

LESSON NOTES

CARD N° :

DURATION: 3x55min

SCHOOL: CEG

DATE:

TEACHER: Mr LANGBEGUE

CLASS SIZE: – B – G

THEME: Marriage and life in the family

SEQUENCE: 1/3

LESSON : The Dowry(bride price)

CLASS: FORM IV

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 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.

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 3PS (15min)	I-PRESENTATION Presents the words and asks SS to repeat. Presents model sentences and asks Ss to read. Asks questions: 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?	Listen and repeat read Answer questions	Vocabulary: Dowry: (n) translation Eg: lare brought some clothes for yawa's dowry. To fulfill : (v) syn comply with, to satisfy Eg: I am fulfilled with grace. A custom (n) def: traditional belief or rituals. Eg: according to kabye custom, women must not eat dog meat. To intoxicate: (v) intoxicate(adj) syn to stupefy Eg: koffi intoxicates himself with alcohol. To hide: (v) s past hidid	

	<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>Substitution drill 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. Fire cannot beunder the cloths.</p> <p>II- PRODUCTION Asks Ss to make sentences with the new words studied.</p>	<p>Listen and repeat</p> <p>Complete</p> <p>Make sentences</p>	<p>antonym= to reveal Eg: kolani hides his secret to his father. To inherit (v) syn to receive Eg: lare inherits his father's property after his death.</p> <p>Ss own best sentences</p>	
<p>ACTIVITY 2: GRAMMAR: the</p>	<p>I-PRESENTATION Presents sentences</p>	<p>read</p>	<p>Grammar structure: the use of "Ago"</p>	

<p>use of Ago <i>(12min)</i></p>	<p>containing the new structure and asks Ss to read. Asks comprehension questions 1-what did I do two years ago? 2-what did he do a minute ago? Asks to underline the verbs in the sentences and tell their tense. Asks to draw the rule</p> <p>II- PRACTICE <i>Repetition drill</i> Asks Ss to repeat orally the sentence. Lare passed his BEPC exam three years ago. <i>Substitution drill</i> Complete with the right answer. 1-He (comes; come; came) here a year ago. 2-abalo (see; sees; saw) him four weeks ago.</p> <p>II- PRODUCTION Asks to makes sentences using the new structure.</p>	<p>answer</p> <p>Underline and tell the tense</p> <p>Draw the rule</p> <p>Repeat</p> <p>Complete with the right answer</p> <p>Make sentences</p>	<p>Sentences 1-I paid the dowry two years ago. 2-he said it a minute ago.</p> <p>Rule: Ago+ simple past.</p> <p>Ss own best sentences</p>	
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ACTIVITY 3: WRITING: GAME(the last letter chain) <i>(10min)</i>	I-PRESENTATION Present the game with instruction and asks Ss to play	play	WRITING: GAME(the last letter chain) Word: dowry =	Teacher Students board
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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	<p style="text-align: center;"><u>Homework</u></p> 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.	
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 NOTE

CARD N°: 1
SCHOOL: CEG

DATE:
NUMBER OF STUDENTS: B G

TEACHER:);

CLASS: 5^{ème}

DURATION: 55'

SEQUENCE: 2/3

THEME 1: Marriage and Family Life

LESSON 1: The dowry

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

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

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
<p>ACTIVITY 1:</p> <p>VOCABULARY (the use of 3PS)</p> <p><i>(15min)</i></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-what does he do to yawa?</p> <p>2-how do I feel when I give birth to a baby?</p> <p>3-what do i do before taking my wife ?</p> <p>4-who is pregnant?</p> <p>5-what does he bring to his family-in-law?</p> <p>II- PRACTICE</p>	<p>Listen and repeat</p> <p>Read</p> <p>Answer</p> <p>Repeat</p>	<p>VOCABULARY :</p> <p>To make sexual advance:(expr) syn to have sexual intercourse</p> <p>Eg:He makes sexual advance to yawa.</p> <p>To feel married =exp to <i>become aware of</i></p> <p>Eg:I feel married when I give birth to a baby.</p> <p>To pay (v) S past paid. exp: to give money or other compensation to in exchange for goods or services.</p> <p>Eg: I paid the dowry before taking my wife.</p> <p>Daughter -in -law: antonym= son- in -law</p> <p>Eg: my daughter- in- law is pregnant.</p> <p>A colanut (n) realia</p> <p>Eg: He brings colanut to</p>	<p>Teacher students</p>

<p>GRAMMAR: the use of "must"</p> <p><i>(12min)</i></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 ?</p> <p>2-what must he do?</p> <p>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.</p> <p>2-must/one another/you/help.</p> <p>II- PRODUCTION</p> <p>Asks to makes sentences using the new structure.</p>	<p>Read</p> <p>answer</p> <p>Repeat</p> <p>Order</p> <p>Make sentences</p>	<p>" Must"</p> <p>sentences</p> <p>1- You must pay the dowry.</p> <p>2- He must learn his lessons.</p> <p>3- We must sweep the school compound.</p> <p>Ss own best sentences</p>	
<p>ACTIVITY 3: Speaking:</p>	<p>I-PRESENTATION</p> <p>-Writes the topic on BB:</p>	<p>Do the work</p>	<p>SPEAKING :</p> <p>TOPIC :</p>	

<p>Class discussion <i>(10min)</i></p>	<p>At the end of this activity every student should be able to give the advantages and disadvantages of paying a dowry.</p> <ul style="list-style-type: none"> -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 you think paying a dowry to the girl’s parents means buying a slave?”</p>	<p>Teacher Students board</p>
<p>POST-ACTIVITIES</p>				
<p>EVALUATION <i>(2min)</i></p>	<ul style="list-style-type: none"> -Asks to recall the vocabulary words studied in sentences. -Asks to make some sentences using the grammar structure “Must” 	<p>Recall in sentences</p> <p>Make sentences</p>	<p style="text-align: center;"><u>Homework</u></p> <p>Make four correct sentences using “ must”</p>	
<p>REMEDIAL WORK <i>(2min)</i></p>	<p>Makes comments on recurrent mistakes</p>	<p>Take note of the comments</p>		

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 NOTES

CARD N°: 3

SCHOOL: Tidonte SSS

TEACHER: ABA

CLASS: 5^{ème}

THEME 1: Marriage and Family Life

LESSON 1: The dowry

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

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

DATE:

NUMBER OF STUDENTS: B G

DURATION: 55'

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	✓ Words and expressions related to dowry using the grammar structure Ago; must; ought to and should.
Build	✓ Sentences with: ✓ The use of " Ago " + simple past ✓ The use of " Must " ✓ The use of " Should and ought to "
Exchange	✓ 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: READING COMPREHENSION <i>(15min)</i>	I-PRESENTATION Presents the text to read silently and after answer to the questions on the board.	Read silently and answer questions.	READING COMPREHENSION: Text: the dowry (P1) <i>from comprehensive English texts for junior secondary school.</i> (Kaizaabertgmail.com. unpublished).	Teacher Students board

			<p style="text-align: center;">Questions</p> <p>1-is nogal and Emeh both boys?</p> <p>2-emeh refuse to bring Nogal in her family. True/False?</p> <p>Choose the correct answer.</p> <p>3-the bride's family:</p> <p>A-doesn't like the boy</p> <p>B-like the boy</p> <p>C-refuse to welcome the boy</p> <p>4-cites the items in the dowry of Emeh.</p> <p>5-What do people offer in order to marry a girl in your area?</p>	
<p>ACTIVITY 2:</p> <p>GRAMMAR : the use of "should" and "ought to"</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 others do ?</p> <p>2-what should you do?</p>	<p>Read</p> <p>answer</p>	<p>GRAMMAR : the use of "should and ought to"</p> <p style="text-align: center;">Sentences</p> <p>1-other agreed that he should pay a fine.</p> <p>2-you should learn your lessons.</p> <p>3-you ought to learn your lessons.</p> <p>Should= ought to</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>(express moral obligation)</p> <p>Ss sample sentences</p>	
<p>ACTIVITY 3:</p> <p>READING ALOUD</p> <p>(10min)</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</u> <i>Make four sentences using "should and ought to"</i>	
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.			
WARM DOWN <i>(3min)</i>	Recalls the next session, strikes a song and leaves	-Sing		

LESSON NOTES

CARD N°:1

SCHOOL: Tidonte SSS

TEACHER: ABA

CLASS: 3^{ème}

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

DURATION: 3 x 55min

DATE:

NUMBER OF STUDENTS: ___B ___G

SEQUENCE:1

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 kande read a text on arranged marriages. They discuss about the advantages and disadvantages of this practice. They want to write a small dialogue of 4 or 6 lines on that practice.

Your teacher asks you to write the dialogue.

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 <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: 1-where has there many guests?	Listen and repeat read Answer	Vocabulary: A wedding: (n) syn marriage Eg: he has many guests in his wedding. A wedding cake: (n) gâteau de mariage Eg: they cut the wedding cake. To wear (n) s past wore:	

	<p>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.</p> <p>II- PRACTICE <i>Repetition drill</i> Say sentences orally and Ss to repeat.</p> <p>1-koffi celebrated his wedding. 2- I like eating the wedding cake. 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><i>Substitution drill</i> Complete with the right word: wedding; wedding cake; gown; wear; arrangement; bride. Afi a nice.....during</p>	<p>questions</p> <p>Listen and repeat</p> <p>Complete</p>	<p>demons Eg: Afi wears her nice dress. A gown (n) syn a dress Eg: she wears her gown for marriage. An arrangement :(n) def: the act of arranging. Eg: koffi makes an arrangement with his father- in- law. A bride : (n) ant: a groom Eg: After the marriage the bride and the groom shared the same bed.</p>	
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	<p>her Kodzo has anwith his father-in-law. The.... Kiss the groom. II- PRODUCTION Asks Ss to make sentences with the new words studied.</p>	Make sentences	Ss own best sentences	
<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? 2-what don't like my father and my mother? Asks to draw the rule</p> <p>II- PRACTICE <i>Repetition drill</i> 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><i>Substitution drill</i> Complete with too/either. 1-I failed my exam. I was spelled from</p>	<p>read</p> <p>answer</p> <p>Draw the rule</p> <p>Repeat</p> <p>Complete</p>	<p>Grammar structure: the use of "too/ either" Sentences Too/either 1- I drank wine. I ate rice too. 2- My father doesn't like rice. My mother doesn't like rice either.</p> <p>Rule: AFF+AFF+TOO NEG+NEG+EITHER Practice Complete with: (too or 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>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>	Make sentences	Ss own best sentences	
ACTIVITY 3: READING ALOUD (10min)	Presents the text read 1 or 2 times and after asks students to read.	read	READING ALOUD: Text: Arranged marriage	Teacher Students board

C-POST-ACTIVITIES

EVALUATION (2min)	-Asks to recall the vocabulary words studied. -Asks to make some sentences using the grammar structure	Recall words		
REMEDIAL WORK (2min)	Makes comments on recurrent mistakes	Make sentences	<p align="center"><u>Homework</u> Complete with: (too or either 1-yawa is tall. Her husband is tall 2-yawa doesn't eat. Her husband..... 3-My parents don't cheat. I don't cheat</p>	
HOMEWORK (3min)	Writes the homework on the board.	Take note of the comments		
	Recalls the next	-Sing		

WARM DOWN <i>(3min)</i>	session, strikes a song and leaves			
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CARD N°: 1

SCHOOL: Tidonte SSS

TEACHER: ABA

CLASS: 3^{ème}

LESSON NOTE

DATE:

NUMBER OF STUDENTS: B G

DURATION: 55'

SEQUENCE: 2/3

THEME 1: Marriage and Family Life

LESSON 2: Arranged marriage

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

REFERENCES: Manuel de l'élève 5è, Programme éducatif 5è, Guide d'exécution 5è, 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.
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
ACTIVITY 1:	I-PRESENTATION		VOCABULARY :	

<p>VOCABULARY (the use of 3PS)</p> <p><i>(15min)</i></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><i>Substitution drill</i></p>	<p>Listen and repeat</p> <p>Read</p> <p>Answer</p> <p>Repeat</p> <p>Make a correct</p>	<p>A town hall: (n) (explanat°)</p> <p>Eg: Civil marriages are celebrated in the town hall.</p> <p>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>To clap: (v) (demonst).</p> <p>Eg: the public claps for the bride and groom.</p>	<p>Teacher students</p>
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	<p><i>Make a correct sentence with these jumbled words:</i></p> <p>1-Yawo/ an oath /swears.</p> <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>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</p>	<p><i>Read</i></p> <p><i>answer</i></p> <p><i>Repeat</i></p>	<p>GRAMMAR STRUCTURE :</p> <p>the use of " SO/ NEITHER" sentences</p> <p>1-komi likes English, So do I.</p> <p>2-rène is not serious, Neither does her partner.</p> <p>Rule:</p> <p>Aff+so+auxiliary+subject</p> <p>Neg + neither+auxiliary+subject</p>	

	<p>orally the sentence.</p> <p>1-Lare is not a teacher, Neither does his brother.</p> <p>2-He likes mangoes, so does Philippe.</p> <p>Substitution drill</p> <p>Complete with: so or neither.</p> <p>1-I am intelligent, does my brother.</p> <p>2- Ama didn't come to school,did princess.</p> <p>II- PRODUCTION</p> <p>Asks to makes sentences using the new structure.</p>	<p><i>Complete</i></p> <p><i>Make sentences</i></p>	<p>Practice</p> <p>Complete with: so or neither.</p> <p>1-I am intelligent, does my brother.</p> <p>2- Ama didn't come to school,did princess.</p> <p>Ss own best sentences</p>	
<p>ACTIVITY 3: Read and look up: <i>(10min)</i></p>	<p>I-PRESENTATION</p> <p>-Writes the the text on the board cut it into slashes. -reads the holl text first and after read with slashes and asks Ss to follow his instruction and read.</p>	<p>Follow instructions and read.</p>	<p>SPEAKING :</p> <p>Text:</p> <p>Assi and Darassimi are two friends./both of them have travelled abroad/ just after the wedding of their friend Adukpe./ They are recounting how the marriage was arranged.</p>	<p>Teacher Students board</p>
<p>C-POST-ACTIVITIES</p>				

EVALUATION <i>(2min)</i>	-Asks to recall the vocabulary words studied in sentences. -Asks to make some sentences using the grammar structure	Recall in sentences	<p style="text-align: center;"><u>Homework</u></p> Complete with "So or Neither." 1-my uncle is old,does my mother. 2-the man cannot talk, can his son. 3- Ama doesn't hate her husband,does the husband.	
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.			
WARM DOWN <i>(3min)</i>	Recalls the next session, strikes a song and leaves	-Sing		

LESSON NOTES

CARD N°: 3

DATE:

SCHOOL: Tidonte SSS

TEACHER: ABA

CLASS: 3^{ème}

THEME 1: Marriage and Family Life

LESSON 2: Arranged marriage

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

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

NUMBER OF STUDENTS: B G

DURATION: 55'

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)

Revision/Homework correction (3min)

B-MAIN ACTIVITIES

STAGES/TIMIN	TEACHER'S ROLE	STUDENTS'	NOTE ON BOARD	TEACHING
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G		ROLE		MATERIAL S
ACTIVITY 1: VOCABULARY <i>(15min)</i>	I-PRESENTATION Presents sentences containing the new structure and asks Ss to read. Asks comprehension questions 1-what do the bride and the groom wear to each other? 2-what does the woman wear during the wedding? 3-what does Afi do? 4-who will celebrate the wedding next week? II- PRACTICE Asks Ss to repeat orally the sentence. 1-Lare buys new wedding-rings for his wedding. 2-I accept to work hard. 3-the pastor is praying.	Read Answer Repeat Complete	VOCABULARY: A wedding-ring (n): relia Eg: the bride and the groom wear to each other rings. A wedding robe (n): picture Eg: the woman wears the wedding-robe during the wedding. To agree (v): syn to accept Eg: afi agrees to marry lare. A pastor (n) syn a preacher Eg: the pastor will celebrate lare's wedding next week.	Teacher Students board

	<p><i>Substitution drill</i></p> <p>Complete with: pastor; wedding-robe; accept.</p> <p>Princess wears a new..... The pastor..... to celebrate her wedding only if she..... To marry moate.</p> <p>II- PRODUCTION</p> <p>Asks to makes sentences using the new structure.</p>	Make sentences	Ss own best sentences	
<p>ACTIVITY 2:</p> <p>GRAMMAR : the use of "either...or and neither...nor"</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-who came to the party?</p> <p>2-what didn't come to the party</p> <p>II- PRACTICE</p> <p>Asks Ss to repeat orally the sentence.</p> <p>-either yao or souley</p>	<p>Read</p> <p>answer</p> <p>Repeat</p>	<p>GRAMMAR : the use of "either...or and neither...nor"</p> <p>Sentences</p> <p>1-Kodzo came to the party. Flimongue came to the party too.</p> <p>Either Kodzo or Flimongue came to the party.</p> <p>2-Joice didn't come to the party. Laya didn't come to the party either.</p> <p>-Neither Joice nor Laya came to the party.</p>	

	<p>likes this movie.</p> <p>-Since he left, he neither wrote nor called.</p> <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>PRACTICE</p> <p>Use: "either...or and neither nor" in this sentence.</p> <p>-I don't love her. He doesn't love her.</p> <p>Ss sample sentences</p>	
<p>ACTIVITY 3:</p> <p>READING COMPREHENSION (silent reading+ Post questions)</p> <p><i>(10min)</i></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</p> <p>Questions:</p> <p>1-Assi and Darassimi travelled abroad after their friend marriage. True/False?.</p> <p>2-Are assi and Darassimi enemies? Yes/No?.</p>	<p>Text</p> <p>Teacher</p> <p>Students</p>

			<p>3-Who got married to Adukpe?</p> <p>4-Where was the wedding celebrated first?</p> <p>5-Would you like to celebrate your wedding in the church? Why?</p>	
POST-ACTIVITIES				
<p>EVALUATION <i>(2min)</i></p>	<p>-Asks to make some sentences using the grammar structure studied.</p>	<p>Make sentences</p>	<p style="text-align: center;"><u>Homework</u></p> <p>Use: "either...or and neither nor" in these sentences.</p> <p>1-The movie was very boring. It was very long too.</p> <p>2-The hotel wasn't clean. It wasn't comfortable.</p> <p>3-Yendoutié doesn't eat meat. He doesn't smoke.</p> <p>4-we can leave today.</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>WARM DOWN <i>(3min)</i></p>	<p>Recalls the next session, strikes a song and leaves</p>	<p>-Sing</p>		

			We can leave tomorrow.	
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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 definition 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 synonyms of each of the following words

a- a bridegroom#.....

b- To remember#.....

c-Exciting=.....

B- Grammar

Complète with: *so/either/oi/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 paragph of not more than 10 lines, try to convince him not to do so..

LESSON CARD

Card N: 1

Date:

School:

Duration: 55'

Teacher:

Class size: B G

Class: form IV

Sequence: 1

Theme 1: MARRIAGE AND FAMILY LIFE

Lesson3: 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.

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 CEG Pessidé 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 (5min)	-Greet the students	-Answer the greetings		Teacher, students, blackboard, books, English dictionary...
Roll call check (5min)	-Checks the presence	-Answer		
Date(1min)	-Asks students to say the date	-Say and write on the board	-Date	
Warmup (5min)	- Asks students to give the tune	-Give the tune		

vision	-Asks questions about the last course	and they sing -Answer the questions		
MAIN ACTIVITIES				

<p>Activity 1</p> <p>Vocabulary</p> <p>Use of</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, several persons who live in the same dwelling sharing the same meal. Eg: a dwelling of kodjo is well organized</p> <p>2- Solidarity (n) explanation(the fact that a family or group of persons living together and helping each one another) Eg: there is a solidarity in our family</p> <p>3- Relationship (n) exp: the family link between two or more persons. Eg: Abalo is the father of Koumi; Koumi is the brother of Naka. Naka is niece of Kolo. There are relationships between them.</p> <p>4- Large family(adj) syn big family Eg: the family of Eglou is composed of 30 members. It</p>	
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<p>Activity 2: Grammar: Use of "as/like" The use of "as/like" S (min)</p>	<p><u>Presentation stage</u> -Presents the new grammatical structure in a situational context -Says and asks Ss to repeat sentences</p> <p><u>Practice stage</u> -Provides two or three sentences with the gaps and asks students to complete</p>	<p>-Listen</p> <p>-Repeat sentences</p> <p>-Complete the sentences with "as" or "like"</p>	<p>is a large family 5- Familiarity (n) Eg Ama and her brother live in familiarity</p> <p><u>II Grammar: the use of "as/like"</u> 1-My uncle works as doctor (he is a doctor) 2- this house is like a palace NB: "As" is used +noun to say that something really is (especially when we talk of jobs), it is also used before a subject +verb (eg: they did as they promised) -"Like" is used when we compare things. It is a preposition and is followed by nouns and pronouns.</p> <p>Complete with "As" or "like" 1 Ann looksher mother 2 Bill works in the banka</p>	
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<p>these sentences using "As" or "like"</p> <p><u>Production stage</u></p> <p>-Asks students to make their own sentences with the new structure</p>	<p>-Make their own sentences</p>	<p>banker</p> <p>3 He behavesa baby though he is old</p> <p>-students best sentences</p>	
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<p>Activity III: Reading Comprehension + Post Questions (10 min)</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>The first thing you will probably want to know is where I am born and what my family is like.</p> <p>I am born in a small simple and pretty house. We are a large family. I have seven brothers and six sisters. We have practically have no problems with understanding each other in our family. We see our parents as our friends and so do they.</p> <p>We always come to them first if we have any serious problem to be solved. We live in solidarity and we are not a family of ever- satisfied idiots. We do have some arguments, there are even long debates sometimes and from time to time we cannot</p>	
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			<p>come to agreement. But it is natural. In our family, everybody knows his rights and his duties. Our parents give us freedom but it doesn't mean that we can do any stupid thing and they ignore it. The relationships between us are very strong. The atmosphere in my family is much healthier.</p> <p>Questions</p> <p>1-Where is the author born?</p> <p>2-How many persons are there in the author's family?</p> <p>3-How do they see their parents?</p>	
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POST ACTIVITIES

<p>evaluation (nin)</p> <p>medial rk (nin)</p> <p>homework</p>	<p>-Asks Ss evaluation questions</p> <p>-Makes comments on recurrent mistakes</p> <p>-Writes the homework on the</p>	<p>-Answer the questions</p> <p>-Take note of the comments</p>	<p><u>Homework</u></p> <p>1- Make one sentence with each following words : solidarity, relationships, household</p> <p>2-complete with "As/like"</p>	
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<p>in)</p> <p>rmdown</p> <p>in)</p>	<p>board</p> <p>-Strikes a tune and asks Ss to sing</p>	<p>-copy in their exercise books</p> <p>-Sing the song</p>	<p>a-Her face is.....her mother</p> <p>b-He worksa farmer</p> <p>c-They did I asked them</p> <p>d-He walkshis father</p>	
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LESSON CARD

Card N: 1

School:

Teacher:

Class: form IV

Theme 1: MARRIAGE AND FAMILY LIFE

Lesson3: 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.

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/	Teacher's Role	Students's Role	Notes on black board	Teachin
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Timing				g Material s
PRE- ACTIVITIES				
Greetings (1min)	-Greet the students	-Answer the greetings		Teac her, stude nts, black board , book s, Engli sh dictio nary...
Roll check (2min)	-Checks the presence	-Answer		
Date(1min)	- Says and write the date on the board	-Repeat and take note	-Date	
Warm up (2min)	- Asks students to give the tune	-Give the tune and they sing		
Revision or correction of homework	-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				
Activity 1: Vocabulary The use of 3Ps (15min)	<u>Presentation stage</u> -Presents new words in a context to the students using the appropriate	-listen carefully	<u>I- Vocabulary</u> 1-Love(n) exp The manner of having great feeling towards somebody. Juli is the girlfriend of Georges.	

	<p>teaching strategies.</p> <p><u>Practice stage</u></p> <p>-Repetition drills -Makes sentences containing new words and asks students to repeat</p> <p><u>Production stage</u></p> <p>-Invites students to make their own</p>	<p>-Listen and repeat sentences</p> <p>-Make their own sentences</p>	<p>There is a great love between them</p> <p>2-Parents (n) syn = relatives Eg my father and my mother are my parents</p> <p>3-Family-tree (n) Fr= arbre généalogique A diagram showing the relationship between people in several generations of a family Eg: The grand parents of my parents, my grand parents, my parents, my brothers and sisters, my nephews, my nieces, my children, is a family-tree.</p> <p>4-Family meeting (n) exp the meeting concerning one family. Eg: My grandfather always organizes a family meeting</p> <p>5-To share (v) syn to divide Eg: In my family, we always share information</p> <p>-Students best sentences</p>	
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	sentences with the new vocabulary			
Activity II writing: informal letter (12 min)	<p>words</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 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>-Listen carefully</p> <p>-Listen carefully</p> <p>-Follow</p> <p>- Try to write a small letter</p>	<p>II- Writing: The informal letter</p> <p>Example of an informal letter</p> <p>CEG KPAMBO, BP: 0021, Lomé-Togo. Friday,3rd December 2021.</p> <p>Dear Bob,</p> <p>I am joyful to write you this letter to let you know about my family. In my family we are numerous. Eight boys and six girls with our two parents. In my family, everybody respects his rights and his duties. There is love between us. 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 forwards to listening to you very soon.</p>	

			Yours sincerely, Robert WILSON	
Activity III Listening comprehension (12 min)	<ul style="list-style-type: none"> -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 -Asks students to answer the 	<ul style="list-style-type: none"> -listen carefully -Listen carefully -Answer the questions 	<p>III-<u>Listening comprehension</u> (pre-listening)</p> <p>Questions</p> <p>1 –What do they children of this family do when the have a serious problem?</p> <p>2-This family live in discord. True or False?</p> <p>3-What happens when they have debates?</p> <p>4-Do you like this family? Why/why not?</p>	

	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.	
Remedial work (2min)	-Makes comments on recurrent mistakes	-Take note of the comments	Write a letter to your uncle who is living in USA to tell him about the life in your family in Togo.	
Homework (3min)	-Writes the homework on the board	-copy in their exercise books	His name is Alex DAGOU, BP: 4532, Chicago-USA.	
Warmdown (3min)	-Strikes a tune and asks Ss to sing	-Sing the song		

LESSON CARD

Card N:3

School:

Teacher:

Class: Form IV

Theme1: MARRIAGE AND FAMILY LIFE

Lesson 3: Life in the family

Teaching aids: Realia, flashcard, note book, students, Teacher.

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

Date

Class size: B G.....

Duration: 55'

Sequence: 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: Deal with oral communication situations using an elaborated language

LESSON ORGANIZATION

Steps/ Timing	Teacher's Role	Students's Role	Notes on black board	Teachin g Material s
PRE- ACTIVITIES				
Greetings (1min)	-Greet the students	-Answer the greetings		Teach er, studen ts, black
Roll check (2min)	-Checks the presence	-Answer		

Date (1min)	-Asks one student to say the date	-Say and write on the board	-Date	board, books, English dictionary, picture ...
Warm up (2min)	- Asks students to give the tune	-Give the tune and sing		
Revision	-Asks questions about the last course	-Answer the questions		

MAIN ACTIVITIES

Activity 1 vocabulary (15min) The use of 3Ps	<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>-listen carefully</p> <p>-Listen and repeat sentences</p>	<p><u>I- vocabulary</u></p> <p>1- To assist (v) syn = to help 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 Eg my sister looks like our mother</p> <p>3- To support (v) syn = to bear Eg our mother bears us since our childhood</p> <p>4- To set a home (v) syn = to arrange a home Eg when my father will earn</p>	
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	<p><u>Production stage</u></p> <p>-Invites students to make their own sentences with the new vocabulary words</p>	<p>-Make their own sentences</p>	<p>mony, he will set up a home</p> <p>5- 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>	
<p>Activity 2: Scanning (12min)</p>	<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 and parents in the text</p>	<p>-Rights and duties that students identified</p>	
<p><u>Activity3:</u> Speaking (Debate: are small</p>	<p>-Writes the topic on the board</p>		<p><u>Speaking (debate)</u></p> <p>Topic: are small families better than large families?</p>	

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

LESSON CARD

Card n°:12

School:

Teacher:

Class : Form 4

PROBLEMS AND PERSPECTIVES

Lesson4 : The youth

Duration : 55 mn

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

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

Date :

Class size:...BG.....

Theme 2: THE YOUTH

Sequence : 1

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 CEG Namaré, 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

s

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>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: -Unemployment (Ant) -Prostitution (Situational) -Addiction (Situational) -Alcoholism (Situational) -Robbery (Syn/ + Derivation) -Latest clothes= clothes of the moment -Teacher gives Model sentence and ask SS to repeat it Eg: John hasn't any job.He is in an unemployment. (Asks verification questions) What is John in?</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</p> <p>Repeat Repeat Repeat s Repeat</p> <p>-Answer verification Questions -listen and repeat sentences</p> <p>-listen to the sample of substitution drill Ss listen and make sentences using the cue</p> <p>-make their own</p>	<p>I) Vocabulary 1.prostitution (n) explanation *A prostitute(adj) Sri is a prostitute in Lomé 2.The unemployment (n) syn : Joblessness, worklessness Mark doesn't have a job because of the unemployment 3.Addiction(n) (explanation) Luka is suffering from drug addiction. 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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		sentences using the new words/ expressions		
<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>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. *Practice Write the correct tense in the parentheses: . If they (to finish) their studies, they (to get) good jobs.</p>	<p>Lesson card, Ss' notebooks</p> <p>Realia (Teacher, Ss)</p>

		-make sentences using the new structure	Sample sentences							
Activity III: Speaking: Sentences construction (10mn)	<p>-Conducts this activity through jumbled words.</p> <p>1-The youth/go/shouldn't/into/prostitution</p> <p>2-The youth/many/problems/face/today.</p> <p>3-If we/projects/have/ we/ out of /an unemployment/will go.</p> <p>4-The government/employment/should secure/the youth/for</p> <p>5-The training/a solution/ is/ to robbery.</p> <p>6-Robbery/ a good/job/ not/is</p> <p>7-Some youth/ in arm robbery/ involves</p> <p>8-Countries/ scholarships/ to/ the youth/offer/ should.</p> <p>-Asks Ss to work individually then in pairs.</p> <p>-Goes round to check.</p> <p>-Asks the Ss to stop at time due.</p> <p>-Asks a student to share.</p> <p>- Answers are copied in their</p>	-Students' proposals	<p>-II*. SPEAKING: an exchange about the youths'problems theyencounter using the chart below:</p> <table border="1"> <thead> <tr> <th>Verbs</th> <th>Problems</th> </tr> </thead> <tbody> <tr> <td>To suffer from, to die of, to have to go through, to be, to commit, to laze to love, to catch.....</td> <td>Early age pregnancies, disrespectful, alcoholic, robbery, unemployment, addiction, early age marriage, undesired pregnancies, drug abuse bad gang, diseases,</td> </tr> <tr> <td>..</td> <td></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,	..		Teacher and students.
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,									
..										

	exercise book. .		alcohol addiction, AIDS,gonorrhea,	
APPLICATION (Activation)	Find correct tense of verbs in () 1-If you are in robbery, you (go) into prison 2-The youth will get training, if government (to create) centres 3-If koffi lives in alcoholism, we (to advise) him. -Invites students to correct the exercise -Appreciates the students' answers	Do the exercise Correct the exercise Correct mistakes if there any.	Exercise book Homework 1-Write the correct tense: a- If Ago (to be) a prostitute, she(to catch) AIDS. b- If The soldiers (to see) the robbers, they (to arrest) them. Rearrange the following: If- they- my friends love- they are young men-the clothes in fashion.	
POST-ACTIVITIES				
Récapitulation (2mn) Evaluation (3mn) Remedial work	Asks Ss to round off the day's lessons Makes comments on recurrent mistakes Writes a short Hw on the bb	Students round off lessons. Take notes of comments -copy the Hw in their Hw exercise-book.	Homework exercise	

Homework (3mn)	Strikes a song, recalls next session and takes leave	- Sing.		
Warm down (2mn)				

LESSON CARD

Card n°

School: CEG Bogou

Teacher: Mr. ADJIBOGOU Amilaye

Class: Form IV

Theme II: THE YOUTH, PROBLEMS AND PERSPECTIVES

Lesson 4 The youth

Sequence: 1

Duration: 55 min

Teaching aids: Flashcard, pictures

References:

Date:

Class size: B: G:

CAPACITIES	CONTENTS
Identify	I- VOCABULARY: incivism, disrespect, studies, to give up, scholarship, unemployment II- GRAMMAR: The use of "unless"

Write	III- WRITING: Sentences building
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Competence 2: Use standard English when communicating through writing.

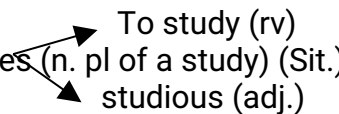
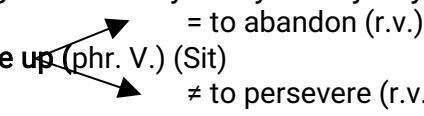
Problem solving: Your friend's brother Komi has graduated (got the diploma) in Geography. He is undertaking a survey (sondage, enquête) Youth, their problems and perspectives. On the survey paper, there are two columns as the following:

YOUTH PROBLEMS	YOUTH PERSPECTIVES

This is a list of words Komi would like to classify in the two columns: scholarship; incivism; studies; employment; to give up, disrespect. Help Komi do the work.

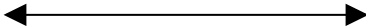
Strategies: Individual, pair/Group work 3Ps

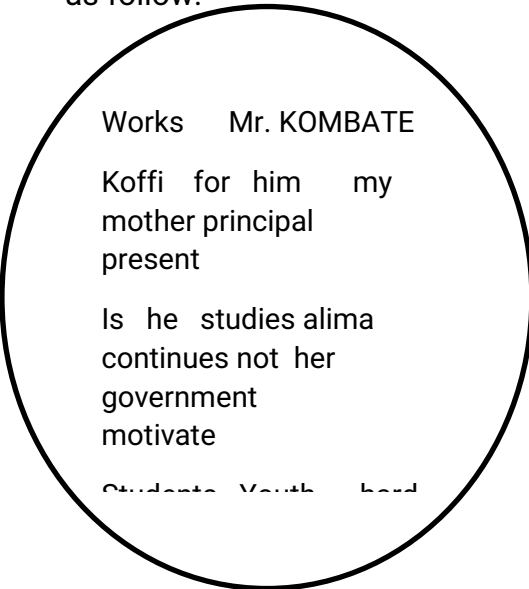
STAGES	TEACHING MATERIALS	TEACHERS' ROLE	LEARNER'S ROLE	NOTES ON BOARD
PRE-ACTIVITIES				
Greetings(1') Roll check(2') Date(1') Review/hw correction Warm up	Bb	Greets his students Checks presence Asks a student to write it. Corrects if necessary Strikes a song	Answer greetings Each student Say and take the date in their notebooks sing	The date
LESSON ORGANISATION				
ACTIVITY 1 VOCABULARY	Lesson card, pictures,	I – PRESENTATION -introduces words to be studied to ss. -uses the most appropriate strategies to teach the words → ≠ civism 1- incivism (n.) (def.): Is the lack of good manner in a citizen or the refusal to respect the established laws in a society. i.e: Throwing refuse/rubbish on the road, insulting authorities, destroying public assets (atouts, avoir) are some behaviours of <i>incivism</i> . Q: Cite two examples of incivism. Q: Is it good to practice incivism? Q: Cite two consequences that a person who practices incivism can face 2- disrespect (n)(Opp.) → = unrespect ≠ respect → To disrespect (rv.) → Disrespectful (adj.) i.e: verbal threats, swearing, bullying, insults, sexual harassment,	Listen carefully Listen and repeat cite No. The person can go to prison/be jobless Listen and repeat Listen and	Vocabulary words model sentences

	<p>refusal to do tasks, resistance to work in group are some examples of <i>disrespect</i>.</p> <p>Q: Seeing examples of disrespectful behaviours, is it good to be disrespectful?(Short ans.)</p> <p>Q: As a young, what must you do to avoid disrespectful behaviours in your life?</p> <p>3- studies (n. pl of a study) (Sit.)</p> <p style="margin-left: 100px;">  </p> <p>Pr.: T. tells students that if they are receiving this lesson right now, it is because they have decided to continue their studies.</p> <p>i.e: Larba is continuing her <i>studies</i> at CEG Bogou this year.</p> <p>Q: Larba is a student. True/ False?</p> <p>Q: What is Larba continuing this year?</p> <p>Q: Where is she continuing her studies?</p>	<p>repeat</p> <p>No, it isn't I must be a respectful citizen Listen carefully the explanation</p> <p>Listen and repeat</p> <p>True.</p> <p>Her studies At CEG Bogou.</p>	
	<p>Q: Is it good to study? Why?/ Why noy?</p> <p>4- to give up (phr. V.) (Sit)</p> <p style="margin-left: 100px;">  </p> <p>Pr. T. tells students that the Mathematics teacher gave Alima homework. Once at home, Alima studied the homework at 4p.m. and till 10 p.m. she couldn't solve the problem. So, she threw the homework exercise-book aside and went to bed. What did Alima do?</p> <p>i.e: Everybody must <i>give up</i> incivism and disrespect because they are barriers to development.</p> <p>5- Scholarship (n) (Sit.)</p>	<p>Student's answer</p> <p>Listen and repeat</p> <p>She gave up/abandoned Listen and repeat</p>	

<p>Lesson card, slates, ex- books</p> <p>blackboard</p>	<p>Pr. T. tells ss. that the scholarship is money/and all the diverse support allocated to a student in order to allow him/her continue his/her studies in good conditions either in his/her country or abroad. i.e: DOUTI Afia has been granted a <i>scholarship</i> of two academic years for being the top of form IV students in Togo. Q: DOUTI was the first of form IV pupils in Togo. True / False Q: What has DOUTI Afia been granted? Q: Why has she been granted the scholarship?</p> <p>Q: Who else can we grant a scholarship?</p> <p>6- employment (n) (Syn.) = job, work i.e.: After your studies, you will search for <i>employment</i>. Q: Complete: After your studies</p> <p>Q: Can we get a good employment if we don't have high qualifications and competence?</p> <p>II- PRACTICE * Repetition Drill -asks ss to repeat after him the follow sentences 1 – I am a good citizen and I say NO to incivism and disrespect 2 – I will never give up my studies because of Galmassey. (The place in Ghana where raw gold is extracted).</p>	<p>Listen and repeat</p> <p>True</p> <p>A scholarship She has</p> <p>Because she was the top of form IV students in Togo Disable people, orphans, and people with extreme poverty. Listen and repeat Listen and repeat</p> <p>You will search for employment.</p> <p>No.</p> <p>Repeat the</p>	<p>Sentences to be repeated</p>
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		<p>3- I must study hard if I want to get a well-paid employment in the future.</p> <p>4 – A scholarship is enjoyable but we must deserve it.</p> <ul style="list-style-type: none"> Choose the correct word from the <p>Brackets to fill in the gaps:</p> <p>1- Koffi insult everybody anyhow, throw rubbish everywhere. He is practicing (studies; incivism ; scholarship)</p> <p>2- It is not good to because it is difficult. (give up; employment)</p> <p>3- The adjectival form of “study” is (studies; studied; studious)</p> <p>III - PRODUCTIONS</p> <p>Asks ss to use the words studies one after the other to make correct and meaningful sentences</p>	<p>sentences</p> <p>Listen and repeat</p>	
	<p>Lesson card, Bb,slates, Hw. exercise</p>		<p>Listen and write</p> <p>incivism</p> <p>give up</p> <p>studious</p> <p>make sentences</p>	<p>The practice and the correction</p> <p>Some students 'sentences</p>

<p>ACTIVITY II Grammar: The us of "unless"</p>	<p>Lesson card, Bb,slates</p> <p>Bb.; slates</p>	<p>I- PRESENTATION -tells students the FUNCTION of "unless" is a CONDITION = "except if". - uses unless in sentences EXAMPLE OF SENTENCES 1- <i>Unless</i> you continue your studies, you will not get a good job. 2 – Youth will face unemployment <i>unless</i> their studies reflect the labour market. 3 – The government will not finance your projects <i>unless</i> they are acceptable -asks ss to know what the notice - draws the rule: Unless + simple present + simple future </p> <p>II- PRACTICE Note: The sample sentences represent the repetition drill as well. - Asks ss to write the correct form of the verb in brackets 1 – The manager (to offer) him a job unless he (to change) his behaviour. 2 – Unless you (to respect) people, nobody (to defend) you. - Asks ss to choose the suitable proposal from the brackets to fill in the gaps: 3 – The young man rich unless he abandons his laziness. (becomes; will become; becoming). 4 – Unless they on time, the supervisor will punish them. (arrive; arrived; arrives) .</p> <p>III- PRODUCTION -asks ss to build their own sentences</p>	<p>Listen carefully and ask questions for more understanding</p> <p>Listen and repeat</p> <p>Say what they notice</p> <p>listen</p> <p>will offer changes respect will defend 3 -will become</p> <p>4- arrive</p> <p>make their sentences</p>	<p>Title of the Grammar point, model sentences</p> <p>Some students'sentences</p>
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		using “unless” at the beginning or in the middle of the sentences		
ACTIVITY 3 WRITING: Sentences building	Lesson card, Bb.; slates; hw. Exercise -Bbs.	<p>- Puts at random words in a cercle as follow:</p>  <p>i.e: Koffi will not succeed unless he learns hard.</p>	Follow the instructions and make their sentences based on the words in the cercle	The cercle containing words and students”sentences
POST AVTIVITIES				
Evaluation	Lesson card; slates; Bb.	<p>-asks ss what they have done -what are words we talked about in vocabulary? -asks ss to recall him the Grammar point - asks some students to make sentences with “unless”</p>	<p>List the activites Name and write</p> <p>Recall him Make sentences</p>	Students’sentences
Remediation work		Make comments on what have not		

Homework	Hw. Ex-books	worked out Asks ss to make two sentences with "unless"	Take notes of the mistakes	Hw.ex
Warm down		Thanks ss for participating and paying attention to the lesson Announces the coming lesson Strikes a song Says goodbye and leaves.	take the homework listen sing	

CARD N°:

SCHOOL:

TEACHER:

CLASS: FORM IV

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 [

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	
MAIN ACTIVITIES				
ACTIVITY 1: VOCABULARY <i>(15min)</i>	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	Listen carefully Repeat individually, in rows and in chorus Listen and repeat the sentences Make their	VOCABULARY 1- to train(v): (derivational) training/(syn) to educate, to instruct Ms: Mr BALU trains me in English 2-Projects(n): (expl) Ms:one of my project this year is to succeed to my exam 3-A travel(n): (syn) a voyage; a journey Ms: my father plan a travel to Benin 4-To divert(v): (syn) to entertain; to amuse Ms: Gbadamassi diverts people with jokes 5-Fashion(n): (fr) la mode Ms: Jeans are in fashion nowadays 6-Music(n): (realia/category)	Teacher, Ss; Blackboard, Realia, Note book

	Invites students to make their own sentences using the new vocabulary taught	own sentences	Ms:I listen to <u>music</u> to divert myself during the weekend/ gospel and RNB are types of music Students best sentences	
ACTIVITY 2: WRITING <i>(15min)</i>	<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>----- ----- ----- -----</p> <p style="text-align: right;">Yours Faithfully, Justin ABALO</p>	Teacher, ss, note book

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>	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.	Answer the questions Take note of the comments -copy in their exercise book	<p><u>Homework</u></p> <p>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 personal manager of Moov to apply for the job and send it to this address: BP 2222 lomé-Togo</p>	exercise book, blackboard
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WARM DOWN <i>(3min)</i>	Recalls the next session, strikes a song and leaves	-Sing		
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LESSON NOTES

CARD N° :
SCHOOL: CEG
CLASS: FORM IV
TEACHER: Mr LANGBEGUE
THEME 2: The youth problems and perspectives
Lesson 5: Youth employment

DATE
DURATION: 55min
SEQUENCE 1
CLASS SIZE: - B - G

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 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 rolea	Learners' role	Note on board	Materials
PRE ACTIVITIES				
Greetings1	-greetss checkpresence	-answer -answer		

Roll call 1' Date 1' Warm up 1' Revision 2	-writes the date -strikes a song -revises the previous lesson	-read -sing -answer	Date	
PRE ACTIVITIES				
Learning Situation 10 VOCABULARY (15mn)	-Presents the L S and gets pupils involved Presentation -communicates the capacity Ss should acquire at the en. -presents each new word in context orally in a modelsentence -removes the word from the sentence and say it. Tells Ss to repeat -writes the new word on the BB and underlines It. -uses the appropriate strategies -makes a modelsentence Practice <u>Repetition drill</u> -makes sentences with the new words and asks pupils to repeat Production -asks students to make their own sentences or to perform	-work on the learning situation -listen -repeat -repeat -repeat -listen repeat -make their own sentences	Title of the lesson VOCABULARY 1-job(n) (cog/syn): a work eg: My father's <u>job</u> is driving 2- file(n)(syn)= a dossier eg : lam 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> in secretariat 5-bank(cognate) Eg: My uncle deposits his money in Sunu <u>bank</u> . Model sentences of students	Teacher Students
GRAMMAR (10 min)	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 verbin brackets into the	-listen -repeat -repeat -answer -work	GRAMMAR: The use of "to look forward to + ing form" 1-John is recruited in a bank, he <u>looks forward to working</u> there as an accountant. 2- Afi lost her job a year ago, she <u>is looking forward to having</u> a new job.	Lesson card Notebook Teacher students

	<p>correctform 1-I lookforward to(toHave)a new job.2-Amavi looks forward to (see) her mother . ProductionInvites students to make their own sentences using the newstructure</p>	-make the sentences with the new structure	Model sentences	
Evaluation (8 min)	<p>-puts the exercise on Bb -asks students to do the exercise in their exercise-books -asks students to correct the exercise -appreciates students'answers</p>	<p>-do the work in pair -correct the exercise -correct mistakes</p>	<p>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- lam 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) Answers1-post; bank2-job/work 3-file/dossier4-receiving5-post</p>	Exercise books
POST ACTIVITIES				
Recapitulation	-recapitulates	-listen	HOMEWORK	
Evaluation	-asks students to make the sentences with the vocabulary words and with grammar	-make Sentences	1-Make good sentences with each of these words: Job; file; bank	
Remedial work	-makes comments on recurrent mistakes	-take note of comments	2-Correct this sentence -Assimi is looking forward to see his mother again	
Homework	-writes the homework on board	-copy the homework		
Warm				

down	-strikes a song	-sing		
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LESSON NOTES

CARD N°:
SCHOOL: CEG
CLASS: FORM IV
TEACHER: Mr LANGBEGUE
THEME 2: The youth problems and perspectives
Lesson 5: Youth employment

DATE
DURATION: 55min
SEQUENCE 2
CLASS SIZE: – B – G

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 Roll call Date Warm up Homework	-greet pupils -checks Presence -writes date -strikes a song correctsthehomework	answer answer -read -sin answer	Date Correction of homework	Ts, Sa, nb, BKs
MAIN ACTIVITIES				
VOCABULARY (15 min)	Presentation communicatethe capacitystudents should acquire at end of vocabulary activity -presents the new words in context orally in	-listen -repeat	VOCABULARY 1-to employ(v)(def): to give someone a job/ to recruit a person for a work an employment(n) eg: WACEM enterprise has <u>employed</u> many persons 2-Employer(def.): a person who employs other persons employee(antonym)	Lesson Card, Teacher, students

	<p>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 <u>Repetition drill</u> -makes 2 or 3 sentences containing the new words and asks students to repeat Production -invites students to make the sentences with the new words</p>	<p>-repeat -repeat -repeat -repeat -make Their own Sentences</p>	<p>eg: Kossi works in the enterprise of Komi; Komi is the <u>employer</u> and Kossi ,the <u>employee</u> 3-Salary (cognate) Eg: The employer pays the <u>salary</u> to the employees at the end of each month 4-To earn(def.): to receive payment for a work Eg: Kossi earns five hundred Thousand as salary 5-to look for(syn)= to search for Eg: The police officer is <u>looking for</u> the criminal</p>	
<p>GRAMMAR (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</p>	<p>-listen -repeat</p>	<p>GRAMMAR: the use of “wish + could/would” 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: wish + could/would + bare infinitive</p>	

	-appreciates Ss' answers		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	
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POST ACTIVITIES

Recapitulation	-recapitulates	-listen	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)	
Evaluation	-asks to say they have learnt in vocabulary and in grammar	-say		
Remedial work	-makes comment on recurrent mistakes	-take note of comments		
Homework	-writes homework on board	-copy the homework		
Warm down	-strikes a song	-sing		

CARD N° :
SCHOOL: CEG
CLASS: FORM IV
TEACHER: Mr LANGBEGUE
THEME 2: The youth problems and perspectives
Lesson 5: Youth employment

DATE
DURATION: 55min
SEQUENCE 3
CLASS SIZE: – B – G

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	Note on board	Materials
PRE ACTIVITIES				
Greetings Roll call Date Warm up Homework correction	-greet students -checks presence -writes the date -strikes a song -corrects homework	- answer Greeting - answer Roll call -read date -sing - provide answers	Date -correction of homework	
MAIN ACTIVITIES				
VOCBULARY (15 min)	Presentation -communicates the capacity students should acquire at the end of the	-listen	VOCABULARY Civil service(ant)≠privateservice#National service. eg: Public schools, public hospitals, police-stations---are <u>civil services</u> 2-Civil servant(def.):a	Teacher, Students

<p>on (10 min)</p>	<p>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 comprehension Questions on Board and asks Ss to answer (while reading activity) -asks students to summarize orally the passage they read(post reading activity)</p>	<p>- generate ideas -read silently - answer questions Summarize the passage orally</p>	<p>Texts) <u>Comprehension questions</u> 1-There was no employment problem in 1960 and 1970. True/False? 2-Is it the same nowadays?(short answer) 3-Find from the text three causes of the unemployment 4-What should the youth do to solve the problem of unemployment? 5- Do you think that being a civil servant is synonym of being rich? Why?</p>	<p>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</p>	<p>-listen -read - answer</p>	<p>Writing: a letter of asking for a job The Manager Po.Box:21 Togocom Tokotoko Po.Box:77 Togo Lomé April 2, 20 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;</p>	<p>Lesson card</p>

	<p>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>	-write	<p>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. Faithfully yours, Amah KWATCHA</p>	
<p>APPLICATION (8 min)</p>	<p>-puts the exercise on board. -asks students to do the exercise in their exercise books. -invites pupils to correct the exercise. -appreciates Ss' work.</p>	<p>-read -do the exercise in pair - correct the exercise</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. 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.</p>	<p>Exercise Books</p>
POST ACTIVITIES				
<p>Recapitulation Evaluation</p>	<p>-recapitulates -asks questions on the three activities of the day</p>	<p>-follow - answer</p>	<p>HOMEWORK Finish the exercise of the application at home.</p>	

Remedial work	-makes the comments on recurrent mistakes	-take note		
Homework Worm down	-puts the homework on the board -strikes a song	-copy the Home work -sing		

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

DURATION: 3 x 55min

DATE:

NUMBER OF STUDENTS: ___B ___G

CARD N°:

SCHOOL:

TEACHER: TCHADE

CLASS: 3e

THEME 2: Youth and perspectives

LESSON 6: Youth immigration

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

REFERENCES : Programme éducatif 3è, Guide d'exécution 3è, Oxford Dictionary, Raymond Morphy,

know your reasons and they asked

LESSON NOTES

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.

IMMIGRATION

LESSON N DURATION: 55min
DATE:
NUMBER OF STUDENTS: ___B ___G
SEQUENCE : 1/3

CARD N°:

SCHOOL:

TEACHER: TCHADE

CLASS: 3^{ème}

THEME 2: **Youth and perspectives**

LESSON 6: **Youth immigration**

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

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

	<p>II- PRODUCTION Invite students to build their own sentences using the new words or expression studied.</p>	<p>Follow and make their own sentences.</p>	<p>4) general knowledge(transl)= Culture générale 5) to broaden (syn= to widen, to make sth become broad, large, wide) Ms: we go to school in order to broaden our knowledge.</p>	<p>ces which will be put on board.</p>
<p>ACTIVITY 2: GRAMMAR: Direct and indirect speech with simple tenses (...min)</p>	<p>PRESENTATION Teacher puts model sentences on board and invites students to read. T. checks to see if they can remember the speech of each sentence T. asks: which tenses are used? Concludes: they are all "simple tenses"</p>	<p>SS read. Answer and prove it. (Presence of inverted commas in direct speech stces) Ss Answer: -simple present -simple past -simple future.</p>	<p>TITLE OF ACTIVITY: GRAMMAR : Direct and indirect speech with simple tenses PRESENTATION 1) "I am happy today" Koffi said 2) "We went to church last Sunday" , they told me 3) "I will succeed at my exam". Nepi told AFO Instruction: put the above sentences into indirect speech Answer: 1) Koffi said that he was happy that day. Rule: DS /simple present---> IS/ simple past 2) They told me that they had gone to church the previous Sunday. Rule: DS simple past---> IS past perfect 3) Nepi told AFO that he would</p>	

	<p>II-PRACTICE: put these sentences into indirect speech: 1) "I'll go to my office tomorrow morning" Tanko told his wife 2) "Students are in the classroom". The Teacher said 3) " I was sick" Affi explained</p> <p>II- PRODUCTION Teacher asks students, some to build direct sentences and others report them.</p>	<p>. Ss do the work in pair.</p> <p>Do the work</p>	<p>succeed at his exam. Rule: DS/simple future--> IS/present conditional.</p>	
<p>ACTIVITY 3: Discussion: Topic: what are the main advantages of immigration? Use these words or expressions in your work: to travel, to broaden knowledge, to make friends, general knowledge, to improve (life , language,...)</p> <p><i>(...min)</i></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 Discussion: Topic: what are the main advantages of immigration? Use these words or expressions in your work: to travel, to broaden knowledge, to make friends, general knowledge, to improve (life , language,...)</p>	

H. POST-ACTIVITIES

EVALUATION <i>(2min)</i>	<i>what did we learn today?</i>			
REMEDIAL WORK <i>(2min)</i>	Makes comments on recurrent mistakes			
HOMEWORK <i>(3min)</i>	Writes the homework on the board.			
WARM DOWN <i>(3min)</i>	Recalls the next session, strikes a song and leaves			

Homework
Content of the homework
Write a short paragraph on the advantages of immigration.

LESSON NOTES

DURATION: 3 x 55min

DATE:

NUMBER OF STUDENTS: ___B ___G

SEQUENCE 2/3

CAPACITIES	CONTENTS
Recognize	<ul style="list-style-type: none">✓ Words and expressions related to immigration✓ 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/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	Observation
ACTIVITY 1:	I-PRESENTATION		TITLE OF ACTIVITY:	

<p>VOCABULARY</p> <p>(...min)</p>	<p>Presents new items in context using the appropriate teaching strategies</p> <p>II- PRACTICE</p> <p>Gives sentences containing new words and asks SS to repeat</p> <p>I</p> <p>II- PRODUCTION</p> <p>Invite students to build their own sentences using the new words or expression studied.</p>	<p>Repeat the words individually, in rows, in chorus.</p> <p>Listen carefully and repeat the sentences</p> <p>Follow and make their own</p>	<p>Vocabulary:</p> <p>1- ill-treatment(transl): maltraitance</p> <p>2- privacy(act of having a private life)</p> <p>Ms: in towns, no one interferes in anyone's affairs, privacy is the norm.</p> <p>3-despair (noun)(transl): desespoir</p> <p>4- homelessness(def) :the act of living without home or room to sleep in.</p> <p>5-to suffer(syn): to undergo, to feel pains.</p> <p>ms: Koffi is sick, he suffers from malaria</p> <p>Noun: suffering(s)</p> <p>Students' model sentences</p>	
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	Invites students to make sentences using if+simple past...	Make sentences	were you, I..... SS model sentences	
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>	Makes comments on recurrent mistakes			
REMEDIAL WORK <i>(2min)</i>		Take note of the comments	<u>Homework</u> <i>Content of the homework:</i>	
HOMEWORK	Writes the homework on the board.		<i>Essay:</i>	

<p><i>(3min)</i></p> <p>WARM DOWN</p> <p><i>(3min)</i></p>	<p>Recalls the next session, strikes a song and leaves</p>	<p>-Sing</p>	<p><i>Write about the advantages and disadvantages of immigration.</i></p>	
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LESSON NOTES.

DURATION: 3 x 55min

DATE:

NUMBER OF STUDENTS: ___B ___G

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 MATERIALS

<p>ACTIVITY 1: Vocabulary (...min)</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>III- PRODUCTION Invite students to</p>	<p>Repeat the words individually, in rows, in chorus.</p> <p>Listen carefully and repeat the sentences</p>	<p>TITLE OF ACTIVITY: I- Vocabulary</p> <p>1) to be ashamed= avoir honte Shame on you!= honte à vous!</p> <p>2) rude (adj)= cruel During the dry season the Harmattan is really rude.</p> <p>3)to beg(miming) Noun: a beggar Ms: Those who don't like to work live by begging.</p> <p>4) survival(transl)=survie Ms: those who don't work beg to ensure their survival. * when you go abroad, you must work hard for your survival.</p>	<p>?????</p> <p>??????</p> <p>???????</p> <p>??????</p>
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	build their own sentences using the new words or expression studied.			
		Follow and make their own sentences.		
ACTIVITY 2: Writing: Dialogue <i>(....min)</i>	I-PRESENTATION T.Presents the topic T.explains the topic and the task to students Makes a small comment on the characteristics of the dialogue.	Listen Ss ask questions to understand Listen	TITLE OF ACTIVITY: WRITING: Dialogue 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	Teacher writes students best production on bb.

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

WARM DOWN <i>(3min)</i>	song and leaves	-Sing		
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CARD N°:

DATE:

SCHOOL:

DURATION: 55mn

TEACHER:

SEQUENCE: 1

CLASS: Form IV

SIZE:

THEME 1: 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

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 (The use of 3Ps)	1- presentation stage Presents the new words in a context using the appropriate teaching strategies 2- Practice stage -Repetition drill: Makes sentences containing the new words and asks SS to repeat. - 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	I-Vocabulary -a computer (n): (picture) Eg: We use computer to type the reading texts. - a mouse (n) : (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 keybord. -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 + 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 from the parentheses.</p> <p>- despite the computer's (capacity, capable), it can't do everything in the world. - in spite of Koffi's (successful, success), he is not happy.</p>	<p>-follow the instructions Do the exercise</p>		

Evaluation	Asks Ss to round off the day's lessons Makes comments on recurrent mistakes	-Students round off lessons -take notes of comments		
Remedial work -Homework -Warm down	-corrects eventual mistakes -writes the homework on the board -warms the Ss down: strickes a song		<u>Homework</u> Use despite/inspite of : 1. Sugar cane is sweet but I don't like it. 2. Sodabi is bitter. People drink it. CORRECTION 1. despite/inspite of the sugar cane's sweetness, I don't like it. 2. despite/inspite of sodabi's bitterness, people drink it.	

CARD N°:

DATE:

SCHOOL:

DURATION: 55mn

TEACHER:

SEQUENCE: 2

CLASS: Form IV

SIZE:

THEME 1: 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

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 (The use of 3Ps)	1-presentation stage Presents the new words in a context using the appropriate teaching strategies 2-Practice stage -Repetition drill: Makes sentences containing the new words and asks SS to repeat. - 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	I-Vocabulary -an app=application (n): (categorizing) Eg: WhatsApp, Word, Power point, Excel are apps. - to copy (v) : (syn) to duplicate MS : People copy music, video on their SD cards/USB. - to paste (v) : (syn) to insert We use computer to copy texts from differents sites and paste them. - a power supply (n) : (syn) a generator MS : the power supply provides the computer with energy to be swithed on. - to train (v) : (syn) to teach MS : many centers are trining people in computer science.	
<u>Activity 2</u> II-Grammar: The use of expressions of contrast "though/although/even though" (3Ps)	1-Presentation stage -introduces orally the new grammar point - asks Ss to repeat 2-Practice stage -Transformational drill	-listen carefully and repeat Transform the sentences	II-Grammar: The use of expressions of contrast "though/although/even though" Context : 1. Afi is intelligent. She fails her exam. ➡ Though Afi is intelligent, she fails her exam. ➡ Although Afi is intelligent, she fails her	

	<p>-Makes sentences and asks Ss to transform them using though/although/even though.</p> <p>1. Akou is rich. She is hungry.</p> <p>2. Amè is beautiful but nobody likes her.</p> <p>3. Kokou Leo is poor. However, he is always happy.</p> <p>3-Production stage</p> <p>- asks ss to make their own sentences</p>	<p>1. despite/in spite of Akou's richness, she is often hungry.</p> <p>2. despite/in spite of Amè's beauty, nobody likes her.</p> <p>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>exam.</p> <p>➔ Even though Afi is intelligent, she fails her exam.</p> <p>2. Kodzo is sick but he comes to school.</p> <p>➔ Though Kodzo is sick, he comes to school.</p> <p>➔ 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>III-Reading</p> <p>Reading comprehension (silent reading + post questions)</p>	<p>I-PRESENTATION</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</p>	<p>-Listen to instructions.</p> <p>-Read silently and carefully the passage.</p> <p>- Students answer to the questions individually and take note.</p> <p>Answers</p> <p>1. True</p> <p>2. the CPU, the screen, the keyboard, the mouse etc.</p> <p>3. desktops, laptops, iPad tablets.</p>	<p>III- Reading</p> <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</p>	

	the BB and designates students to answer.	4. they use direct power supply whereas the laptops are chargeable.	<p>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		
-Homework	-writes the homework on the board	Write a short text about the computer		
-Warm down	-warms the Ss down: strickes a song			

CARD N°:

DATE:

SCHOOL:

DURATION: 55mn

TEACHER:

SEQUENCE: 3

CLASS: Form IV

SIZE:

THEME 1: 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

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:

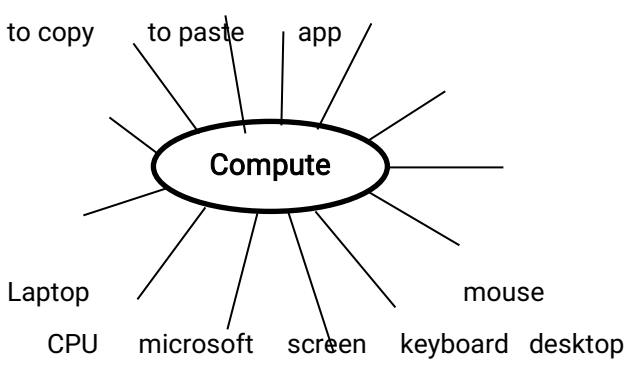
Before you study a text on “the computer”, your teacher introduces the importance of computer science in nowadays. This science involves everybody, especially the youth. Give the advantages of the computer science in the society. Do the work basing on what you know about computer.

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- Grammar: The use of "any more/no more" (3Ps)	1-presentation stage -introduces orally the new grammar point - asks Ss to repeat 2-Practice stage -Makes sentences and asks Ss to choose the	- listen carefully and repeat Transform the sentences	I- Grammar: The use of expressions of contrast "any more/no more" Context : 1. Kokou cannot run any more. 2. Kokou can run no more. 3. The students will joke in classroom no more. 4. The students will not joke in classroom any more.	

	<p>appropriate word from the bracket.</p> <ol style="list-style-type: none"> 1. Mr. Ahianyó 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). 4. Kokou Leo will live at Djogbe Kopé (any more/no more). <p>3-Production stage</p> <p>- asks ss to make their own sentences</p>	<ol style="list-style-type: none"> 1. Mr. Ahianyó 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>-make their own sentences using the words provided</p>	<p>Rule : Negative + any more Affirmative + no more</p> <p>NB : any more = any longer No more = no longer</p> <p>No more/ any more means « <i>ne ...plus</i> » in French.</p>	
<p><u>Activity 2</u> II-Vocabulary: Brainstorming (3Ps)</p>	<p>1-Presentation stage</p> <p>-asks ss to find words related to « computer »</p> <p>2-Practice stage</p> <p>-Transformational drill</p> <p>-asks ss to write simple sentences with the found words in order get a text on « computer ».</p> <p>3-Production stage</p> <p>- asks ss to make their own sentences</p>	<p>-listen carefully and find th words</p> <p>Write simple sentences</p> <p>-make their own sentences using the words provided</p>	<p><u>Word wheel game</u></p>  <p>Ss' best texts.</p>	
<p><u>Activity 3</u> III-Writing</p>	<p>The teacher writes ss' sentences on the board</p>	<p>-reorder their various sentences.</p>	<p>III- Writing</p> <p>Text: The computer</p> <p>Nowadays, computer science has become unavoidable in the society. This means that everybody must be</p>	

	-asks ss to order the sentences to have a meaningful text on « computer ». -guides them		trained to know how to manipulate a computer ; for exemple how to copy a text/information from one file and paste it in another. Some learners are no more carrying books with them. They have the electronic versions of those books in their computers. They process their notes with the app « word ». They computerize their lessons.	
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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	Homework <u>Answer the following questions basing the text above.</u> <u>Questions</u> 1. Computer has become a toy today. T/F ? 2. Find a synonyme to the word « to manipulate » 3. do you think that the use of computer has become unavoidable? Why ? why not ?	

Card : N

Duration :

School :

Date :

Teacher :

Class size :

Theme :

Sequence :

Lesson 8: S.M.S

Class :

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 :

Stages	Teacher 's role	Student's role	Notes	Teaching technics
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<p>ACTIVITY II</p> <p>GRAMMAR : The exclamatory sentences : The use of So-such- what-How</p>	<p>1-Presentation : T. introduces the new structure</p> <p>Writes the modal 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>1- How beautiful this girl is .</p> <p>2- How quickly he walks</p> <p>3- What a beautiful girl.</p> <p>4- What beautiful girls.</p> <p>5- What an intelligent girl .</p> <p>6- This girl is so beautiful./ she smile so gently.</p> <p>7- This is such a beautiful girl.</p> <p>8- These are such beautiful girls.</p> <p>Rules : How+Adj/Adv+S+V What a /an+Adj+singular N What+Plural Noun S+V+So+Adj/Adv S+V+Such a /an+Adj+sing N S+V+Such+Plural Noun</p> <p>Practice : Rephrase the following sentences 1-a)This lesson is difficult. (So) B1) This lesson..... B2) what..... B3)How..... 2-a) These trousers are nice. B1)(such)..... B2)What.....</p>	
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			B3)How..... 3) He is a brave man. b) (such)	
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ACTIVITY III READING/WRITING	T. asks ssto read and then write down the following abbreviated S.M.S	Do the Work in pairs	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 Hi. Hw r u ? I didn't c u 2day at skul. Y r u abst ? I tried 2 cal u but u wr not available. Inbx me as sn as u get dis msg.	
Evaluation	T. asks orally ss questions	Answer orally the questions	Choose three words from the vocabulary words learnt today.	

Homework	Writes the Homework on the board	Copy the homework in their exercise book	Homework Complete with such/so/what/how a-.....nice this house is. b-.....intelligent students c-This boy isstupid d-This isa lazy girl	
Warm down	Asks ss to stand up ans sing a song/ makes jokes for ss to laugh	Sing a song/ laugh and say goodbye.		

SEQUENCES 2 & 3

LESSON 9 S1

Card : N

Duration : 55min

School :

Date : 03 -10 -21

Teacher :

Class size :

Theme : INFORMATION AND COMMUNICATION TECHNOLOGIES

Sequence :2

Lesson :9 Internet

Class : Form 4

Teaching Aids : Relia , note book , flash cards .

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

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 a computer to your brother. 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
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<p>ACTIVITY I VOCABULARY (12min)</p>	<p>1-Presentation stage Presents each vocabulary words in a context using the appropriate teaching Technics</p> <p>Words to be taught: website, modem, download, to surf...</p> <p>2-Practice stage</p> <p>T. makes sentences containing the new word to be taught and asks ss to repeat</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>I. VOCABULARY</p> <p>Website:(demonstration) Eg: The website of this company is www.letogo.org.</p> <p>A modem:(definition) A device that encodes digital computer signals into analog.</p> <p>To dowload:(antonym) to upload. Eg: Koffi dowloads a video on youtube.</p> <p>To update:(situational) Eg: I need to update my softwares.</p> <p>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</p> <p>GRAMMAR : The use of "to get used to"</p> <p>(15 min)</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 of "to get used to".</p> <p>a-presentation</p> <p>They get used to telling lies.</p> <p>Rule: To get used to+verb(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>CLASS DISCUSSION</p> <p>What is the importance of internet in our everyday life?</p> <p>The best answers must be put on the board.</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>	

Warm down	-strikes a song and takes a leave	Sing a song	Make 2 (two) sentences with: download; surf.	
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LESSON 9 S3

Card n°:

Date :.....

School:

Class size:....BG.....

Teacher:

Class : Form 4

Theme 4: SPORTS AND GAMES

Lesson4 : At the stadium

Sequence : 1

Duration : 55 mn

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- a tree- players- teacher- spectators- a watch- opponents- farmer.

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				
Learning situation Introductory activity (Brainstorming, situation transition) Activity 1: Vocabulary (The use of 3ps) 15 min	-Presents the learning situation and gets students involved. -Tells the students what they are going to learn in this sequence. I-PRESENTATION STAGE -Communicates the capacity SS should acquire at the end of the vocabulary activity: - Stadium (Syn)(field- pitch-stage) - Spectators (Situational./syn)	-look (picture, photo...), listen to (audio, song...), demonstrate, watch (video)... -repeat individually, in rows, in chorus	Title of the lesson Stadium: (n) (Syn)(field- pitch-stage):Eg: Adebayor is on the stadium. -Spectators: (n) (Situational./syn) =viewers, onlookers, public...): Eg:spectators are on the stadium	Lesson card, Realia, picture, SS and Teacher.ssss

	<p>=viewers, onlookers, public...) -Players (situational/ Syn) =actor, gamester..... -Opponents (Syn)= Adversaries, rival/ (Ant) = team mates -Teacher gives Model sentence and ask SS to repeat it Eg: Adebayor is on the stadium. (Asks verification questions) Where is Adebayor?</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>Repeat Repeat Repeat s Repeat</p> <p>-Answer verification Questions -listen and repeat sentences</p> <p>-listen to the sample of substitution drill Ss listen and make sentences using the cue</p> <p>-make their own sentences using the new words/ expressions</p>	<p>-Players (n) (situational/ Syn) =actor, gamester.....: Eg: There good players in my school -Opponents: (n) (Syn)= Adversaries, rival/ (Ant) = team mates: Eg:The opponents played well.</p>	
<p>Activity II: Grammar: The comparative with Short Adjective</p> <p>12 min</p>	<p>I-PRESENTATION STAGE -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</p>	<p>Listen to the situation and repeat</p>	<p>Grammar structure Ali is younger than John</p> <p>We are cleverer than them</p>	<p>Lesson card, Ss' notebooks</p> <p>Realia (Teacher, Ss)</p>

	<p>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>II. PRACTICE STAGE (oral) 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).</p> <p>III. PRODUCTION STAGE -asks Ss to make their own sentences using the new structure.</p>	<p>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>-make sentences using the new structure</p>	<p>Rule: Short dj+ er + than NB: Irregular Ajectives: 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>Sample sentences</p>	
<p>APPLICATION (Activation)</p>	<p>Find correct tense of Adj. in () 1.Dapaong is (big) Lomé 2-Your mark is (bad) mine 3-Form I is (noisy) Form4 -Invites students to correct the</p>	<p>Do the exercise</p>	<p>Exercise book</p>	

	<p>exercise -Appreciates the students' answers</p>	<p>Correct the exercise</p> <p>Correct mistakes there any. DURATION: 1 x 55min DATE: NUMBER OF STUDENTS: ___B ___G</p>		
POST-ACTIVITIES				
<p>Récapitulation(2mn) Evaluation (3mn) Remedial work Homework (3mn) Warm down (2mn)</p>	<p>Asks Ss to round off the day's lessons Makes comments on recurrent mistakes Writes a short Hw on the bb Strikes a song, recalls next session and takes leave</p>	<p>Students round off lessons. Take notes of comments -copy the Hw in their Hw exercise-book. - Sing.</p>	<p>Homework exercise</p>	

CARD N°: 1

SCHOOL:

TEACHER:

CLASS: FORM IV

THEME 4: SPORTS AND GAMES

LESSON 10: AT THE STADIUM

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

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

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
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LESSON ORGANIZATION

SEQUENCE: 2/3

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	
<i>MAIN ACTIVITIES</i>				

<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(n)</u>: categorizing Ms: AGASSA Kossi is a <u>goalkeeper</u></p> <p>2-<u>goal post(n)</u>: (drawing) Ms: The goalkeeper is in <u>the goal post</u> to catch balls</p> <p>3-<u>referee(n)</u>: demonstration Ms: the <u>referee</u> whistles the end of the match</p> <p>4-<u>Seats(n)</u>: Picture Ms: There are many seats in Kegue stadium</p> <p>Ss best sentences</p>	<p>Teacher Students Lesson card Note book</p>
<p>Activity II : <u>Grammar: The</u></p>	<p><u>PRESENTATION</u> presents the new structure in a situational context to students</p>	<p>Follow the teacher, answer</p>	<p><u>GRAMMAR: the comparative of superiority with long adjectives</u></p>	<p>Lesson card, Ss' notebooks</p>

<p>comparative of superiority with long adjectives (10 min)</p>	<p>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>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>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>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 using the comparative form of the adjectives Gives some minutes to students to think</p>	<p>Follow carefully</p> <p>Listen to the instructions</p> <p>Think about the task and write down ideas if necessary</p>	<p>SPEAKING Use the following chart to make sentences with the comparative form of the adjectives</p>	<p>Teacher and Students</p>

	Chooses some students to make sentences	Present orally their proposals to the class	-Life in town - Traveling by plane - sarah Ayélé	Dangerous Interesting - intelligent beautiful	-Life in town - Traveling by bus Paul yawa	
POST ACTIVITIES						
Evaluation (3mn)	Asks questions about the sequence What are the vocabulary words learnt today? How do we form the comparative of superiority with log adjectives?	Answer				
Remedial work (2min)	Makes comments on recurrent mistakes	Take note of the comments				
Homework (3min)	Write the homework on the board	Copy		HOMEWORK look for one long adjective (other than those we have seen) and make a sentence with it		
Warm down (3mn)	Recalls the next session, strikes a song and leaves	Sing				

SEQUENCE 3

LESSON NOTES

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

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
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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</p> <p><i>(15min)</i></p>	<p>I-PRESENTATION Presents the new words and expressions using the appropriate teaching strategies. Provides model sentences</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>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 PRESENTATION Teacher presents"each other/ one another" in context Makes model sentences</p>		<p>TITTLE OF ACTIVITY Grammar: The use of</p>	<p>Teacher, Students, Students' books, Lesson card, Model</p>

	<p>1 the players are greeting one another 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 2-Ali and Abalo are</p>	<p>Do the work</p> <p>Make their own sentences</p>	<p>each other/one another 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-Ali 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>sentences on the bb</p>
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<p>ACTIVITY3: WRITING : Unprepared dictation</p>	<p>athletes,they like..... 3-The students of Lyagbe challenged.....to a race 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</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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	mistakes Congratulates and encourages students			
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K. POST-ACTIVITIES

EVALUATION <i>(2min)</i>	<i>*Asks students: - to derive nouns from: to run, to play. - To give the synonym of : opponent</i>	Do the work		
REMEDIAL WORK <i>(2min)</i>	Makes comments on recurrent mistakes	Take note of the comments	<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 *Complete with each other/ one another 1- The supporters of form III and the supporters of form IV hate..... 2- The players of form III don't like.....	
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		

SEQUENCES 2&3

LESSON NOTES

CARD N° :
SCHOOL: CEG
CLASS : Form IV
TEACHER: Mr LANGBEGUE
THEME 4: SPORTS AND GAMES
LESSON 10: At the Stadium

DATE
DURATION: 3x55min
SEQUENCE3
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	- 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)</p> <p>spectators, (exp, Syn)</p> <p>players, ((exp, dem)</p> <p>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>Eg. Our class team is training hard because we</p>	<p>Teacher</p> <p>Students</p> <p>Lesson card</p> <p>Note book</p>
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		words taught.		
<p>ACTIVITY 2: Grammar: comparative with short and long adjectives.</p> <p>The use of the 3ps <i>(15min)</i></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>COMPARATIVE OF INFERIORITY</p> <p>1-The metting was expected to be long. T/F</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>2-Gowing maize is less difficult than growing coffee.</p> <p>Rule: Form: less + adjective</p>	<p>Teacher</p> <p>Students</p> <p>Blackboard</p> <p>Note book</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>III-PRODUCTION STAGE.</p> <p>-asks students to make their own sentences using the new structure.</p>	Do the work	+ than	
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		Make their own sentences		
ACTIVITY 3: Speaking dialogue (10 min)	-Presents the dialogue to the	-Listen and repeat	Dialogue Ali : Our class team is playing this afternoon against Form III. Are you going to the stadium?	

	<p>students</p> <p>-Practice with one of the students.</p> <p>-Asks the students to act the dialogue in pairs.</p>	<p>-Listen and follow the practice</p> <p>-Act the dialogue in pairs.</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				
<p>EVALUATION</p> <p>(2min)</p>	<p><i>Asks students questions about the sequence</i></p> <p>1-give the vocabulary words we have learnt today</p> <p>2-which grammar point have we learnt? Give me different between short and long adjectives. Give an example of them.</p>	<p>Answer to the questions</p>		

<p>REMEDIAL WORK <i>(2min)</i></p>	<p>Makes comments on recurrent mistakes</p>			
<p>HOMework <i>(3min)</i></p>	<p>Writes the homework on the board.</p>	<p>Take note of the comments</p>		
<p>WARM DOWN <i>(3min)</i></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>-Sing</p>		

LESSON NOTES

CARD N° :
SCHOOL: CEG
CLASS : Form IV
TEACHER: Mr LANGBEGUE
THEME 4: SPORTS AND GAMES
LESSON 10: At the Stadium

DATE
DURATION: 3x55min
SEQUENCE2
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

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 Ss to give	-Sing.		

	a tune.			
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MAIN ACTIVITIES

STAGES/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	TEACHING MATERIALS
ACTIVITY 1: vocabulary (15min)	<p>I-PRESENTATION</p> <p>Presents new words and expressions related to sport and games.</p> <p>1-goalkeeper, (dem, draw)</p> <p>2-goal post, (draw, picture)</p> <p>3-referee, (dem)</p> <p>4-seats (draw)</p> <p>II- PRACTICE</p> <p>Makes sentences containing new words and expressions and asks students to repeat</p>	-listen carefully	<p>Vocabulary</p> <p>1- goalkeeper (n)= eg. OURO-BOSSI is the goalkeeper of our class, he keeps well as Agassa Kossi.</p> <p>2- goal post (n)= eg. The goalkeeper stays in the goal post to catch balls in order to prevent opponents from scoring.</p> <p>3- referee (n)= a person who is in charge of a sports game and who makes certain that the rules are followed</p> <p>s. eg. The referee whistles the penalty when the opponents wounded our best plays.</p> <p>4- seats (n):</p>	

	<p>III- PRODUCTION</p> <p>-invites students to make their own sentences using the new vocabulary taught</p>	<p>--repeat</p> <p>-make their own sentences</p>	<p>Eg. There are many seats at sokode stadium for the spectators.</p>	
<p>ACTIVITY 2: Grammar: COMPARATIVE OF SUPERIORITY: with Short Adjective</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>-listen to the situation</p> <p>-repeat</p> <p>-answer</p>	<p>Grammar: COMPARATIVE OF SUPERIORITY: with Short Adjective</p> <p>1-The class test was easier than we expected.</p>	

<p>(15.min)</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>II- PRACTICE</p> <p>-gives practical exercise to ss</p>	<p>verification questions</p> <p>-do the work</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><u>NB:</u> there are Irregular Ajectives such as good-bad- far- little- few- much /many...</p> <table border="1" data-bbox="1192 548 1537 1205"> <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 rowspan="2">Far</td> <td>Farther than</td> <td>The farthest</td> </tr> <tr> <td>Further than</td> <td>The furthest</td> </tr> <tr> <td>Little</td> <td>Less than</td> <td>The least</td> </tr> <tr> <td>Up</td> <td>Upper than</td> <td>The uppermost</td> </tr> </tbody> </table> <p>Note: Adjectives doubling last consonants are: big-fat- sad-wet-hot-thin-slim...</p> <p>With Adjective that end in</p>	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	Further than	The furthest	Little	Less than	The least	Up	Upper than	The uppermost	
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																									
	Further than	The furthest																									
Little	Less than	The least																									
Up	Upper than	The uppermost																									

	<p>III- PRODUCTION</p> <p>-invites students to make their own sentences</p>	<p>-make their own sentences using the structure taught.</p>	<p>“y”, the “y” becomes “I”</p> <p>Eg: easy.... Easier than....</p>	
<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</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>	

	<p>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 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>			
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POST-ACTIVITIES				
EVALUATION (2min)	-Asks questions related to the Grammar point.	-answer		
REMEDIAL WORK (2min)	Makes comments on recurrent mistakes	Take note of the comments	Homework: Supply the comparative form of the adjectives or adverbs in the brackets	
HOMEWORK (3min)	Writes the homework on the board.		1-This shirt is too small, I need a (large) one. 2-You look (thin), have you lost weight? 3-I like Accra, it is (big) than Lome.	
WARM DOWN (3min)	Recalls the next session, strikes a song and leaves	-take note in their exercise book	4- I expect you to be here (early)	
		-Sing		

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

DATE
DURATION: 3x55min
SEQUENCE3
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

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 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)	Listen and repeat in rows, individually, in chorus.	I-Vocabulary 1- challenge (n): an invitation to compete or take part, especially in a game	

	<p>3-defeat (exp) 4-shoot (dem)</p> <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>Eg. For the football competition, our class team is going to challenge form III.</p> <p>2- Supporter (n):</p> <p>Eg: I am the supporter of Real Madrid because I like 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>	<p>Teacher Students Picture Realia blackboard</p>
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		-make their own sentences		
<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</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</p>	

	<p>and invites students to do it</p> <p>Exercise : write the correct comparative form</p> <p>1-Lion is (dangerous) the elephant.</p> <p>2-Miss Togo is (beautiful) Nadia.</p> <p>III-PRODUCTION</p> <p>Invites students make their own sentences using the new structure</p>	<p>Do the work</p> <p>make their own sentences</p>	<p>these days.</p>	
<p>ACTIVITY 3: Read and look</p>			<p><u>READ AND LOOK UP</u></p>	

<p>up</p> <p>(10min)</p>	<p>-writes the paragraphs on the board with slashes and asks students to copy.</p> <p>He cleans the board and makes practice for students to see</p> <p>-after every knock on the desk, he recites the text without looking in the book.</p> <p>- tells ss the importance of this activity. (memorizing abilities)</p> <p>-makes students compete in rows.</p>	<p>-write the text in their books.</p> <p>-follow carefully</p> <p>-read and look up.</p>	<p><u>Text</u></p> <p>As students,/ it is important to be involved in sports/ because/ it enables us to be proactive in class activities./ Sport 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.</p>	
<p>POST-ACTIVITIES</p>				
<p>EVALUATION</p> <p>(2min)</p>	<p>Asks Ss to make sentences with the new vocabulary words taught.</p> <p>Makes comments on</p>	<p>-Make sentences.</p>	<p><u>Homework</u></p> <p>-Make sentence with the vocabulary words of</p>	

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

LESSON NOTES

CARD N° :
SCHOOL: CEG
CLASS : Form IV
TEACHER: Mr LANGBEGUE
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)

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)	I-PRESENTATION Presents the words in context to the students	Follow carefully Listen and repeat	VOCABULARY 1-To run(v): (dem) Ms: The player runs on the ground 2-an athlete(n): (cogn) athlete Ms: Usain Bolt is an athlete 3-a player(n): (categ) Ms: Adebayor is a football player 4-Opponent(n): (sit) Ms: the team of 3e A play against the team of 3e B: so they are opponents	

	<p>II- PRACTICE Repetition drill: Makes sentences containing the new words and asks students to repeat</p> <p>III- PRODUCTION Invites students to make their own sentences using the new vocabulary taught</p>	<p>Listen and repeat the sentences</p> <p>Make their own sentences</p>	<p>5-<u>a</u> referee(n): (sit) Ms: The referee whistle at the end of the match</p> <p>Ss best sentences</p>	
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<p>ACTIVITY 2: GRAMMAR</p> <p><i>(15min)</i></p>	<p>I-PRESENTATION</p> <p>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>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 vebs</p> <p>1-Abalo(to challenge) Moussa</p> <p>2-Tom (to hate) Jerry</p> <p>3-Karim (to like) Issa</p>	

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

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

CARD N° :
SCHOOL: CEG
CLASS : Form IV
TEACHER: Mr LANGBEGUE
THEME 4: SPORTS AND GAMES
LESSON 11: SCHOOL COMPETITIONS

DATE
DURATION: 3x55min
SEQUENCE3
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	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	Follow and repeat Make their own	Vocabulary 1- <u>Javelin</u> (n) = (trans) javelot Ms : I like watching javelin competitions 2-To fall down (exp) : (dem) Ms: the athlete 3- to score(v): marquer	

	<p>containing the new words taught and asks students to repeat</p> <p>II- PRODUCTION</p> <p>Invites Students to produce their own sentences using the studied vocabulary words</p>	<p>sentences</p>	<p>Ms: Our class score two goals during the match</p> <p>4-to win(v): (sit) Ms: during the competition, team A scores 2 goals and team B score 1 goal; so team A win the match</p> <p>5- to jump over the bar goalpost: sauter par dessus le poteau Ms: the ball jump over the bar goalpost</p> <p>Ss best sentences</p>	
<p>ACTIVITY 2:</p> <p>Grammar</p> <p><i>(...min)</i></p>	<p><u>I-PRESENTATION</u></p> <p>presents the new structure in a situational context to students</p> <p>Asks comprehension questions</p> <p>Underline the names in the sentence 1. How many are they?</p> <p><u>II- PRACTICE</u></p> <p>Gives an exercise to student</p> <p>III- PRODUCTION</p> <p>Invites students to make their own sentences</p>	<p>Answer</p> <p>Do the work</p> <p>Make their own sentences</p>	<p>II-Grammar: the use of "one another"</p> <p>1-Abalo beats Afi, Afi beats Ama, Ama beats Abalo; so they beat one another</p> <p>2- the four boys quarrel one another</p> <p>Exercise</p> <p>Complete the following sentences with "each other" or "one another"</p> <p>1-The students challenge.....</p> <p>2-Girls help....</p> <p>3-Afi and Magloire fight.....</p> <p>4-All the students are sympathetic towards.....</p> <p>5-Christine and Bella envy.....</p>	

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

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
ACTIVITY 1: Listening comprehension <i>(...min)</i>	Chooses a passage and asks students to read and answer some questions about it after	Follow carefully and answer	<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</p>	

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

LESSON 12

Ok,



LESSON NOTES

CARD N° :
SCHOOL: CEG
CLASS : Form IV
TEACHER: Mr LANGBEGUE
THEME 5: Traditions, beliefs and religions
LESSON 12: Traditions and celebrations
TEACHING AIDS: realia, Flash cards,note books, students, teacher,

DATE
DURATION: 3x55min
SEQUENCE
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
<p>ACTIVITY 1: <u>Vocabulary</u> (15min) use of 3PS</p>	<p>I-PRESENTATION</p> <p>-Presents the new items in contexts: Tradition, 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</p>	<p>-Listen carefully</p> <p>-Listen and repeat</p> <p>-Answer questions</p> <p>-Repeat</p> <p>-Complete</p> <p>-Make sentences</p>	<p><u>VOCABULARY</u></p> <p>1-A Tradition (N): (Def) a way of doing things or 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</p>	

	<p>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>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><u>E.g.</u> The elders of the village of Telou visited the oracle in 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><u>E.g.</u> What would have happened if the elders</p>	<p>-Listen and repeat</p> <p>-Answer</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</p>	

	<p>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>-Write the correct form of the verbs</p> <p>-Make sentences</p>	<p><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>Rule: 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</p> <p><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><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</p>	

			<p>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: 1-The text is talking about the Nigerian tradition. T/F? 2-According to the text why is it not good to greet people with the left hand? 3-Choose the correct answer to complete 4-You are not allowed to greet with the left hand unless youa) are an old person, b) have no right arm Is it good to eat with the left hand? Why? Or why not? Justify your answer</p>	TEXT
POST-ACTIVITIES				
EVALUATION <i>(2min)</i>	-Asks Ss the questions E.g. Which words did we learn today? What are the tenses of	-Answer -Take note of the comments	<u>Homework</u> <i>Content of the homework</i>	

REMEDIAL WORK <i>(2min)</i>	If clause type 3? -Makes comments on recurrent mistakes	-Take note	Write the correct form of the verbs 1-If you (speak) English, she (understand)	
HOMEWORK <i>(3min)</i>	-Writes the homework on the board.		2-We (see) Joe if we (go) to the cinema	
WARM DOWN <i>(3min)</i>	Recalls the next session, strikes a song and leaves	-Sing		

LESSON NOTES

CARD N° :

SCHOOL: CEG

CLASS : Form IV

TEACHER: Mr LANGBEGUE

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

SEQUENCE2

CLASS SIZE: – B – G

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 models sentences -Asks verification questions II- PRACTICE *Repetition drills	-Listen carefully -Listen and repeat -Answer	<p style="text-align: center;"><u>VOCABULARY</u></p> <p>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)</p>	

	<p>-Makes sentences containing new words</p> <p>*Substitution drills -Gives sentences containing new items and cues</p> <p>II- PRODUCTION -Asks Ss to make sentences using new items</p>	<p>-Repeat</p> <p>-Complete</p> <p>-Make sentences</p>	<p><u>E.g.</u> Last Sunday my father bought palm wine to do the libation</p>	
<p>ACTIVITY 2: <u>Grammar :</u> The omission of IF in if clause type3 (15min)</p>	<p>I-PRESENTATION -Gives the model sentences containing the new structures</p> <p>II- PRACTICE -Gives sentences and asks the students to do the omission of IF</p> <p>II- PRODUCTION -Asks the Ss to make sentences with the structure</p>	<p>-Listen and repeat</p> <p>-Do the omission</p> <p>-Make sentences</p>	<p><u>GRAMMAR</u> : Omission of IF in if clause type3</p> <p><u>Model sentences</u></p> <p>1-If Afi had learnt hard, she would have succeeded.</p> <p>=>Had Afi learnt hard,she would have succeeded.</p> <p>2-If we had gone to the cinema,we would have seen Joe.</p> <p>=>Had we gone to the cinema, we would have seen Joe.</p> <p><u>RULE :</u> Omission of IF= Inversion of the subject (Had+subject+PP verb)</p> <p><u>PRACTICAL EXERCISES</u></p> <p>Do the omission of IF in the following sentences</p> <p>1-If they had arrived early,they would not have missed the train.</p> <p>2-If you had called him, he would have come.</p>	
<p>ACTIVITY 3: writing : guided writing (10min)</p>	<p>PRESENTATION -Presents the activity and gives instructions</p>	<p>-Listen carefully</p>	<p>WRITING : in a paragraph, describe a ceremony you have attended.</p> <p>The following questions are going to help you.</p>	

	<p>PRACTICE</p> <p>-Asks Ss to write a meaningful paragraph basing themselves on these questions</p> <p>PRODUCTION</p> <p>-Asks Ss to read their works</p> <p>-Write the best one on the BB</p>	<p>-Write a paragraph</p> <p>-Read their work</p> <p>-Take note</p>	<p>Which ceremony did you take part in ?</p> <p>Where and when was it performed ?</p> <p>On which occasion was it performed ?</p> <p>Who performed it ?</p> <p>How was it performed ?</p> <p>How did you feel during and after this ceremony ?</p>	<p>Questions</p>
POST-ACTIVITIES				
<p>EVALUATION <i>(2min)</i></p> <p>REMEDIAL WORK <i>(2min)</i></p> <p>HOMEWORK <i>(3min)</i></p> <p>WARM DOWN <i>(3min)</i></p>	<p>-Asks Ss to make sentences with IF clause type3 and omit IF in each sentence</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>-Build sentences</p> <p>-Take note of the comments</p> <p>-Take note</p> <p>-Sing</p>	<p style="text-align: center;"><u>Homework</u></p> <p>Look for the meaning in french of the following words : a shrine, a temple, a fetish</p>	

LESSON NOTES

CARD N° :

SCHOOL: CEG

CLASS : Form IV

TEACHER: Mr LANGBEGUE

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

SEQUENCE3

CLASS SIZE: – B – G

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 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 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)*

MAIN ACTIVITIES

STAGES/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTES ON BOARD	TEACHING MATERIALS
<p>ACTIVITY 1: Vocabulary : Using 3Ps (15min)</p>	<p>I-PRESENTATION</p> <p>-Presents new items in context (ghost, deity, 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>-Listen</p> <p>-Answer</p> <p>-Repeat</p> <p>-Complete</p> <p>-Make sentences</p>	<p>VOCABULARY</p> <p>1-A ghost (N) : Exp : The spirit of a dead person which 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) : <i>syn</i> =godess</p> <p>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</p> <p>Syn = a sorceress Opp# a wizard = a sorcerer</p> <p>E.g. Odewale has killed her child, she is a witch.</p> <p>4-A procession (N) : Expl : A groupe of people moving together</p> <p>E.g. When it is 12 O'clock,the students go home in procession</p> <p>5-Rejoicing (N) :=> to</p>	

			<p>rejoice (V) : expression or celebration of joy or happiness</p> <p>E.g. During the rejoicing of the new yam people kill goats.</p>	
<p>ACTIVITY 2: Grammar : The use of near future</p>	<p>I-PRESENTATION</p> <p>-Presents the new structure and gives model sentences</p> <p>-Asks verification questions</p> <p>II- PRACTICE</p> <p>-Asks Ss to turn the sentences into near future</p> <p>II- PRODUCTION</p> <p>-Asks Ss to make sentences with the new structure</p>	<p>-Listen and repeat</p> <p>-Answer</p> <p>-Put the sentences into NF</p> <p>-Make sentences</p>	<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>	

ACTIVITY 3: SILENT READING PLUS POST QUESTIONS	-Presents the activity -Asks Ss to read the text silently -Puts questions QUESTIONS 1-Choose the corresponding title for the text a-Pacification ceremony, b- Purification ceremony, c-Consultation ceremony 2-Koffi had been sick.T / F ? 3-What did the priest ask Koffi's parent to provide ? 4-Who are responsible for Koffi's illness ? 5-At which moment of the day did the ceremony start ? 6-Do you believe in the power of witches ? Why/Why not ?	-Listen carefully -Read silently -Answer questions	<p style="text-align: center;">READING COMPREHENSION</p> <p>Text : 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 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. 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>	
POST-ACTIVITIES				
EVALUATION (2min)	-Asks questions about the lesson of the day	-Answer		

REMEDIAL WORK <i>(2min)</i>	-Makes comments on recurrent mistakes	-Take note of the comments	<p style="text-align: center;"><u>Homework</u></p> 1-Find the synonyms of Wizard= Goddess=..... Find the antonyms of Disbelief#.....	
HOMEWORK <i>(3min)</i>	-Writes the homework on the board.	-Take notes		
WARM DOWN <i>(3min)</i>	-Recalls the next session, strikes a song and leaves	-Sing		

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 14

LESSON NOTES

DURATION: 3 x 55min

DATE:

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

MAIN ACTIVITIES

ACTIVITY 1: VOCABULARY (15.min)	<u>I-PRESENTATION</u> -presents new words in context using the appropriate teaching strategies	-repeat individually, in rows, in chorus repeat -repeat	<u>VOCABULARY</u> 1- Gender(n)- (expl): sex category such as male or female. Eg: Koffi is a male gender and Adjo is a female gender 2-equity (n)= equality, fairness, justice	
	<u>II- PRACTICE</u> -Repetition drill:	-listen and		

	<p>Makes sentences containing the new words and asks SS to repeat.</p> <ul style="list-style-type: none"> - Substitution drill: -makes sample sentences and gives cues <p>II- PRODUCTION</p> <ul style="list-style-type: none"> -invites Ss to make their own sentences 	<p>repeat sentences</p> <p>-listen to the sample of substitution drill</p> <p>-Make their own sentences</p>	<p>Eg: Boys and girls have the same right, this is <u>equity</u></p> <p>3- gender role: (n),(definition): a set of expected behaviours and attitudes associated with a specific gender</p> <p>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</p> <p>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></p> <ul style="list-style-type: none"> --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>-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</p> <p>PV--football is played by koffi</p> <p>Eg AV: the cat catches mice</p> <p>PV--Mice are caught by the cat.</p>	

	<p><u>II- PRACTICE</u> -Repetition drill -Makes sentences using the new grammar point</p> <p><u>II- PRODUCTION</u> -asks students to</p>	<p>-turn the sentences;</p> <p>- Make their own sentences</p>	<p><u>RULE:ob + am/ is/are +pp+by+sub</u></p> <p>2-PRESENT PROGRESSIVE Eg AV: koffi is playing football 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></p> <p>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>	
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	make their own sentences.		Students' best sentences.	
ACTIVITY 3: pronunciation <i>(8 min)</i>	-Pronounces the words (gender , equity) -Asks student to repeat individually, in rows	-Listen carefully -repeat	III/ PRONUNCIATION 1- Gender /'...../ 2- Equity /...../	

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		

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LESSON NOTES

CARD N°:
SCHOOL:
TEACHER:

DATE:
DURATION: 55'
CLASS SIZE:...B....G.....

CLASS: form four (3è)

SEQUENCE: 2

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

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 -Sing -revision	Date	Teacher Students Chalk Text book
-Warm up (2') -Review (3')	-Strikes a song -revises the previous lesson			

MAIN ACTIVITIES

ACTIVITY 1: Vocabulary Use of 3Ps (15 min)	<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 individually, in rows, in chorus -repeat -repeat -listen and repeat	<u>Vocabulary</u> 1- gender gap (n) : (expl) Eg :Men are more numerous in civil service than women , this is <u>gender gap</u> 2- co-equal (adj) , (definition) : equal to each other in size, rank or position.	Board Teacher student
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	<p>repeat. - Substitution drill: -makes sample sentences and gives cues</p> <p>II- PRODUCTION -invites Ss to make their own sentences</p>	<p>sentences -listen to the sample of substitution drill</p> <p>-Make their own sentences</p>	<p>Eg : Boys and girls are <u>co-equal</u> in school. 3-equipoise (n) , (demonstration) : Eg : we have the same number of men and women in civil service. 4- Fairness (n), (deriv) =fair (adj). Eg : There is a <u>fairness</u> in treating boys and girls before the law. 5- fair practice(expl) : 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</u> : the use of 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 passive voice? -Who can give the</p>	<p>-listen carefully</p> <p>- repeat</p> <p>-answer -answer -answer</p> <p>-answer</p>	<p><u>Grammar: the use of active and passive voice.</u> (Past tenses) <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 +</p>	<p>chalk Board Teacher student</p>

	<p><u>II- PRODUCTION</u> -asks student to make their own sentences.</p>	<p>- Make their own sentences</p>	<p>sentences.</p>	
<p>ACTIVITY 3: <u>Reading aloud</u> <i>(10 min)</i></p>	<p>-The teacher presents the text and gives instruction</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>-Follow the instructions.</p> <p>-Listen careful</p> <p>- repeat</p> <p>- Read and others listen</p> <p>- Make remarks</p> <p>- Read</p>	<p><u>Reading aloud</u></p> <p>Text: Gender equity. Gender equity is an important thing for the development of a country. 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>	<p>Text</p>

	-Gives the floor to students to read the passage carefully. (individually)			
POST-ACTIVITIES				
EVALUATION <i>(2min)</i>	-asks some verification questions to Ss about the course	-Answer the questions	<u>Homework</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	
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.	-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	- 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
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')	-Strikes a song	- sing		
-Review (3')	-revises the previous lesson	-revision		

MAIN ACTIVITIES

ACTIVITY 1: GRAMMAR: the use of simultaneous actions. (the use of 3ps) (15 min)	<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"? <u>II- PRACTICE</u> - Repetition drill :	- listen carefully - answer -answer -answer - answer	<u>GRAMMAR</u> : the use of simultaneous actions in the past with " while " and " when " 1- The teacher was teaching when the headmaster entered the classroom. - The headmaster entered the classroom when the teacher was teaching. 2- While Koffi was talking, my father called him	
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	<ul style="list-style-type: none"> - makes model sentences and asks student to repeat - Substitution drill : - writes the exercise on the board <p><u>II- PRODUCTION</u> Asks students to make their own sentences</p>		<p><u>Exercise:</u> Use the correct form of the verbs in brackets.</p> <p>1- When he (go) out, mum entered the house.</p> <p>2-While I was doing my homework, koffi (play) football.</p> <p>3- The sun was shining when we (go) out.</p> <p>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>	<ul style="list-style-type: none"> -The teacher presents the text and gives instructions -Gives the floor to students to read the passage carefully. (individually) - asks post questions -writes the questions on the BB and designates students to answer 	<ul style="list-style-type: none"> -listen carefully - read the passage - answer to questions 	<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</p>	

			<p>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.</p> <p>2- True.</p> <p>3- Is still relatively high.</p> <p>4- Yes, there are.</p> <p>5- It is very good sending girls to school :</p> <ul style="list-style-type: none"> - An educated girl/woman can help the society. -Reduce child mortality. - Improve nutrition and health. - Increase economic growth. 	
<p>ACTIVITY 3: <u>Writing</u> <u>Problem solving</u> (10 min)</p>	<ul style="list-style-type: none"> - writes the topic on the board. - reads and gives instruction 	<ul style="list-style-type: none"> -copy the topic - follow the instructions - do the work 	<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</p>	

			the lesson to sensitize your parents and sisters in your village. In about 15 lines, write your sensitization.	
POST-ACTIVITIES				
EVALUATION <i>(2min)</i>	Asks questions about the lesson.	- answer		
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.	- 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
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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		

Main activities

Activity 1 I-Vocabulary (The use of 3Ps)	1-<u>presentation stage</u> 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	-listen and repeat, individually, in rows and chorally -listen and repeat	<u>I-Vocabulary</u> -a tenacity (n) , definition: the quality or state of being persistence of purpose (being strong) Eg: Women of today have tenacity for work - an independence(n) synonym: freedom, liberty Eg: Togo has got his independence on 27 th April 1960 - to challenge(v) , demonstration Eg: Kofi and Ali challenge to be the first of the class -An inspiration	
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	<p>drill:</p> <ul style="list-style-type: none"> -makes sample sentences and gives cues <p>3-<u>Production</u></p> <ul style="list-style-type: none"> -Invites SS to make their own sentences 	<ul style="list-style-type: none"> -use the cues to substitute words in sample sentences - make their own sentences 	<p>(n),(demonstration):a breath</p> <p>Inspiration≠expiration (Has a new /bright/ clever idea) Eg: the best student has an inspiration for the exam</p>	
<p><u>Activity 2</u></p> <p>II-Grammar: the use of "whatever/whoever" (3Ps)</p>	<p>1-<u>Presentation stage</u></p> <ul style="list-style-type: none"> -introduces orally the new grammar point - asks Ss to repeat <p>"Whatever you say, he won't agree you "</p> <p>2-<u>Practice stage</u></p> <ul style="list-style-type: none"> -Repetition drill -Makes sentences using the new 	<ul style="list-style-type: none"> -listen carefully and repeat -listen and repeat 	<p>II-Grammar: the use of "whatever/whoever"</p> <ul style="list-style-type: none"> -Whatever you say, he won't agree. -Whoever you are, you must come on time <p>----- I do, he 'll go -----she eats, she won't be satisfied ----- he is, he must do the work ----- we are, we should learn hard</p>	

	<p>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>	<p>-make their own sentences using the words provided</p>		
<p><u>Activity 3</u></p> <p>I-Writing</p>	<p>-writes the topic on the board.</p> <p>-reads the topic to students</p> <p>-gives them clear instructions</p>	<p>-follow the instructions and do the work in pairs</p>	<p>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</p>	

Post-activities

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

work	eventual mistakes			
-Homework	-writes the homework on the board	-copy the homework in their exercise book	<u>Homework</u> 1-make three sentences using, tenacity, independence, to challenge, inspiration	
-Warm down	-warms the Ss down: strikes a song	- sing	- 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	

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
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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 authoritative and women submissive: it's gender gap. 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. 4/ Equality ≠ inequality e.g. There is equality between boys and girls	students new manual and program

			in modern societies. 5/ Differences (N): e.g. ADESCO always fight against differences between boys and girls.	
ACTIVITY 2: GRAMMAR <i>(12min): The use of passive voice: He is said to be....</i>	I-PRESENTATION Gives an active sentence, reads it and asks comprehension questions. II- PRACTICE 1-Repetition drill Makes two other active sentences, turn them into passive and asks students to repeat. III- PRODUCTION Asks students to make their own sentences and turn them into passive	Students repeat and answer questions Students listen to the teacher and try to turn them into passive	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.	Lesson card
ACTIVITY 3: SPEAKING: Class discussion <i>(10min)</i>	Puts students in groups and put the topic on the board. Goes round to facilitate and make sure every student is involved in the discussion.	Students read the topic. Students produce ideas / arguments for or against.	TITLE OF ACTIVITY Discussion: Do you think a man and a woman can do the same job and get the same salary? Key ideas of the discussion: Arguments for: - a woman is as intelligent as a man - a woman and a man	Lesson card

			<p>have the same opportunities</p> <ul style="list-style-type: none"> - 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 	
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N. POST-ACTIVITIES

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

School :

Teacher :

Class : Form 4

THEME 6 : GENDER EQUITY EDUCATION

Date

Sequence 2

Duration : 55'

Class size : B – G - T

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.

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	-Greets 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 3. Production -Asks students to make their	-Repeat chorally and then individually. -repeat -repeat		

	own sentences with these words	-Make their own sentences using the words newly taught		
II/ STRUCTURE: Reported speech with present perfect tense	<ol style="list-style-type: none"> 1. Presentation: <ul style="list-style-type: none"> - Introduces orally the new grammar point - Asks students to repeat 2. Practice: <ul style="list-style-type: none"> - Makes model sentences with the new structure 3. Production: <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>	<ol style="list-style-type: none"> 1. "I have learnt hard" Amavi said Amavi said that she had learnt hard 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><u>Rule</u> : present perfect tense becomes past perfect</p>	

<p>III. SPEAKING:</p>	<p>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</p>	<p>Copy the topic in their note books</p> <p>-Listen and ask comprehension questions - try to give the arguments for justification</p>	<p><u>Topic:</u> A girl is not born to get school education. Do you agree with this opinion? Justify</p>	
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POST-ACTIVITIES

<p>-Recapitulation -Evaluation -Homework -Warm-down</p>	<p>-recalls the day lesson -asks questions related to the lesson -gives an exercise to practice at home -strikes a song</p>	<p>-listen -answer -copy the exercise -sing the song</p>	<p>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</p>	
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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</p> <p>(The use of 3Ps)</p>	<p>1-<u>presentation stage</u></p> <p>Presents the new words in a context using the appropriate teaching strategies</p> <p>2-<u>Practice stage</u></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)</p> <p>Eg: Unity is strength</p> <p>- Weakness(ant) ≠ strength</p> <p>Eg: Democracy has strengths and weaknesses.</p> <p>-A constitution(sit): In a democratic country, people respect the constitution.</p>	
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	<p>-Repetition drill: Makes sentences containing the new words and asks SS to repeat.</p> <p>- Substitution drill: -makes sample sentences and gives cues</p> <p>3-<u>Production</u> -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>-to vote (syn)= to elect, to select, to choose.</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>-listen carefully and</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: Begin; start; continue; stop; enjoy; like...</p>	

	<p>" the use of some verbs + ING form"</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>	<p>repeat</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</p>	<p>listen</p>	<p>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</p>	

	questions	read Answer the comprehensi on questions	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. <u>Questions</u> 1- What is the situation of Ghana? 2- cite some characteristics of Democracy. 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	Questions 1)Ghana is not a democratic country : True/ False 2) Is Togo a democratic Country ? Give your reasons	
Remedial work	-corrects eventual mistakes	- take note	<u>Homework</u> In an essay write about the strengths and weaknesses of the Democratic system.	
-Homework	-writes the homework on the board	-copy the homework in their exercise book		
-Warm down	-warms the Ss down: strikes a song	- sing		

LESSON 20