

## FRONT PAGE

**SCHOOL:** Lycée Moderne Coffi Gadeau of Tiébissou

**SCHOOL YEAR :** 2025-202 DATE: Thursday, December 4th 2025

**CLASS:** 5ème 5

**TRAINEE'S NAME:** KONAN

**UNIT 3:** TIME AND DATE

**LESSON3:** ELIE'S AGENDA

**SESSION 2**

**LESSON TYPE:** Writing

**TIME ALLOWED:** 55 minutes

**Source:** Win Skills

### Learning context (Situation d'apprentissage): Rappel

L'ambassade des Etats unis, en partenariat avec le Ministère de l'Education Nationale et de l'Alphatbetisation, organise un concours intitulé "ENGLISH DAYS". Pour y participer, les élèves de 5è du Lycée Coffi Gadeau de Tiébissou rédigent un paragraphe dans lequel ils décrivent leur programme d'activités pour la semaine à venir.

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
<p><b>a tidy room ; to pass an exam ; to sit for an exam ; a messy room ; to resume school ; to take aquiz.</b></p>	<p>Describing sequences</p>	<p><b>First</b>, I wake up ;  <b>Second</b>, I brush my teeth ;  <b>Then</b>, I wash myself ;  <b>After that</b>, I get dressed ;  <b>Next</b>, I have breakfast ;  <b>Finally</b>, I come to school</p>

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
<p><b>I- INTRODUCTION</b>  <b>a-Warm Up (2min)</b>   <b>b-Revision (3min)</b></p>	<p>Set a stress free atmosphere</p>	<p>-Initiates the activity                      -Checks Class list                      -Asks for the date</p>	<p>-Participate to the activity                      -Answer to their names                      -Give the date</p>	<p>-Song/TPR                      -Voice</p>	<p>-Date</p> <p style="text-align: center;"><b>UNIT 3. :TME AND DATE</b>  <b>LESSON 3 :</b>                      ELIE'S AGENDA  <b>SESSION 2</b></p>
<p><b>II-INPUT PHASE</b>  <b>A- VOCABULARY (15min)</b></p>	<p>Learning phase that introduces new items</p>	<p>-Presents the items and make students repeat</p>	<p>- listen carefully                       -Repeat, individually, per row and in chorus</p>	<p><b>Pictures/realias/ demonstrations</b></p>	<p><b>I-Vocabulary related to a daily activities</b></p> <p><b>a tidy room = a</b> room which is well organized</p> <p><b>a messy room = a</b> room which is in</p>

					<p>disorder</p> <p>– <b>to resume school:</b> to recommence classes after a pause</p> <p>–<b>to take a quiz :</b> to have an interrogation</p> <p>– <b>to sit for an exam :</b> to participate in an exam</p> <p>– <b>to pass an exam:</b> to succeed in an exam</p>
<p><b>B-LANGUAGE FUNCTION</b> (10 min)</p>	<p>Introduces new grammar points or structures</p>	<p>-Present the question/sentences</p> <p>-make students repeat</p>	<p>-listen carefully</p> <p>-repeat the sentences</p>	<p>-demonstration</p> <p>-individual and choral repetition</p>	<p><b>II-LANGUAGE FUNCTION</b></p> <p><b>Describing sequences</b></p> <p><b>First,</b> I wake up ; <b>Second,</b> I brush my teeth ; <b>Then,</b> I wash myself ; <b>After that,</b> I get dressed ; <b>Next,</b> I have breakfast ; <b>Finally,</b> I come to school</p>
<p><b>II-ACTIVATION PHASE</b> (15min) Students' workbook, WIN SKILLS page 69 Activity 1 and 2 <b>ACTIVITY 1</b> (Exercise book)</p> <p><b>ACTIVITY 2</b> (Exercise book) <b>HOMEWORK</b></p>	<p>Check students' comprehension</p>	<p>-Distribute the worksheets and set the timing</p> <p>-Ask for the answers</p>	<p>-Do the activities</p> <p>-they provide answers</p>	<p>Exercise book/ blackboard</p>	<p><b>BLACKBOARD TRACES</b></p> <p><b>Expected answers of activity 1 :</b></p> <p>1- a tidy room / 2- to pass an exam / 3- to sit for an exam/ 4- a messy room / 5- to resume school/ 6- to take a quiz</p> <p><b>Expected answers of activity 2 :</b></p> <p>1- first / 2-second / 3- then / 4- after that / 5- next /6 - finally</p> <p><b>Homework</b> Students' workbook, <i>let's take home</i> page 69</p>
<p><b>NOTE TAKING (10min)</b></p>					

## Teacher's Detailed Notes

### Warm up (2 minutes)

T :good morning class

Ss :Good morning Sir

T :How are you ?

Ss :we are fine

T :what is the date today ?

Ss :Today is .....

T :ok let sing a song the more we get together.

### Learning context (2min) (Recall)

#### I-INPUT PHASE (20 min)

T :listen class and repeat ! **a tidy room**

Ss : **a tidy room**

T : explanation before writing on the board( **a room which is well organised**)

T : **a messy room**(make students repeat)

Ss : **a messy room**

T : explanation before writing on the board( **a room which is in disorder**)

T : **to resume school** (make students repeat)

Ss : **to resume school**

T : explanation before writing on the board( **to recommence classes after a pause**)

T : **to sit for an exam**(make students repeat)

Ss : **to sit for an exam**

T : explanation before writing on the board( **to participate in an exam**)

T : **to take a quiz**(make students repeat)

Ss : **to take a quiz**

T : explanation before writing on the board( **to have an interrogation**)

T : **to pass an exam** (make students repeat)

Ss : **to pass an exam**

T : explanation before writing on the board( **to succeed in an exam**)

#### II-Language function (15 minutes)

Describing sequences

T :Look and listen carefully ! I am going to describe how I come to school :

**First**, I wake up ;

**Second**, I brush my teeth ;

**Then**, I wash myself ;

**After that**, I get dressed ;

**Next**, I have breakfast ;

**Finally**, I come to school.

#### III-Application phase(15 min)

##### Activity 1 (5 minutes)

Complete the descriptions below with the correct choice from the box. Do it alone, number one is an example.

a messy room ; to pass an exam ; to resume school ; to sit for an exam ; a tidy room ; to take a quiz

- 1/ a room which is well organised, it is **a tidy room** ..... 4/ When a room is in disorder, it is.....  
2/ When someone succeed in an exam, it is..... 5/ When students recommence classes after a pause, it is.....  
3/ Be a candidate for an exam, is..... 6/ Have an English interrogation, is.....

**Activity 2 ( 10 minutes)**

With your neighbour, fill in the following paragraph about Bérénice's daily activities with the time sequencers in the box. Number 1 is an example .

next ; then ; second ; finally ; first ; after that

Bérénice is a young school girl. Her life is a routine. Every day, in the morning , when she wakes up, she does a lot of things ; **(1) first,** she brushes her teeth, **(2)**..... she washes herself, **(3)**.....she goes and says hello to her parents. **(4)**.....she takes her breakfast at 7 a.m. **(5)**.....she revises her lessons little bit and **(6)**.....she comes to school.

**HOMEWORK**

LET'S TAKE HOME

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