -have products delivered directly to the doorsteps	

of e-commerce	between the panel and the debaters		Inconveniences of e-commerce - security issues (credit card fraud, □...) - can deter - fake product delivered	
ACTIVITY III: VOCABULARY	1-Presentation stage Presents the new words in a context using the appropriate teaching strategies 2-Practice stage - Repetition drill: - Substitution drill: - makes sample sentences and gives cues 3-Production - 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	<p style="text-align: center;"><u>VOCABULARY</u></p> 1- <u>E-commerce</u>: (n) (def) = the buying and selling of goods and services on the internet Ex: Many people are engaged in <u>e-commerce</u> nowadays because it is easy for them. 2- <u>Goods</u>: (n) (def) = items that are made to be sold. (TV, radio, phones etc.) Ex: <u>The goods</u> are arriving from China tomorrow. 3- <u>Accessibility</u> (n) (opp) = inaccessibility Ex: <u>The accessibility</u> of files is easy these days due to the internet. Adjective: accessible = easy to find or reach Verb to access = to find or see information or something especially using a computer 4- <u>Social Platform</u> (n) (def) = an online tool that allows people to create, share and exchange information and contents with others. (Facebook, Instagram, Tik Tok etc.) 5- <u>Customers</u> (n) (opp) = seller: a person or organization that buys goods or services from a shop or business.	

			<p>Ex: Mr. Koffi is one of our best customers.</p> <p>6- Deter (v)(def) = to make someone less likely to do something or to make sth likely to happen.</p> <p>Ex: Higher fuel costs could deter people from driving cars.</p>	
<p>ACTIVITY IV:</p> <p>WRITING: A SPOT</p>	<p>-forms groups</p> <p>-asks Ss to read the text and give the main ideas of it</p> <p>-asks some CQ</p> <p>Derive the procedure of summary writing</p> <p>-Writes good ideas on the BB</p>	<p>-follow</p> <p>Answer CQ</p> <p>-Give the main ideas from the text</p>	<p><u>WRITING: A SPOT</u></p> <p>Sample of spot</p> <p>Introducing the UltraBlend 3000!</p> <p>Transform your kitchen experience with the UltraBlend 3000, the ultimate blender for all your culinary needs. Whether you're making smoothies, soups, or sauces, this powerful blender delivers perfect results every time.</p> <p><u>Features:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> High-Speed Motor: Crushes ice and blends ingredients in seconds. <input type="checkbox"/> Multiple Settings: Choose from a variety of speeds and modes for precise blending. <input type="checkbox"/> Durable Design: Built to last with high-quality materials. <input type="checkbox"/> Easy to Clean: Dishwasher-safe parts make cleanup a breeze. <p>Special Offer: Order now and get a free recipe book with over 50 delicious recipes!</p> <p>Don't miss out on this kitchen essential. Buy now and elevate your cooking game!</p>	

			<p>What is a spot?</p> <p>It is a marketing method on the internet in order to make good advertisement on our products for sale.</p> <p>Characteristics: creativity, clear message, emotionally impacting, adequate duration, visual and audio quality, call to action, memorable, aligned with the brand, adaptability □...</p>	
POST ACTIVITIES				
<p>Evaluation</p> <p>Remedial work</p> <p>-Homework</p> <p>-Warm down</p>	<p>-asks some verification questions to Ss about the course</p> <p>-corrects eventual mistakes</p> <p>-writes the homework on the board</p> <p>-warms the Ss down: strikes a song</p>	<p>-answer questions</p> <p>- take note</p> <p>-copy the homework in their exercise book</p> <p>- sing</p>	<p><u>HOMEWORK</u></p> <p>1- Make 6 sentences using the newly studied vocabulary words.</p> <p>2- Write a short spot for your newly invented product to be sold online.</p>	

Reading Comprehension

Text: E-commerce: The Future of Shopping

E-commerce, or electronic commerce, refers to the buying and selling of goods and services over the internet. This method of shopping has become increasingly popular due to its convenience and accessibility. People can shop from the comfort of their homes, compare prices easily, and have products delivered directly to their doorsteps.

One of the main advantages of e-commerce is the ability to shop 24/7. Unlike traditional stores, online shops do not have closing hours. Additionally, e-commerce platforms often provide a wider range of products than physical stores, allowing customers to find exactly what they need.

However, e-commerce also has its challenges. Security concerns, such as the risk of credit card fraud, can deter some people from shopping online. To address these issues, many websites use secure payment systems and encryption technologies to protect customers' personal information.

Despite these challenges, the future of e-commerce looks promising. With advancements in technology and increasing internet penetration, more people are expected to turn to online shopping. As a result, businesses are investing heavily in their online presence to meet the growing demand.

LESSON CARD

Card n°:

Teacher: Mr

School: Lycée

Class: TERMINAL

Theme 4: SCIENCE AND TECHNOLOGY

Lesson 7: E-LEARNING IN THE WORLD

Teaching Aids: Visual Aids (Images), flashcards, Realia, notebooks, students, and teacher.

References: Programme Educatif Terminale, Guide d'Exécution Terminale, Oxford Advanced Learners Dictionary, the internet

Date:

Duration: 55min

Sequence1:

Class Size: □□B □..G□..

CAPACITIES	CONTENT
Identify	Words and expressions related to e-learning: synchronous learning, asynchronous learning, online, upload, download, database, network, internet, bundle, screen sharing, screenshot □.
Use	The structure ' no sooner □. than/hardly □. when ' to express rapidness in eLearning
Do	A class presentation on the advantages of e-learning
Write	A curriculum vitae (cv) to apply for a scholarship on line

COMPETENCE: Deal with communication situations through listening using simple language

Learning situation: During covid-19 in Togo, schools were closed; why? How did people conduct classes? What's the name this kind of learning?

LESSON ORGANIZATION

PRE-ACTIVITIES

Stages/Timing	Teacher's Role	Learners' Role	Notes on board	Materials
1. Greeting (1min)	- Greets Ss	- Answer greetings	Date	Teacher Students Books
2. Roll Call (3min)	- Checks presence	- Ss answer roll call	Words	
3. Date (1min)	- Says and write			
4. Warm up (2min)				

<p>5. Revision/ Correction of homework (3min)</p>	<p>date - Give a tune - Asks questions / checks the homework</p>	<p>-Repeat date and note -Sing -Answer questions /Open their e books</p>		
<p>MAIN ACTIVITIES</p>				
<p>Learning Situation(15□</p>	<p>-Presents the L.S, gives instructions -Monitors and helps Writes</p>	<p>-Follow, listen and ask questions Listen and do the work in pairs/small group</p>	<p>Learning Situation Title of the lesson</p>	
<p><u>ACTIVITY I</u> -VOCABULARY (The use of 3Ps)</p>	<p><u>1-Presentation stage</u> Presents the new words in a context using the appropriate teaching strategies <u>2-Practice stage</u> -Repetition drill: - Substitution drill:</p>	<p>-listen and repeat , individually, in rows and chorally -listen and repeat -use the cues to substitute words in sample sentences - Make their own sentences</p>	<p style="text-align: center;"><u>VOCABULARY</u></p> <p><u>1-Synchronous learning</u>(n)(exp)= learning at the same time # asynchronous learning Eg: Students have their courses through synchronous learning at the university nowadays</p> <p><u>2-Online (adj) (exp)</u>= to be connected to a network Eg: I will send you an email as soon as I get online</p> <p><u>3-To Download (v)#</u> To upload Eg Students must use phones to download some documents</p> <p><u>4-Database (n) (def)</u> = it is a collection of organized information in a computer or readable machine. Eg I have a database of all my contacts on my phone.</p>	

	<p>-makes sample sentences and gives cues</p> <p>3-Production</p> <p>-Invites SS to make their own sentences</p>		<p>5-Network (cognate)</p> <p>Eg Moov and Togocom are the only networks used in TOGO</p>	
<p>ACTIVITY II-</p> <p>GRAMMAR: The use of <input type="checkbox"/> No sooner <input type="checkbox"/> .than / hardly <input type="checkbox"/> .when <input type="checkbox"/></p> <p>(3Ps)</p>	<p>1-Presentation stage</p> <p>Presents the new words in a context using the appropriate teaching strategies</p> <p>2-Practice stage</p> <p>-Repetition drill:</p> <p>- Substitution drill:</p> <p>-makes sample sentences and gives cues</p>	<p>-listen and repeat , individually, in rows and chorally</p> <p>-listen and repeat</p> <p>-use the cues to substitute words in sample sentences</p> <p>- Make their own sentences</p>	<p>GRAMMAR: The use of “No sooner <input type="checkbox"/> .than / hardly <input type="checkbox"/> .when <input type="checkbox"/></p> <p>Model sentences</p> <p>1- No sooner <u>had the data been exhausted</u> than the downloading <u>stopped</u>.</p> <p>2- Hardly <u>had you converted</u> your files in Jpg format when it <u>became</u> easy for you to download.</p> <p>3- No sooner had I got connected than the course started</p> <p>4-Hardly had we arrived at school when the teacher left</p> <p>Rule: No sooner +subject-verb inversion (past perfect) <input type="checkbox"/> +than+ (S. past)</p> <p>Hardly +subject-verb inversion (past perfect) <input type="checkbox"/> <input type="checkbox"/> + When...(+S. past)</p> <p>Practice Rephrase:</p> <p>1a- when you turn on your bundle net, you receive immediately your course.</p> <p>b- No sooner...</p> <p>2- As soon as the lesson is available, students download it.</p> <p>b-No sooner...</p>	

	<p>3-Production</p> <p>-Invites SS to make their own sentences</p>		<p>3-a We arrived at the stadium soon after the match started</p> <p>b- Hardly□□</p> <p>T. has his students make their sentences.</p>	
<p>ACTIVITY III</p> <p>SPEAKING</p>	<p>Writes the topic on the board</p> <p>Reads the topic aloud.</p> <p>Asks students to work in pairs /groups</p> <p>Helps students correct the mistakes</p>	<p>Listen and pay attention to the topic</p> <p>Work in pairs/groups</p> <p>Present the work orally</p>	<p>SPEAKING</p> <p><u>TOPIC:</u> WHAT ARE ADVANTAGES OF E-LEARNING</p> <p><u>Definition:</u> An e-learning is a learning conducted via electronic media</p> <p>An e- learning has many advantages such as :</p> <p>1-The freedom of learning whatever you want no matter your age.</p> <p>2-You have the chance to learn at your own place</p> <p>3- e- learning helps students to know some technical skills</p> <p>4-There is also less pressure. When dealing with e-learning, you have more Free time, you can spend more time in doing what you want</p> <p>5-Reduced costs, education can be expensive but virtual or electronic learning can provide a number of ways for students to save.</p> <p>6-it a full control of their own learning</p> <p>7- it helps students have access of unlimited source of information</p>	
POST-ACTIVITIES				
<p>Evaluation</p> <p>Remedial work</p> <p>-Homework</p> <p>-Warm down</p>	<p>-asks some verification questions to Ss about the course</p> <p>-corrects eventual mistakes</p> <p>-writes the</p>	<p>-answer questions</p> <p>- take note</p> <p>-copy the homework in their exercise</p>	<p style="text-align: center;">Homework</p> <p>Rephrase:</p> <p>1a- The Gate man Sees his boss and opens immediately the gate.</p> <p>b- No sooner.....</p> <p>2a- Our teacher receives the uploaded file and start downloading it .</p> <p>b- No sooner.....</p> <p>Jpg</p>	

	homework on the board -warms the Ss down: strikes a song	book - Sing		
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SEQUENCE: 2

Card n° :

Date :

Teacher:

Duration: 55

Class : Tle A4

Theme 4: SCIENCE AND TECHNOLOGY Lesson 7: E-LEARNING IN THE WORLD

LESSON ORGANIZATION

REVISION/HOMEWORK CORRECTION (3MIN)

MAIN-ACTIVITIES

Stages/Timing	Teacher's Role	Learners' Role	Notes on board	Materials
<p>ACTIVITY I:</p> <p>VOCABULARY</p> <p>The use of 3Ps</p>	<p>1-Presentation stage</p> <p>Presents the new words in a context using the appropriate teaching strategies</p> <p>2-Practice stage</p> <p>-Repetition drill:</p> <p>- Substitution</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</p>	<p style="text-align: center;"><u>VOCABULARY</u></p> <p>1-Internet (n)(cognate)= Eg We cannot be online without internet</p> <p>2-Bundle (n) (exp)=it is internet unit commonly called mega. Eg We buy data bundle from Togocom or Moov to get connected</p> <p>3-Screensharing (n) (exp)= the act of transmitting the content from a computer to another device. Eg: Teachers practice screen sharing during online classes</p> <p>4-Screenshot(n)(syn)= screen capture Eg We can get an image through screenshot without</p>	

	<p>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>	sentences	downloading it.							
<p><u>ACTIVITY II :</u></p> <p>WRITING: WRITING A CURRICULUM VITAE(CV)</p> <p>(The use of 3Ps)</p>	<p>1-<u>presentation stage</u></p> <p>Provides a model CV for Ss</p> <p>2-<u>Practice stage</u></p> <p>Reads to correct pronunciation</p> <p>Asks comprehension questions</p> <p>1- What are the different elements of a CV?</p>	<p>Two Ss <input type="checkbox"/> read the model article</p> <p>-Ss <input type="checkbox"/> listen and correct themselves</p> <p>- Ss <input type="checkbox"/> answer the questions</p> <p><u>Answers</u></p>	<p><u>WRITING: WRITING A CURRICULUM VITAE(CV)</u></p> <p><u>SAMPLE</u></p> <p style="text-align: center;"><u>CURRICULUM VITAE</u></p> <p>Name: Salam ALIDOU</p> <p>Date and place of birth: 22/02/2003 in Kara</p> <p>Address: P.O. Box: 632, Kara</p> <p>Nationality: Togolese</p> <p>Contacts: 99 45 43 95</p> <p>E-mail: Alidsam@yahoo.fr</p> <p style="text-align: center;"><u>EDUCATION</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Schools</th> <th style="width: 33%;">Qualifications</th> <th style="width: 33%;">Year</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Schools	Qualifications	Year				
Schools	Qualifications	Year								

	<p>2- What are the compositions of each element of a CV</p> <p>3-Give the importance of a CV?</p> <p>3-<u>Production</u></p> <p>Asks multiple c</p>		<table border="1"> <tr> <td>University of Kara</td> <td>Masters in English</td> <td>2015</td> </tr> <tr> <td>Lycée Kétao</td> <td>A Level</td> <td>2010</td> </tr> </table>	University of Kara	Masters in English	2015	Lycée Kétao	A Level	2010	
University of Kara	Masters in English	2015								
Lycée Kétao	A Level	2010								
			<p style="text-align: center;"><u>WORKING EXPERIENCE</u></p> <p>English language teacher since 2020</p> <p>I have been in Lycée Kara as English language teacher since 2022.</p> <p style="text-align: center;"><u>TEAM WORK</u></p> <p>I am an active member in Togolese English Teachers Organization (TETO).</p> <p>I like group work. Therefore, I was the organizer of the English Club of University of Kara (ECUK) for three (03) years. I like punctuality, being dynamic, good work.</p> <p style="text-align: center;"><u>TRAINING(Skills)</u></p> <p>I have been a trainer of youths organized by the US Embassy in American Corner in 2015 on the topic □□ Financing by Bootstrapping□□.</p> <p>In August 2017, I took part of the teachers training organized by the US Embassy.</p> <p>In September 2018, I got a training on agricultural entrepreneurship also organized by the US Embassy.</p> <p style="text-align: center;"><u>COMPUTING</u></p>							

I can handle the computer easily (Word, Excel, PowerPoint, and others). I can also surf and make researches online.

COMMUNITY AND VOLUNTEERING SERVICE

LANGUAGE PROFICIENCY

Language	Spoken	Read	Written
English	Advanced	Advanced	Advanced
French	Advanced	Advanced	Advanced

LOCAL LANGUAGES

Kotokoli Perfect

Kabiyè Good

INTERESTS

I like sports, travelling, reading, surfing, watching TV for news, movies and pleasure.

I- WHAT IS A CV?

A Curriculum Vitae (CV) is a detailed document highlighting

		<p>your professional and academic history. It focuses more on your education, skills, achievements, and work experience.</p> <p>II- KEY COMPONENTS OF A CV</p> <p>A. Contact Information</p> <p>At the top of your CV, include:</p> <p>Full name.</p> <p>Phone number.</p> <p>Professional email address.</p> <p>LinkedIn profile or professional website (if applicable).</p> <p>B. Personal Statement (Profile)</p> <p>This is a short paragraph summarizing who you are, your career goals, and why you're a good fit for the job. Keep it concise, around 3-4 sentences.</p> <p>Example: "Motivated marketing graduate with a passion for digital strategy and content creation. Seeking a role where I can apply my skills in social media management and campaign analytics to drive brand awareness and engagement."</p> <p>C. Work Experience</p> <p>List your professional experience in reverse chronological order, starting with your most recent job. For each role:</p> <p>Job Title.</p>	
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		<p>Company Name and Location.</p> <p>Dates of Employment (month and year).</p> <p>Key Responsibilities and Achievements.</p> <p>Example: Marketing Coordinator ABC Agency, New York</p> <p>June 2021 <input type="checkbox"/> Present</p> <p>Managed a portfolio of 10 clients, overseeing marketing strategies and campaigns.</p> <p>Spearheaded a social media campaign that increased engagement by 30%.</p> <p>D. Education</p> <p>List your education in reverse chronological order, starting with your most recent qualification.</p> <p>Degree (e.g., Bachelor of Arts in Business Management).</p> <p>Institution (e.g., University of XYZ).</p> <p>Dates (e.g., 2016-2020).</p> <p>You may also include key achievements, coursework, or relevant projects.</p> <p>E. Skills</p> <p>This section should focus on hard and soft skills that are relevant to the job. You can categorize them for clarity:</p>	
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			<p>Technical Skills: E.g., programming languages, software proficiency.</p> <p>Soft Skills: E.g., communication, leadership, time management..</p> <p>F. Certifications and Courses</p> <p>Include any relevant professional certifications or online courses you have completed.</p> <p>Example:</p> <p>Google Analytics Certified.</p> <p>Completed Coursera's Data Science Specialization.</p> <p>G. Volunteer Experience (Optional)</p> <p>This can be included if it relates to the role you're applying for or showcases important skills.</p> <p>H. Publications, Awards, or Other Achievements (Optional)</p> <p>If relevant, you can list professional publications, awards, or any notable achievements in your field.</p> <p>PRACTICE</p> <p>Write your own cv</p>	
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<u>ACTIVITY III</u> READING COMPREHENSION			<u>READING COMPREHENSION</u>	
POST-ACTIVITIES				
Evaluation Remedial work -Homework -Warm down	-asks some verification questions to Ss about the course -corrects eventual mistakes -writes the homework on the board -warms the Ss down: strikes a song	-answer questions - take note -copy the homework in their exercise book - Sing	<u>Homework</u>	

LESSON CARD

Card N° : GROUP 10

Duration : 55mn ×2

School :

Teacher :

Class : **TERMINALE A4**

Theme 5 : CITIZENSHIP AND PATRIOTISM

Lesson 8 : RESPECT OF STATE PROPERTY

Teaching aids : Realia, flashcards, notebooks, students, teacher, computer

References : Texte, Programme éducatif Terminale, Guide d'exécution Terminale, Dictionaries

N° of Ss : □B□□G□□. Date :

Sequence

CAPACITIES	CONTENTS
IDENTIFY	Words and expressions related to □□The respect of State Property□□ List : State, to respect, property, state property, ownership, private property, property rights, possession . . .
REPORT	Orally an audio message on the respect of State property
READ	A text related to the □□respect of state property□□ and demonstrate its comprehension by answering questions

SUMMARIZE	An audio message on the <input type="checkbox"/> <input type="checkbox"/> respect of state property <input type="checkbox"/> <input type="checkbox"/>
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COMPETENCE : Deal with a situation of communication to interpret an oral message using a simple language.

LEARNING SITUATION

You are a student in Terminale A4 at Lycée Zongo. You saw your friend John stealing solar panels in your school. In pairs, give some advice to your friend on the respect of state property.

LESSON ORGANIZATION				
STAGES/TIMING	TEACHERS <input type="checkbox"/> ROLE	STUDENTS <input type="checkbox"/> ROLE	NOTES ON BOARD	TEACHING MATERIALS
PRE-ACTIVITIES				
1-Greetings (1 mn)	-Greet students	-Answer greetings	Date	
2-Roll call (3 mn)	-Checks presence	-Each student answers the roll call		
3-Date (1mn)	-Says and writes the date	-repeats the date and take note in their notebooks		
4-Warm up (2mn)	-Gives a tune or asks students to give a tune	-sing		

<p>Learning situation Introductory activity (12 mn)</p>	<p>-Presents the learning situation and gets students understand it.</p> <p>-Tells students what they are going to learn and do in this sequence</p>	<p>-Listen and ask comprehension questions and start working in pairs/groups</p> <p>-Give the report of their work</p>	<p>Title of the lesson and the elements of their report</p>	<p>Picture, teacher, students</p>
<p>ACTIVITY 1</p> <p>VOCABULARY (The use of 3Ps)</p> <p>Words and expressions related to Internet (15mn)</p>	<p>PRESENTATION STAGE Communicates the capacities students should acquire at the end of the vocabulary activity.</p> <p>-Presents each new item in context orally in a model sentence : New words to teach :</p> <p>State, to respect, property, state property, ownership, private property, property rights, possession</p> <p>PRACTICE STAGE</p> <p>(Drills) -Repetition or mechanical drill -Says sentences containing new words/expressions and asks Ss to repeat.</p>	<p>-Listen,</p> <p>-Repeat in chorus, in rows and individually</p>	<p>1-State (n): (def) A nation or territory considered as an organized political community under one government. Ms: Togo is a state.</p> <p>2-To respect(v)≠to disrespect. Ms: Moussa has a vivid consideration for the Togolese flag. So, he respects it.</p> <p>3-Property (n) (dem) : a thing belonging to somebody. Ms: Abidé has a bag. It is her property.</p> <p>4-State property (expr) Ms: Schools, roads are state property.</p> <p>5-Ownership (n) (derive) to own</p>	

	<p>-Substitution drill -Gives a sample of substitution drill. -Gives a sentence containing a new word/expression and a cue.</p> <p>PRODUCTION STAGE -Invites Ss to make their own sentences or to perform in their written or oral form.</p>		<p>(v)=to possess, to get, to have. Ms: Bill Gates takes the ownership of Microsoft.</p>	
<p>ACTIVITY 2</p> <p>ORAL REPORT:</p> <p>The use of 3Ps</p>	<p><u>PRESENTATION</u></p> <p>-The teacher writes a sample report on the board</p> <p>-Asks questions</p> <ol style="list-style-type: none"> 1- What type of text is this? 2- According to you, what is a report? 3- What are the different parts of a report? 	<p>-read the text carefully.</p> <p>-Answer comprehension questions</p> <p>-Take note in their note books</p>	<p>SAMPLE REPORT</p> <p><u>REPORT ON A CONFERENCE AT KARA YOUTH'S HOUSE ON THE RESPECT OF STATE PROPERTY</u></p> <p>It was on June 18, 2024 that I took part to a Conference at Kara Youth's House on the respect of State property. The meeting was presided over by the Minister of Civil</p>	<p>Lesson card, Students' notes</p>

	<p>-The teacher asks students to produce the work orally.</p>	<p>-Students present orally</p>	<p>protection. The meeting started at 3 PM. After greeting the participants, the Minister defined the concept of State properties. According to him, State properties refer to lands, schools, buildings, roads, markets, hospitals, solar panels, underground resources etc □ owned or controlled by a government. He added that the respect of State properties is very essential for the society. He mentioned that the disrespect of State properties can lead to imprisonment, loss of jobs, the degradation of public properties etc □ The Minister concluded by saying that people must</p>	
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			<p>protect State properties and be good patriots. The Conference ended at 5 PM with a refreshment.</p> <p>Komla The secretary</p> <p><u>ANSWERS</u></p> <p>1-It is a report</p> <p>2-It is a written account on a past event such as a conference. . .</p> <p>3-</p> <p>a-The title (it gives the subject matter of the report. It is written in capital letters and underlined)</p> <p>b-An introduction: it says when and where the event took place, who the speaker was and the theme.</p> <p>Eg. □ it was on June 18, that the chief of the village organized</p>	
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			<p>a meeting at the public place on the importance of respecting women</p> <p>c- The body: say when the event started and talk about the important aspects of the event by using a formal language. Use past tenses and reported speech.</p> <p>d-The conclusion: Give a short summary of the work and/when and how the event ended</p> <p>e-Ending: write your full name (given to role played during the conference).</p>	
<p>ACTIVITY 3</p> <p>READING COMPREHENSION</p> <p>-A passage related to the respect of State property(15mn)</p>	<p>The teacher gives the page, the title and the limit of the portion to read.</p> <p>-Prepare students mind by asking questions: Regarding the title of the text, what it be about?</p> <p>-Asks students to read silently the text or the portion and</p>	<p>-Listen to the teacher</p> <p>-Answer by predicting or guessing words, expressions and</p>	<p><u>READING COMPREHENSION</u></p> <p><u>N</u></p> <p><u>Post-questions (No text found)</u></p> <p>1-</p> <p>2-</p> <p>3-</p>	

	<p>answer after the questions</p> <p>-Writes the post-questions on the board</p>	<p>ideas.</p> <p>-Read silently</p> <p>-Answer the post-questions</p>	<p>4-</p> <p>5-</p> <p><u>ANSWERS</u></p> <p>1-</p> <p>2-</p> <p>3-</p> <p>4-</p> <p>5-</p>	
<p>ACTIVITY 4</p> <p>ORAL SUMMARY</p>	<p>The teacher asks students to identify the main ideas from the passage.</p> <p>-He asks students to reformulate the main ideas related to the respect of state property.</p>	<p>-Students identify</p> <p>-Students reformulate</p>	<p><u>Passage:</u></p> <p>Respecting State property is a fundamental responsibility that all citizens should uphold. State property serves as a reflection of our collective identity and values, representing the resources and assets that are meant to benefit the public as a whole.</p> <p><u>NOTE ON BOARD</u></p> <p>Best proposal from students</p>	

POST-ACTIVITIES				
RECAPITULATION (2mn)	The teacher rounds off the day's lesson	Follow the teacher	HOMEWORK	
EVALUATION (3mn)	Asks oral questions	Answer orally	A- Make a sentence with the following words: Property, State, to respect	
REMEDIAL WORK (2mn)	Makes comments on recurrent mistakes	Take notes of comments	<u>B-WRITING</u>	
HOMEWORK (4mn)	Writes a short homework on the board	Copy the homework	<u>TOPIC</u>	
WARM DOWN (1mn)	Stikes a song, recalls next session and takes a leave.	Sing	You attended a conference at Kara's Youth House on the respect of State property. Back to your school, your teacher asks you to report orally what has been said. Do the work in pairs.	

Card n°:
Date:
Teacher:

School:
Sequence1:
Class: FORM VII
Duration:

ClassSize □ B.G □ ..

Theme 6: SOCIAL INJUSTICE

Lesson10: Lands Issues

Teaching Aids: Visual Aids (Images), flashcards, Realia, notebooks, students, and teacher.

References: Programme Educatif Premiere, Guide d'Exécution Premiere, *Oxford Advanced Learners Dictionary*, and the internet.

CAPACITIES AND CONTENTS

ROLE PLAY: on a land heritage issue between a brother and a sister

GRAMMAR: passive voices

WRITING: a form letter about injustice within women's landownership

SPEAKING: about a skit related to land issues within women

COMPETENCE 1: Interpret an oral message in a simple language basing on listening

Learning situation

You went to clear your farm to prepare the new farming season, but you met someone there claiming to be working on his land, making it an issue.

Which kind of issue is that?

LESSON ORGANIZATION

PRE-ACTIVITIES

- 1- Greetings: The teacher greets the students and they answer.
- 2- Roll call: The teacher checks presence and students answers.
- 3- Date: Teacher asks a student to say and write the date on the board
- 4- Warm-up: Teacher tells a short story with moral lesson. *students listen.

MAIN ACTIVITIES

I- ROLE PLAY

Abalo (*Clearing the land on a farm*)

Remi: (*Arrival of Remi*) Good morning

Abalo: (*Continues to clearing with no response to the greeting*)

Remi: *second and third attempt of greeting with no response.*

(Remi touching Abalo) I am greeting you

Abalo: Yes, what is wrong?

Remi: You know it well, thief. Which land are you working on?

Abalo: On my own land

Remi: I bought this land with my own means. This land is my property

Abalo: I don't even know what you are talking about. (*Start clearing the land*)

Remi: You have better stop any activity here. Otherwise, I will take action

Remi: (*Ignoring Abalo*.)

Abalo: (*Retrieves the machete from Remis hands and a fight clashes between them*)

Bola: (*Bola rushes to them*) Heh, heh, heh, what is happening? Besides, let's go to the village chief

Note: The teaching of this activity will cover three main aspects namely: **the pre-role-playing stage, the while role playing stage and the post-role-playing stage.**

II- GRAMMAR: Passive without agent

Passive without agent usually involve verbs like 'to think', 'to believe', 'to say', 'to assume' to mention but a few. They require no agent

Eg: The pen is taken **by my mate** (the red in this sentence is the agent)

- 1- People think that women deserve no land
→ Women are thought to deserve no land
- 2- They said, the family retrieved Abra's property
→ The family was said to have retrieved Abra's property
- 3- We consider that women are weak people
→ Women are considered to be weak people

Note: Guidelines to working out passive without agent

- 1- Write the subject coming after the introducing verb
- 2- Conjugate **to be** in the tense of the introducing verb
- 3- Past participle of the introducing verb
- 4- Infinitive form (if the verb in the second clause is in the present tense)
- 5- To Have+ past participle (if the verb in the second clause, is in the past tense)

Practice

Turn these sentences into passive voice

- 1- We have realized that men cheated women a great deal
→Men have been realized to have cheated women a great deal
- 2- They don't allow women to possess land
→ Women are not allowed to possess land

Turn into active voice

- 3- Many laws were noticed to be set in favor of women
→People noticed that many laws are set in favor of women
- 4- It is observed that women should not inherit their husbands' belongings
Someone observes that women should not inherit their husbands' belongings

Production

III- WRITING

POBOX: 08

Kara

Togo

September 13, 2024

The Minister

Ministry of Territorial administration

PO BOX: 32

Lome

Togo

Dear Sir,

LETTER OF COMPLAINT

I wish to complain about the three plots of land that are taken away from me after the death of my husband. In spite of the civil wedding that we had twenty years ago added to our five children, my in-laws have decided that I should leave their brother's house depriving me from my rights as a widow. Consequently, I am calling for your help regarding the injustice that I am undergoing. Your intervention would be a decisive rescue for me, since it would not only help me take care of the orphans but also be an opportunity for me to house them.

Please, find enclosed

-a certified copy of the wedding certificate

-the certified copies of the orphans' birth certificates

I would be glad if my complaint were taken into consideration.

Yours faithfully

Amina Abra

Silent reading plus questions leading students to identify the type of letter

WRITING: FORMAL LETTER

Features of formal letter

1- **Addresses**

a) Sender's address (right hand corner of the page followed by the date)

b) Receiver's address (Down the sender's at the left side)

2- **Salutation** (Can be framed as: Dear Sir, Dear Madam, Sir, Madam, Dear Manager, Dear Minister, to mention but a few)

3- **Purpose** (subject matter of letter/ reason) Eg: Letter of loan, Application for a job, letter of complaint, letter of apology,

4- **Body** (Opening+ message + conclusion)

-Opening/ introduction

- I wish to complain about□□□□□

- I would like to apologize for□□□□□

- In reference/ response to your advertisement dated □□.in □□□.

-Message

-Conclusion

- I would be glad if my loan were granted to me
- I will be grateful if my concern is taken into account

5- **Closing** (subscription+ signature+ full name)

Practice

You are Ama Abi and your address is POBOX: 18, Kara, Togo. Most women in your community are being denied their inheritance rights. As a leader of an NGO working for the protection of women rights, send a letter to the Minister of justice to denounce the injustice within women's rights to land ownership.

IV-SPEAKING

Abalo (*Clearing the land on a farm*)

Remi: (*Arrival of Remi*) Good morning

Abalo: (*Continues to clearing with no response to the greeting*)

Remi: *second and third attempt of greeting with no response.*

(*Remi touching Abalo*) I am greeting you

Abalo: Yes, what is wrong?

Remi: You know it well, thief. Which land are you working on?

Abalo: On my own land

Remi: I bought this land with my own means. This land is my property

Abalo: I don't even know what you are talking about. (*Start clearing the land*)

Remi: You have better stop any activity here. Otherwise, I will take action

Remi: (*Ignoring Abalo.*)

Abalo: (*Retrieves the machete from Remi's hands and a fight clashes between them*)

Bola: (*Bola rushes to them*) Heh, heh, heh, what is happening? Besides, let's go to the village chief

POST ACTIVITIES

Recapitulation/ Evaluation: -The teacher asks questions about the activities of the day. *Students answer

Remedial work: -Teacher makes comment on current mistakes and congratulation. *Students take note.

Homework: -Teacher gives a homework on the board. *Students copy.

Warm down: -Teacher gives a time or tells a joke. *Students sing or listen and laugh.

Homework: Turn into passive or active voice

- 1- People know that women are subjugated
- 2- Amina is reported to have been robbed yesterday
- 3- Women are thought to be weak

LESSON CARD

Card n°:

Teacher:

School:

Class: Form VII

Theme 7: Cultural values versus Extremism

Lesson 11: The values of traditional arts in Togo.

Date:

Duration: 55min ×2

Sequence: 1/2

Class Size: □□B □. G□.

Teaching aids: realia, flashcard, notebooks, students, teacher.

References : Text, Programme éducatif & Guide d'exécution Terminale A4 CD, Dictionaries, web research.

CAPACITIES	CONTENTS
Recognize	-traditional dances, drawings, weavers, craftsman, castanet, wood carving, painting, literature, museum; monuments: architecture, dressing, films, festivals, songs, etc.
Use	- If clauses (I, II, III) to valorize art in Togo.

Make an exposé/Speaking	- On the value of traditional art in Togo.
Translate into French	A passage related to the value of traditional art in Togo.

COMPETENCE 5: Deal with the oral communication situations through elaborated language

Learning situation:

In pairs/groups write words/expressions that you think are related to **Traditional Arts in Togo**.



LESSON ORGANIZATION

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

<p>Learning situation Introductory activity (12 min)</p>	<p>-Presents the learning situation and gets students understand it. -tells students what they are going to learn and do in this sequence</p>	<p>-listen, ask comprehension questions and start working in pairs/groups -give the report of their work</p>	<p>Title of the lesson</p>	
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<p>Activity I: Vocabulary (15 min)</p>	<p>-Presents the new items (3Ps). -Practice Repetition drills Substitution drills Make sentences and gives cues. -Production Ask students to make</p>	<p>-Listen and repeat (individually, in rows, chorally) Use the cues to substitute words in sentences Make their own</p>	<p>-Art(n): is a visual objet or experience consciously created through an expression of skill or imagination. Eg. Painting; sculpture, printmaking, drawing, decoration, photography and installation are part of art. - Weaver(n): a person who weaves To weave (past: wove; pp: woven): create a piece of cloth by interlacing strings or fabric such as wool or cotton. Eg. The weaver weaves traditional clothes.</p>	<p>Pictures, text, teacher and students</p>
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	sentences	sentences	<p>-Painting/painter (n): artwork done with the use of paint.</p> <p>Eg Paul Ayi was a painter.</p> <p>- Museum: a building in which precious objects and animals that represent a people's cultural heritage are kept.</p> <p>Eg: in Togo, there are many museums such as le musée animalier d'Adidogomè; le musée Gnassingbé Eyadema de Pya, Musée Agnassan Paul Ayi.</p> <p>Craft(n/v): an activity involving skill in making things by hand</p> <p>Eg: My brother crafted a chair. He is a craftman.</p>	
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	<p>-Production</p> <p>Ask students to make sentences the new grammar rules</p>	<p>-Take notes</p>	<p>values.</p> <p>Rule: If + past perfect (had+pp)+ Conditional Perfect (would/should/could/might +have+PP(V))</p> <p>Practice</p> <p>1-a- Be nice to people and they will respect you</p> <p>b-If □ ..</p> <p>2-a- You didn't consider your culture seriously; you lost many of your cultural values.</p> <p>b-If you □ □</p> <p>Notes: Omission of □ if □</p> <p>Eg. 3-a- If I were you, I would listen carefully to the teachers.</p> <p>b- Were I you, I would listen carefully to the teachers.</p> <p>4-Had I been there, I would have told him the truth.</p> <p>b-Had I been there, I would have told him the truth</p>	
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<p>Activity III:</p> <p>Class Presentation on the importance of traditional art in Togo (20 min)</p>	<p>-Asks in advance some students to prepare an exposé on the importance Of traditional art in Togo</p> <p>.</p> <p>-Asks the selected students to do the class presentation.</p> <p>-Asks the rest of the class to listen, pay attention and take notes in order to ask questions or contribute at the end.</p> <p>-Provides expressions related to an exposé.</p>	<p>-Listen and pay attention to the exposé.</p> <p>-Take notes.</p> <p>-Ask questions or contribute.</p>	<p>-Some key notes on the importance of Traditional art in Togo</p> <p>-Art serves as a vehicle for conveying Togolese history, spirituality, social customs and identity</p> <p>-artworks contributes to the development of our national economy by attracting tourists</p> <p>-contributes to the preservation of our cultural identities</p> <p>-teaching of morals</p> <p>-means of communication</p> <p>-promotes creativity</p>	<p>Lesson card, Ss □ notebooks</p> <p>Realia (Teacher, Ss)</p>
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<p>Activity IV: Tanslation (20 min)</p>	<p>Gives some cues and asks students to translate</p>	<p>Do the work</p>	<p>TEXT: Translate this passage into French.</p> <p>Music and dance are integral components of Togolese culture, serving as expressions of joy, spirituality, and cultural identity. Traditional Togolese music encompasses a wide range of genres, including Agbadja, Kpessi, and Gahu, with rythmetic blats and melodic tune that reflect the country's diverse cultural influences.</p> <p>TRANSLATION</p> <p>La musique et la danse font partie intégrante de la culture togolaise servant d'expression de joie, de spiritualité et d'identité culturelle. La musique traditionnelle togolaise englobe un large éventail de genres, dont l'Agbadja, le Kpessi, le Gahu avec des rythmes rythmés et des aires mélodiques qui reflètent les diverses influences culturelles du pays.</p>	<p>Lesson card, Ss notebooks</p> <p>Realia (Teacher, Ss)</p>
<p>POST ACTIVITIES</p>				

<p>Recapitulation (3 min)</p> <p>Evaluation (2 min)</p>	<p>Asks Ss to round off today's lesson</p> <p>Makes comments on recurrent mistakes</p>	<p>-round off lesson</p> <p>-take notes of comments</p>	<p>Homework</p>	
<p>Remedial work</p> <p>Homework (2 min)</p> <p>Warm down (1 min)</p>	<p>Writes a short homework on the board</p>	<p>-copy the homework</p>	<p>Put the verbs in the brackets in their correct tense</p> <p>1-If people organized traditional ceremonies in Togo, they (to get) enough rain.</p> <p>2- Had our forefathers gone to sacred places, they (to preserve) the traditional arts.</p>	

	Strikes a song, recalls next session and takes leave	-sing		
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LESSON CARD

Card n°:

Teacher:

School:

Class: Form VII

Theme 6: CULTURAL VALUES

Lesson 8: Violent extremism

Teaching Aids: Visual Aids (Images), internet, flashcards, Realia, notebooks, students, and teacher.

References: Programme Educatif Première, Guide d'Exécution Première, Oxford Advanced Learners Dictionary, the internet.

Date:

Duration: 55min ×2

Sequence: 1

Class Size: □□B □. G□.

CAPACITIES	CONTENTS
Use	-Words and expression related to the violent extremism: extremism, violent, sustainable□□.
Answer	-Questions based
Describe orally	-An act of violent extremism
Use	-The indirect speech to report statements related to violent extremism
Write	-An argumentative essay to withdraw/ remove the dangers connected with violent extremism
Translate	-Into French/ English a passage related to violent extremism

Competence 5: Deal with oral communication situations using a simple language

Learning Situation: find ten words related to violent extremism

VIOLENT EXTREMISM

Working and teaching strategies: 3Ps, individual/pair and group work

LESSON ORGANIZATION

PRE-ACTIVITIES

Stages/Timing	Teacher's Role	Learners' Role	Notes on board	Materials
1. Greeting (1min) 2. Roll Call (3min) 3. Date (1min) 4. Warm up (2min) 5. Revision/ Correction of homework (3min)	- Greets Ss - Checks presence - Says and write date - Give a tune - Asks questions / checks the homework	- Answer greetings - Ss answer roll call - Repeat date and note - Sing - Answer questions / Open their e books	Date Words	Teacher Students Books
MAIN ACTIVITIES				
Learning Situation (15 min)	-Presents the L.S, gives instructions -Monitors and helps Writes	-Follow, listen and ask questions Listen and do the work in pairs/small group -Work in groups	Learning Situation Title of the lesson	
ACTIVITY I:	The teacher tells students to read the text silently	Students read silently the text and provide	Text: Context and challenges. In recent years, the world has witnessed new waves of violent extremism that have taken the lives of many innocent people.	

<p>READING COMPREHENSION</p>	<p>and then puts questions on the board.</p>	<p>answers to the questions.</p>	<p>Whether based on religious, ethnic or political grounds, extremist ideologies glorify the supremacy of a particular group, and oppose a more tolerant and inclusive society. This poses two distinct but related challenges for contemporary societies: the rise of violent extremism and its spread across national borders and the governance of increasingly diverse and multi-cultural societies.</p> <p>While violent extremism requires interventions to protect the security of people and assets, prevention of violent extremism needs to look beyond strict security concerns to development-related causes and solutions to the phenomenon. Experiences in both development and peace building show that an increase in the levels of inclusion and tolerance in communities can lead to both better governance of diversity, and to societies better inoculated against violent extremism. Tolerance for diversity and intercultural understanding are also at the heart of the new 2030 Sustainable Development Agenda, and particularly Sustainable Development Goal (SDG) 16, on building peaceful, just and inclusive societies. UNDP takes a development approach to the prevention of violent extremism (PVE).</p> <p>This paper does not focus solely on religiously-inspired violent extremism. Many drivers apply to other forms of extreme behavior. Radical behavior in itself is not necessarily a problem. Non-violent radical behavior, especially if undertaken purposely in the political, economic or cultural sphere, can help to promote positive change. Violent extremism kicks in when radical behavior starts making use of indiscriminate violence as the means of expression.</p> <p><u>Questions:</u></p> <p>1- Long ago, the world witnessed new waves of violent extremism. True or false? 0.5</p>	
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			<p>2- Complete this sentence: " Whether based..... inclusive society." 1</p> <p>3- Mention two causes of violent extremism as stated in the text. 1</p> <p>4- Tell two ideas in the text to stop violent extremism. 1</p> <p>5- In your opinion, can radical behaviors lead to peace building? Why or why not? 1.5</p>	
<p>ACTIVITY II:</p> <p>VOCABULARY</p>	<p>1-Presentation stage</p> <p>Presents the new words in a context using the appropriate teaching strategies</p> <p>2- Practice stage</p> <p>-Repetition drill:</p> <p>- Substitution drill:</p> <p>-makes sample sentences and gives cues</p> <p>3- Production</p> <p>-Invites SS to make their own sentences</p>	<p>listen and repeat, individually, in rows and chorally</p> <p>-listen and repeat</p> <p>-use the cues to substitute words in sample sentences</p> <p>- make their own sentences.</p>	<p>- Violent Extremism (n) : the beliefs and actions of people who support or use violence to achieve ideological, religious or political goals.</p> <p>E.g.: Extremism violence is the current issue debated in the world: Bokoharam / Hamas</p> <p>- Peace building: tolerance</p> <p>E.g.: Peace building is a good initiative to make of the world a better place to live.</p> <p>- Terrorism (n): use of violence against civilians in order to achieve political, religious or ideological goals.</p> <p>E.g.: Let□s come together and fight terrorism.</p> <p>- Terrorist (n): someone who exercises violence on innocent people to achieve their goals.</p> <p>E.g.: terrorist use artifial bombs to kill farmers and soldiers.</p> <p>- Innocent: Opp: Guilty</p> <p>E.g.: the terrorist is guilty of a thousands of murder.</p> <p>- Sustainable development: developpement durable.</p>	

			E.g.: Sustainable development's foundation is peace.	
ACTIVITY III: GRAMMAR: Direct and Indirect speech.	<p>1-Presentation stage</p> <p>-introduces the new grammar point orally</p> <p>2-Practice stage</p> <p>-Repetition drill</p> <p>-Makes sentences using the new grammar point</p> <p>3-Production stage</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>	Listen carefully and turn sentences accordingly.	<p style="text-align: center;">Reporting statements</p> <p>1- □ The root causes of violent extremism are complex. □ He said == He said that the root causes of violent extremism were complex.</p> <p>2- □ I hate violence □ said Koffi == Koffi said that he hated violence</p> <p style="text-align: center;"><u>Practice</u></p> <p>Turn these sentences into direct or indirect speech</p> <p>1- Grandfather said that he had been victim of violent extremism</p> <p>2- □ I hate violence now □. The boy says</p> <p>3- □ Terrorists are becoming more and more numerous □ the Minister complained.</p> <p style="text-align: center;"><u>Correction</u></p> <p>1- □ I was victim of violent extremism □ Grandfather said.</p> <p>2- The boy says that he hates violent extremism.</p> <p>3- The Minister complained that terrorists were becoming more and more numerous.</p>	
ACTIVITY IV:	Presentation: - Teacher presents	-Students listen to the text and take		

<p>WRITING: Argumentative essay</p>	<p>the activity through an illustrative text. He writes the text on the board.</p> <p>Practice: - Teacher asks comprehension questions orally. Teacher gives characteristics of argumentative essay.</p> <p>Production: - The teacher presents the topic.</p>	<p>note.</p> <p>- Students answer.</p> <p>-Students take note.</p>	<p style="text-align: center;"><u>Characteristics of an Argumentative Essay</u></p> <p>An argumentative essay is a writing through which you give your opinion about a particular statement and supporting it with strong and convincing ideas.</p> <p>A- Introduction. It consists of the background to the topic (you can define the theme or give the information on the topic). <i>Thesis statement</i> (you must give your position about the topic). <i>Plan/Purpose</i> (you must set a plan, what you intend to do in the body).</p> <p>B- Body. In the body you need to support your point of view with arguments. Each argument is developed in a paragraph. You must be precise and concise, so you must sentences connectors (however, nevertheless, besides, in addition, as a result, consequently□..)</p> <p>C- Conclusion It is the summary of the main ideas of the body. You can beginning your conclusion with one of the following expressions: in conclusion, in a nutshell, to sum up□..</p> <p>Practice</p> <p>Topic 1: After the lesson on violent extremism you are against it. Provide arguments to sustain your point of view.</p> <p>Topic: You are a student in Terminal. After the course on the violent extremism your teacher asks you to write an argumentative essay in which you will state out the causes, the consequences and propose solutions to violent extremism in not more than 150 words.</p>	
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			<p style="text-align: center;">CORRECTION</p> <p style="text-align: center;">Causes</p> <ul style="list-style-type: none"> - Political, religious, ideological, social (drugs and alcohol) <p style="text-align: center;">Consequences</p> <ul style="list-style-type: none"> - Wars- division in the society- injuries- intolerance- death- rural exodus- hunger- problem of education- prostitution- early pregnancy□□. <p style="text-align: center;">Solution</p> <ul style="list-style-type: none"> - Tolerance- sensitization- promote togetherness 	
POST ACTIVITIES				
<p>-Recapitulation</p> <p>-Homework</p> <p>-Warm down</p>	<p>-The teacher chooses some students who will quickly go through the activities done and puts a homework on the board.</p> <p>- Teacher warms students down with a joke/ song</p>	<p>-Students raise their fingers and sum up the lesson of the day.</p> <p>- students sing</p>	<p style="text-align: center;"><u>HOMEWORK</u></p> <p><i>Turn these sentences into direct or indirect speech.</i></p> <ol style="list-style-type: none"> 1- □ Violence is a dangerous practice. □ Said grandfather 2- □ We must be careful today. □ Authorities advised the population 3- The officer exclaimed that the man was dangerous. <p>Translation:</p> <p><i>Translate the first paragraph of the passage studied into good French.</i></p>	

LESSON CARD

Card n°:

School :

Teacher:

Form : SSS3/Sciences

Theme 3: ENVIRONMENT

Lesson 3: Renewable Energies

Date:

Class size: B...G

Duration: 55 □

Sequence: 1/1

Teaching aids: realia, flashcard, notebooks, students, teacher.

Références : Texte, Programme éducatif Terminales C4 & D, Guide d'exécution Terminales, Monolingual and Bilingual Dictionaries

CAPACITIES	CONTENTS
Identify	- in a text, words and expressions related to renewable energies
Use	The grammatical structures had better and would/ should to give pieces of advice about how to promote renewable energies
Read silently	A text related to renewable energies and then, point out the advantages
Write	A formal speech about the necessity to develop renewable energies
Exchange	On sources of renewable energies

Competence 3: deal with oral/ written communication situations to translate a passage using an elaborated language

Learning situation:

During a physics lesson, your teacher asks you to talk about renewable energies. Based on your knowledge, define what renewable energy is, and give some examples of renewable energies.

Do the work in pairs/ small groups

LESSON ORGANISATION



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

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

Main activities

<u>Activity 1</u> I-Oral description Oral description of the sources of renewable energies	Introduces the new theme and the new lesson to the class -R E is an energy that is from a source that cannot be finished, and can be used over and over again. Examples: solar energy, wind energy, hydro energy, biomass energy, geothermal energy Organizes students in pairs/ small groups for oral exchanges	Listen carefully Give the different sources of R E	Writes good answers on the board	
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	Invites students to give the different sources of renewable energies			
<p><u>Activity 2</u></p> <p>II-Grammar: the use of « Had better and would/should (3Ps)</p>	<p>1-Presentation stage</p> <p>-introduces orally the new grammar point using model sentences</p> <p>- asks Ss to read</p> <p>Comprehension check questions on the structure</p> <p>1- what is the verb?</p> <p>2-In which form is it?</p> <p>3-What have you noticed at the level of the verb?</p> <p>2-Practice stage</p> <p>-Repetition drill</p> <p>-Makes sentences using the new grammar point</p>	<p>-listen carefully and provide answers to the teacher's questions</p> <p>1-Solar energy and traditional lamps</p> <p>2-Traditional lamps</p> <p>3-It is used to show preferences.</p>	<p>II-Grammar: the use of "Had better and Would or should.</p> <p> Model sentences</p> <p>1-Electricity bill is too expensive, you had better use solar energy</p> <p>2-Fuel energy contributes to the destruction of the ozone layer, we should opt for renewable energies</p> <p>3- In Africa, we receive a high number of sunlight hours, so, African countries should use solar energy</p> <p> FORMATION</p> <p>WOULD/SHOULD/HAD BETTER + BARE INFINITIVE</p> <p>PRACTICE:</p> <p>- <i>Rephrasing</i></p> <p>1a-Between wind energy and fuel energy, villagers want wind energy.</p>	

	<p>3-Production stage</p> <p>- The teacher asks the students to make their own sentences using the structure.</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>b-Villagers would □□□.</p> <p><i>-Put the verb in parentheses into its correct form</i></p> <p>2- Desertic countries had better (to use) wind energy than paying electricity bill</p> <p>NB: Would rather + Subject+ Simple past.</p> <p>Ex: I would rather you ate mangoes than Oranges</p>	
<p><u>Activity 3</u></p> <p>Reading comprehension</p>	<p>-The teacher reads a passage related to renewable energies</p> <p>- asks some ss to read</p>	<p>- the students listen carefully each time he reads.</p> <p>-ss read.</p>	<p><u>Text: Renewable energies</u></p> <p><u>Questions</u></p> <p>1-Africa has a big potential to develop renewable energies. True/ false</p> <p>2-Cite the types of renewable energies enumerated in the text.</p> <p>3-According to the text, biomass is □□..</p> <p>4-How does hydropower produce electricity?</p> <p>5-In your opinion, why should people opt for</p>	

			renewable energies nowadays?	
<u>Activity 4</u> <u>Formal speech</u> <u>writing</u>			<p>A- Model</p> <p><u>Speech Delivered by LARE Kpatcha, Senior Prefect of Lycée Kara on the Advantages of Renewable Energies During the Summit of Global Warming at Hotel Sarakawa on the 20th November 2024.</u></p> <p>Mr. Chairman, His excellency the Minister of Environment, Mayors, Kara Regional Director of Education, the representatives of NGOs, distinguished guests, Ladies and Gentlemen, welcome!</p> <p>I am highly honoured to be given this rare opportunity in order to say some few words on the advantages of renewable energies</p> <p>Renewable energy is the energy that comes from a source that can be used over and over again</p> <p>A part from coming from a natural source that won't run out and being self-replenishing, renewable energies have some other advantages.</p> <p>First, contrary to the non-renewable energies whose resources are not only finite but cost more, renewable energies cost less and are inexhaustible.</p>	

		<p>Secondly, renewable energies generate energy that produces no greenhouse gas emission and reduces some types of air pollution, soil contamination, land degradation □</p> <p>Finally, sustainable harvest and use of renewable energies can create economic development, jobs in manufacturing installation □ and reduces the dependence imported fuels.</p> <p>Mr. Chairman, mayors, honorable representatives, distinguished guests ladies and gentlemen, due to the economic advantages of renewable energies, the world growing population and specially the big potential that Africa has to develop renewable energies, I exhort our leaders to invest more in renewable energies.</p> <p>Mr. Chairman, his excellency ministers of environment, representatives of NGOs, kara regional director of education □ I thank you for paying attention to me!</p> <p>Comprehension check questions</p> <p>-</p>	
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			<p>1- What is the text about?</p> <p>2- Choose the correct answer</p> <p>This text is:</p> <p>a- Letter ; b- Article; c- speech</p> <p>3- How many different parts does this text have?</p> <p>4- To whom is the Speaker talking?</p> <p>5- What is he talking about?</p> <p>Features of speech writing</p> <p>1-title</p> <p>It is written in block form or with initials capitalized. The title is underlined. It is composed of: the name of the speaker, the occasion and/or the subject- matter, the venue and the date,</p> <p>Eg: See the title of the model</p> <p>2-opening address/opening vocatives</p> <p>Salute the audience starting from the highest ranks to the lowest and close with Ladies and Gentlemen</p>	
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			<p>Eg: See the first lines of the model speech</p> <p>2. Vote of Thanks</p> <p>You express your joy and the gratitude for the opportunity you have to speak + the introduction of the topic</p> <p>E.g, I am very happy to have the floor in order to share the little I know about □□□but before that, I thank you for your kind presence.</p> <p>It is a great pleasure for me to get this opportunity to talk about□□but I deem it important to welcome and thank for being here.</p> <p>3-Subject-matter/ Message</p> <p>Discuss the topic into details following the instructions given by addressing the chairperson occasionally. Devote a paragraph to each main idea</p> <p>4-Ending</p> <p>We just say: □□Thanks□ or □thank you□ followed by an explanative mark (!)</p>	
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Post-activities

Evaluation	-asks some verification questions to Ss about the course	-answer questions		
Remedial work	-corrects eventual mistakes	- take note		
-Homework	-writes the homework on the board	-copy the homework in their exercise book		
-Warm down	-warms the Ss down: strikes a song	- sing		
			<p style="text-align: center;"><u>Homework</u></p> <p>1-Make three sentences Power, solar energy, generator.</p> <p>Topic:</p> <p>You are Komi POWOLO a student at lycee DEWOU. During a traditional festival in your village, you are asked to deliver a speech in which you will enumerate the different types of renewable energies and urge the villagers to opt for one of them you think can help a lot. Don't forget to give them the reasons of your recommendation.</p> <p>Not more than 20 lines write down your s</p>	

Text: Renewable energies

Due to the world growing population, climate change, global warming and pollution issues, people are realizing that the problem is no longer about the access to energy but rather the access to safe and clean energy. Fortunately, Africa has a big potential to develop renewable energies especially solar energy. The potential of solar energy in Africa is naturally high as the continent is largely located in the equator area and receives a very high number of sunlight hours. Solar energy is produced by the electromagnetic radiation and heat of the sun through a device, the radiations are collected, stored and converted into electricity.

Apart from solar energy, other types of renewable energies also do exist such as wind energy, biomass, and hydroelectric power.

Wind energy is a form of renewable energy that harnesses the power of the wind to generate electricity. Biomass is a renewable energy that comes from plants and animals

As for the hydro power or hydroelectric it is one of the oldest and largest sources of renewable energy which uses the natural flow of moving water to generate electricity.

Due to poverty of most African countries, these countries had better opt for renewable energies

LESSON CARD

Card n°:

Teacher:

School:

Class: T/CD

Theme 4: Science and Technology

Lesson 6: Phytotherapy and Health

Teaching Aids: Visual Aids (Images), flashcards, Realia, notebooks, students, and teacher.

Date:

Duration: 55min x2

Sequence1:

Class Size: □□B □..G□..

References: Programme Educatif Terminal, Guide d'exécution Terminal , Oxford Advanced Learners Dictionary, the internet.

CAPACITIES	CONTENTS
Identify	-Words and expressions related to phytotherapy: plant, herbs; roots, medicine; treat, ingredients, caution
Use	Passive voice to show the advantages of phytotherapy
Describe	Some medical plants vertus
Present	An expose on the advantages of phytotherapy
Write	An advertisement on phytotherapy

Competence 4: Deal with communication situations related to listening through simple language

Learning Situation: One of your friends is sick. He has got a stomach ache. He doesn't know how to stop it. Having a knowledge on phytotherapy, help him select some of the herbs or leaves to stop that pain from the list: **kinkeliba, computer, holy basic, English, comb, cassava leaves, planting.**

Working and teaching strategies: 3Ps, individual/pair and group work

LESSON ORGANIZATION

PRE-ACTIVITIES

Stages/Timing	Teacher's Role	Learners' Role	Notes on board	Materials
1-Greetings 1'	Greets the students	-Answer greeting	Date	Teacher
2-Roll check 3'	-Checks presence	-Answer the call		Students
3-Date	-Asks the date	-Say and write the date		Books

4-Warm up	-Last letter chain: King	-Answer by giving words starting with the last letter of the previous word	Words	
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MAIN ACTIVITIES

Learning Situation (15□)	-Presents the L.S, gives instructions -Monitors and helps Writes	-Follow, listen and ask questions Listen and do the work in pairs/small group -Work in groups of 4/5	Learning Situation Title of the lesson	
ACTIVITY- I <u>VOCABULARY</u> (15□)	<u>3Ps</u> -Presents new words or expressions using the appropriate strategies -Pronounces the words -Makes model sentences	-Listen carefully -Listen and repeat -Listen and repeat -Answer questions	<u>Vocabulary</u> 1 <u>Phytotherapy</u> (n) : It is the use of plant extracts for medical purposes Eg: my father uses bitter leaves to cure stomach-ache, so this is phytotherapy 2- <u>Plant</u> (n) it is any living organ which is not animal (possible to use realia) 3-Medicine: (n) any drug or product we take to recover when we are ill Eg: Paracetamol 4- <u>Phytomedicine</u> :(n) it is any medicine of plant's origin 5- <u>Treatment</u> :(n) = healing ,to treat (v) Eg: My grandfather has got a treatment against a	

			snake □ s bite 6- Ingredients (n) are different substances used to prepare a meal or a product	
ACTIVITY2: GRAMMAR: Active and Passive Voice	3Ps <u>Presentation:</u> Makes model sentences Asks the ss to draw the structure of sentence a What is the tense of the verb in sentence a? And what has it become in b? Select the new verb introduced in b How do you call such a structure if you were about to give a name to this grammatical point? <u>Practice:</u> Gives Active or passive sentences and asks SS to turn them	Listen Follow Underline S-V-O(a) SIMPLE PRESENT IN A and has become pp in b Select is Passive and Active	GRAMMAR: Active and Passive Voice Eg: 1a-The herbalist uses ginger b- Ginger is used by the herbalist Formation: AV: S+V+O PV: O+to be(in the tense of v in AV)+ PP+ by+S Practice Change these sentences into passive or active 1-Ali pounds leaves. 2- My father has been cured by a herbalist. 3-We will learn the advantages of phytotherapy next week.	

	<p>into the opposite voice</p> <p>Production: Invites ss to make their own sentences</p>	<p>Work in pairs</p> <p>Make their own sentences</p>		
<p>Activity -III ORAL DESCRIPTION (30min)</p>	<p>Asks students to make groups and discuss about the virtues of some medical plants.</p> <p>Puts the best presentation of some students on the board for them to copy.</p>	<p>Form groups of two or more to make their researches and present the result orally to the class.</p>	<p>SS best results</p> <p>Eg: Ginger: Used to alleviate the nausea, etc.</p> <p>Aloe Vera: known for its soothing properties on the skin</p> <p>Guava: known for stopping diarrhea</p> <p>Kinkeliba used to cure malaria, reduce high blood pressure</p>	
<p>Activity IV SPEAKING: An expose on the advantages of phytotherapy(30min)</p>	<p>Asks SS to give advantages of phytotherapy in groups</p>	<p>Go in groups and work out the topic.</p>	<p>Phytotherapy: advantages</p> <p>-cheap for everyone</p>	

P			<ul style="list-style-type: none"> -accessible to the majority of the citizens - cures some spiritual illnesses - protects us from spiritual attacks -heals diseases that modern medicine does not cure -treats barrenness 	
Activity V : Writing	<p>dictates a model example of advertisement</p> <p>reads</p> <p>asks comp qq</p>	<p>Copy</p> <p>Follow answer</p>	<p>Writing of an advertisement or a spot</p> <p>SUPER TONIC, a solution to 21 diseases.</p> <p>Supertonic is a natural product made out of 17 tropical plants. It treats disease like stomach-ache. Headache, malaria, fever, eyes itching, tiredness etc.</p> <p>Whenever you have one of these diseases, just take two tea spoonful of supertonic. The pain will stop after 15 minutes.</p> <p>1-definiton: An advertisement is a commercial notice designed to sell a product, a service or similar.</p> <p>Note: in this type of essay, you are called to use a sweet tongue to attract a public's attention on something. (don't forget to mention the name of the thing, and its advantages)</p>	
EVALUTION	Asks questions orally to check the	Answer orally		

	understanding of the lesson .			
K	HOMEWOR Gives a short exercise		In not more than ten lines, write an advertisement on one of the phytotherapeutic product of your locality.	

