Seconde
ANGLAIS

COTE D'IVOIRE -ECOLE NUMERIQUE



Unit 1: PEOPLE

Skill/Lesson: Reading

Durée: 55 min

Source/Reference: Far Ahead 2nde, page 12

LEAD-IN (5 min)
Observe this picture carefully and answer the following questions.



- ✓ *How does the boy fee*l?
- ✓ *why does he feel this way*?
- ✓ *What can be the impact of his friends'attitude towards him*?

LEARNING CONTEXT

The students of Seconde A2 of the Lycée Municipal of Adjamé-Williamsville are reading a text during their English class to prepare a debate about the impact of peer pressure on their lives.

LESSON CONTENT		
VOCABULARY	**LANGUAGE FUNCTION**	**STRUCTURES**
give in – fit in – deal with – believe in – grow up - skive off - stand up for - back up	Expressing opinions	To my mind - from my point of view – As far as I'm concerned

WHILE-READING

Vocabulary

-give in = to not resist, accept to do something
– fit in = be like anyone else
– deal with = to face or resist
– believe in = to have a firm conviction
– grow up = become an adult
- skive off = not go to school
- stand up for = defend one's opinion
- back up = to help / support

LANGUAGE FUNCTION: Expressing opinions

-**To my mind**,
-**As far as I'm concerned**, } peer pressure is a serious problem at school.
-**From my point of view**,

Activity 1: *Read the text and find its main idea by circling the right letter* (3 min).
The text is about :

a) Teenagers' misbehaviors at school
b) The reasons for juvenile delinquency
c) The impacts of friends' influence on teenagers

Activity 2: (10 min)
Read the text again and then Complete the sentences below with the correct form of the red expressions in the text. Number is done as the example.

1) Most people like to…….and it's hard being the only one doing something different.
2) I wish she would…….and stop behaving so childishly.
3) Someone lacking confidence is more likely to…….to peer pressure than than someone with a lot of self-esteem.
4) She finds it difficult to…….the pressure of exams.
5) thomas…….school last week to play football. His uncle saw him and told his parents.
6) It's great to have friends who will…….you when you don't want to do something.
7) I don't…….ghosts!

Activity 3: *Read the text again and answer the following questions (10 min). Then, compare your answers with your neighbor* (5 min).

1) Is it easy to resist peer pressure? Why or why not?
2) Cite four reasons why some people give in to peer pressure.
3) How can peer pressure influence people?
4) What happens when someone resists peer pressure?
5) Why is it important to develop friendship with people who have the same values and ideas as you?
6) Is peer pressure always negative? Why or why not?

Activity 4:

COMMUNICATION ACTIVITY (SITUATION) (10 min)

The English Club of your school is organizing a debate soon about 'Peer Pressure and its impact on Students.' In order to take part in that debate, you decide to think about the topic and write down your ideas in a few lines. In your piece of writing, you

- Define Peer pressure
- Mention some examples you know about
- Say whether it's positive or negative

Homework: Your Nigerian friend Sanusi is not very familiar with the peer pressure phenomenon. He heard that you had debated it during your English class. He writes you a letter to ask you more about it. In your reply, tell him:
- what peer pressure is.
-why some teenagers can't resist it.
-what happens when somebody resists it and defends their values.
-etc.

Homework : Go to this link and do **ONLY** tasks 1, 2 and 3 on pages 1 and 3.

NB*: For task 3, answer the series of questions by giving your opinion.*

https://en.islcollective.com/english-esl-worksheets/material-type/information-gap-activities/peer-pressure/124136