



FICHES PEDAGOGIQUES WIN SKILLS

NIVEAU 6ème

NIVEAU 6ÈME

CE ANGLAIS

ANNEE SCOLAIRE 202 -202

PRODUIT PAR:

UNIT 1 :
AT SCHOOL
SKILL : SPEAKING

**FRONT PAGE
UNIT 1 : AT SCHOOL
LESSON 1 : GREETINGS**

COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Nombre d’élèves :..... Garçons :..... Filles :..... Class : 6e..... Contact days : 1..... 2..... 3..... Unité 1 : AT SCHOOL Leçon1 : Greetings Session 1 Durée : 55mins Habilité : SPEAKING Source : WIN SKILLS SITUATION D’APPRENTISSAGE C’est la rentrée des classes. Les élèves de la 6è..... du collège Moderne du Niédiékaha sont dans la cours de l’école. Après leur premier cours d’Anglais ils se saluent et se présentent les uns aux autres afin de mieux faire connaissance.	HABILETES	CONTENUS	
	Connaitre	-Les mots, les expressions, les formules de salutations et de présentations -Les structures grammaticales appropriées aux salutations et aux présentations -Les moments de la journée	
	Prononcer	-Les mots, les formules de salutations et de présentations	
	Utiliser	-Des intonations correctes, des mots et expressions liés aux formules de salutations et de présentations	
	Construire	-Les formules de salutations et de présentations	
	Echanger	-Des civilités	
	TEACHING POINTS		
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
	SESSION 1		
	Good morning - good afternoon – good evening – good night – hello/hi – goodbye	Se presenter (Introducing oneself)	A- How are you ? B- I am fine. -What is your name ? -My name is.....
	SESSION 1		
	To greet - To shake hands – to wave hands – to hug – boy - girl	Présenter quelqu’un (Introducing someone)	A- This my neighbour. B- What is his/her name? His/her name is..... A-Where are you from? B-I am from Niédiékaha. Possessive pronoun My, her, his

[illegible]

FICHES PEDAGOGIQUES WIN SKILLS

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the dialogue -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -2 students present the dialogue	-demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : Introducing oneself A-Good morning B-Good morning; How are you? A- I am fine thanks And you? B- I am very well. A- What is your name? B-My name is.....and you? A-My name is..... Nice to meet you. B-Nice to meet you too.
II-ACTIVATION PHASE (15min) ACTIVITY 1 WIN SKILLS Activity 1 p 11 (5mins) ACTIVITY 2 Activity 2 p 11 (5mins) Homework	Check students' comprehension	-Distribute the worksheets ./ Write the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BLACKBOARD TRACES Correction (5mins) Activity 1: Expected answers : 1- Good afternoon (example) / 2- Good night / 3- Good morning / 4- Good evening Activity 2: Expected answers : 1- Good morning (example) / 2- My name's Anderson / 3- Nice to meet you / 4- Goodbye ! <u>Homework</u> Win skills let's take home p11
NOTE TAKING (10min)					

SESSION 2					
STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
I- INTRODUCTION A-Warm Up (2min) B-Revision (3min)	Set a stress free atmosphere Check previous lesson comprehension	-Initiates the activity -Checks Class list -Asks for the date -start correcting and ask for answers	-Participate to the activity -Answer to their names -Give the date -participate and provide answers	-Song/TPR -Voice	-Date <u>Answers</u> Expected answers : 1- Good afternoon / 2- What is your name? / 3- Nice to meet you ! <u>Unité 1</u> : AT SCHOOL <u>Leçon1</u> : Greetings <u>Session 1</u>
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase that introduces new items	-Presents the items and make students repeat	Listen and repeat	Pictures	<u>I-VOCABULARY</u> Related to greetings To shake hands ● To hug ● To wave hands ● Pupils ● A boy ● A girl ●

FICHES PEDAGOGIQUES WIN SKILLS

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	- Present the question/ sentences - make students repeat - ask a student to put him the question - provide the answer and make them repeat - Ask two to put each other the question and answer	- listen carefully - repeat the question - put the question to the teacher - listen - repeat the answer - Std 1 puts the question and the Std 2 answer	- demonstration - individual and choral repetition	II-LANGUAGE FUNCTION : Se presenter A: Hello! This my Neighbor. B: What is his/her name? A: His name is..... A: Where are you from? B: I'm from Niédiékaha. Bye. A- goodbye Grammar Possessive pronoun I: My A boy: his A girl: her
II-ACTIVATION PHASE (15min) WIN SKILLS Activity 1 p 13 (5mins) Activity 2 p 13 (5mins)	Check students' comprehension	- Give exercises pages and set the timing - Ask for the answers	- Do the activity - they provide answers	Exercisebook / blackboard	BLACKBOARD TRACES Correction (5mins) Activity 1: Expected answers : 1- Hug (example) / 2- Shake hands / 3- Wave hands / 4- Hello Activity 2: Prepare the dialogue and present it to the classroom. Homework WIN SKILLS page 13 (let's take home)
NOTE TAKING (10min)					

FRONT PAGE SESSION 3

COLLEGE MODERNE DE NIDIEKAHA	HABILETES	CONTENUS
Date :...../...../.....	Connaitre	-Les mots, les expressions, les formules de salutations et de présentations -Les structures grammaticales appropriées aux salutations et aux présentations -Les moments de la journée
Number of pupils :..... Boys :.....	Prononcer	-Les mots, les formules de salutations et de présentations
Girls :.....	Utiliser	-Des intonations correctes, des mots et expressions liés aux formules de salutations et de présentations
Class :	Construire	-Les formules de salutations et de présentations
Contact	Echanger	-Des civilités
days :.....		
...	TEACHING POINTS	
.....	<u>SITUATION D'EVALUATION</u>	
.....	Après tes premiers cours d’Anglais, tu rencontres John, un jeune Ghanéen, de passage dans ton école. En vue de mieux faire connaissance, tu engages une conversation avec lui. Ci-dessous, se trouve votre conversation. Avec ton voisin, complétez-la et présentez-la au reste de la classe.	
<u>UNIT 1 :LIFE AT SCHOOL</u>	<i>John: Good morning.</i>	
<u>LESSON</u> 1: My last holidays	<i>You: Good morning.</i>	
<u>SESSION</u> 1	<i>John: How (1).....you?</i>	
<u>Duration</u> : 55mins	<i>You: I am (2).....and you?</i>	
<u>Skills: SPEAKING</u>	<i>John: I am very (3).....</i>	
<u>Source</u> : English For All- Win Skills	<i>You: What is your (4)</i>	
	<i>John : My name is John. And you?</i>	
	<i>You: (5)name is (6)Where are you from?</i>	
	<i>John: I am (7)Ghana</i>	
	<i>You: Nice to meet you.</i>	
	<i>John: Nice to (8) you too.</i>	
	<i>You: Bye.</i>	
	<i>John: Goodbye, see you</i>	

Après tes premiers cours d'Anglais, tu rencontres John, un jeune Ghanéen, de passage dans ton école. En vue de mieux faire connaissance, tu engages une conversation avec lui. Ci-dessous, se trouve votre conversation. Avec ton voisin, complétez-la et présentez-la au reste de la classe.

John: Good morning.

You: Good morning.

John: How (1)you?

You: I am (2)and you?

John: I am very (3)

You: What is your (4)

John : My name is John. And you?

You: (5)name is (6)Where are you from?

John: I am (7)Ghana

You: Nice to meet you.

John: Nice to (8) you too.

You: Bye.

John: Goodbye, see you

Séance 3						
STAGES/ TIMING	AIMS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNIQUES	TEACHING MATERIALS	TRACES ON BOARD
PREPARING						
Warm up (3 mins) (Mise en train)	Set a stress-free atmosphere	-Greet the student. -Initiate the activity.	Sing with teacher	In chorus		Day's date
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1-Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1-Listen to teacher's instructions 2-Start working with peers		Exercisebook	Unité 1 : AT SCHOOL Leçon1 : Greetings Session 3
SOLVING THE PROBLEM						
Solving the problem (20 min)	Practice the competence	-Task 1: Read and complete the dialogue with the words from the box (15mins) -Task 2: prepare it in peer (10mins)	Students do the task following teacher's instructions	Interactions in groups/pairs	Exercisebook	Give the sheets and the instructions

PERFORMING						
Presentation (10 min)	Perform publicly / Show the outcome of their work.	Jots down recurring mistakes	- Present their work to the class - Listen and evaluate	Role-play / individual presentations		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

FRONT PAGE				
UNIT 1 : AT SCHOOL				
LESSON 2 : IN THE CLASSROOM				
COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Nombre d’élèves :..... Garçons :..... Filles :..... Class : 6e..... Contact days : 1..... 2..... 3..... Unité 1 : AT SCHOOL Leçon 2: In the classroom Séance 1 Durée : 55mins Habilité : SPEAKING Source : WIN SKILLS SITUATION D’APPRENTISSAGE Nous sommes au Collège Moderne de Niédiékaha, pendant le cours d’Anglais, les élèves de la 6è..... décrivent leur salle de classe afin de se familiariser avec les noms des objets qui s’y trouvent.	HABILETES	CONTENUS		
	Connaître	-Les mots, les expressions de salutations et de présentations d’autres personnes -Les noms des objets d’une salle de classe -Les structures grammaticales appropriées : - aux salutations et aux présentations d’autres personnes - aux questions pour identifier les personnes et les objets d’une salle de classe - aux questions pour localiser les objets d’une salle de classe - aux questions pour demander la provenance des personnes		
	Prononcer	-Les mots, les expressions de salutations et de présentations d’autres personnes -Les noms des objets et des personnes d’une salle de classe		
	Utiliser	Les intonations correctes des mots et expression liés aux formules de salutations et de présentations		
	Construire	-Les formules de salutations et de présentations d’autres personnes -Des phrases interrogatives -Des phrases affirmatives		
	Echanger	Des informations pour faire connaissance		
	TEACHING POINTS			
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE	
	SESSION 1			
	School –door – classroom – window – blackboard – duster – chair - desk	Parler des objets de la salle de classe <i>(Talking about classroom objects)</i>	What is it ? == » It is a desk. Is it a chair ? » Yes, it is. No it isn’t.	
	SESSION 1			
	Teacher – students – a school bag – a school Bench – a box of chalk - a piece of chalk	Montrer les objets et personnes <i>(showing things and people)</i>	What is this/that ? ==»This /That is a school bench. Who is this/that ? == » This /That is a school boy.	

FICHES PEDAGOGIQUES WIN SKILLS

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
I- INTRODUCTION a-Warm Up (2min)	Set a stress free atmosphere	-Initiates the activity -Checks Class list -Asks for the date	-Participate to the activity -Answer to their names -Give the date	-Song/TPR -Voice	-Date
c-Lead in Activity & Learning Context (8min)	Prepares students to the learning process	<i>-Où sommes-nous ?</i> <i>-Lisez la situation</i> <i>-Qui sont les élèves?</i> <i>-Quel le cours du jour ?</i> <i>-Qu'est qu'ils font ?</i> <i>-Pourquoi le font t-ils ?</i> <i>-La leçon du jour parlera sur ?</i>	<i>-Dans une salle de classe</i> <i>-ils lisent la situation</i> <i>- les élèves de la 6è.....</i> <i>-Le cours d'anglais</i> <i>-Ils decrivent les objets de la classe</i> <i>-Les objets de la classe</i>	brainstorming Pictures/ realias -voice	Unité 1 : AT SCHOOL Leçon 2: In the classroom Session 1
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat	-listen carefully and repeat	Pictures/realias/ -individual and choral repetition	I-VOCABULARY Related to classroom objts 1- A school  2- A door  3- a classroom  4- a window  5- a blackboard  6- A chair  7- A desk 

FICHES PEDAGOGIQUES WIN SKILLS

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std 1 puts the question and the Std 2 answer	<i>demonstration</i> -individual and choral repetition	II-LANGUAGE FUNCTION : Parler des objets de la salle de classe A-What is it ? == » It is a desk. <u>B-Is it</u> a chair ? » Yes, <u>it is.</u> No <u>it isn't.</u>
II-ACTIVATION PHASE (15min) WIN SKILLS Activity 1 p 17 (5mins) ACTIVITY 2 Activity 2 p17 (5mins) Homework	Check students' comprehension	- Give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BLACKBOARD TRACES Correction (5mins) Activity 1: Expected answers : 1-Window (example) / 2-Classroom / 3-Door / 4-School/ 5-Duster Activity 2: Expected answers : A : Is it a blackboard ? B : Yes, it is. A : Is it a duster ? B : No, it isn't. It is a chair <u>Homework</u> Win skills let's take home p17
NOTE TAKING (10min)					

SESSION 2					
STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
I- INTRODUCTION A-Warm Up (2min) B-Revision (3min)	Set a stress free atmosphere Check previous session	-Initiates the activity -Checks Class list -Asks for the date -start correcting and ask for answers	-Participate to the activity -Answer to their names -Give the date -participate and provide answers	-Song/TPR -Voice	-Date Expected answers : 1-school (example) / 2-classroom / 3-door / 4-windows / 5-blackboard Unité 1 : AT SCHOOL Leçon1 : Greetings Session 1
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase that introduces new items	-Presents the items and make students repeat	-listen carefully and repeat	Pictures and realias -individual and choral repetition	I-VOCABULARY <i>Relatif aux objets et personnes dans une classe</i> A teacher ● students ● A schoolbag ● A school bench ● A box of chalk ● A piece of chalk ●

FICHES PEDAGOGIQUES WIN SKILLS

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/ sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std 1 puts the question and the Std 2 answer	-demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : Montrer les objets et personnes A-What <u>is this/that</u> ? ==»This /That is a school bench. B-Who <u>is this/that</u> ? == » This /That <u>is</u> a school boy.
II-ACTIVATION PHASE (15min) WIN SKILLS Activity 1 p 19 (5mins) Activity 2 p 19 (5mins)	Check students' comprehension	-Distribute the worksheets and set the timing -Ask for the answers	-Do the activity -they provide answers	Workbook/ blackboard	BLACKBOARD TRACES Correction (5mins) <u>Activity 1:</u> Expected answers : 1-pupils (example) / 2- teacher / 3- school bench / 4-desk / 5- blackboard / 6- chalk Activity 2: Expected answers : 1- That (example) / 2- This / 3- This / 4- This <u>Homework</u> WIN SKILLS page 19 (let's take home)
NOTE TAKING (10min)					

FRONT PAGE SESSION 3

COLLEGE MODERNE DE NIEDIEKAHA	HABILETES	CONTENUS
Date :...../...../.....	Connaître	- Les mots et expressions liés aux souvenirs de vacances - Les formes du prétérit
Number of pupils :..... Boys :..... Girls :.....	Prononcer	- Les mots, les expressions liées aux souvenirs de vacances - Les verbes irréguliers au prétérit
Class :	Construire	- Des phrases pour raconter des événements passés
Contact	Utiliser	- Les mots et les structures grammaticales pour décrire les souvenirs de vacances - L'intonation correcte
days :.....	Echanger	- Des informations liées aux souvenirs de vacances
.....	TEACHING POINTS	
UNIT 1 :LIFE AT SCHOOL		
LESSON 1: My last holidays		
SESSION 1		
Duration : 55mins		
Skills: SPEAKING		
Source : English For All- Win Skill		
SITUATION D'EVALUATION		
Après deux semaines de cours d'Anglais, tu reçois John, ton ami libérien dans ta classe. Il te pose des questions pour identifier les objets de la classe. Ci-dessous, se trouvent ces objets. Avec ton voisin qui joue le rôle de ton ami libérien :	Expected answers : 1- John : What is this ? You : It is a blackboard. (example) 2- John : What is that ? You : It is a desk. 3- John : What is that ? You : It is a box of chalk. 4- John : What is this ? You : It is a bench.	
	-Task 2: poser des questions sur d'autres objets de la classe (5min) (show other objects and ask students to put questions)	
	-Task 3: Présenter votre travail au reste de la classe (10min) (Give the floor to the students to present their work)	

Séance 3

STAGES/ TIMING	AIMS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNIQUES	TEACHING MATERIALS	TRACES ON BOARD
PREPARING						
Warm up (3 mins) (Mise en train)	Set a stress-free atmosphere	-Greet the student. -Initiate the activity. -	Sing with teacher	In chorus		Day's date
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1-Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1-Listen to teacher's instructions 2-Start working with peers		Exercisebook	<u>Unit 1</u> <u>Lesson 2</u> <u>Session 3</u>
SOLVING THE PROBLEM						
Solving the problem (20 min)	Practice the competence	<i>-Task 1: Poser des questions sur les objets ci-dessous (15min)</i> <i>-Task 2: poser des questions sur d'autres objets de la classe (5min)</i>	Students do the task following teacher's instructions	Interactions in groups/pairs	Exercisebook	Give the sheets and the instructions

PERFORMING						
Presentation (10 min)	Perform publicly / Show the outcome of their work.	-Task 3: Présenter votre travail au reste de la classe (10min) Jots down recurring mistakes	-Present their work to the class -Listen and evaluate	Role-play individual presentations /		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

FRONT PAGE

UNIT 1 : AT SCHOOL

LESSON 3 : WHERE IS MY PENCILCASE?

COLLEGE MODERNE DE NIEDIEKAHA	HABILETES		CONTENUS		
Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : 6e..... Contact days : 1..... 2..... 3..... Unité 1 : At School Leçon 3 : Where is my pencil case ? schoolbag? Séance 1 Durée : 55mins Habileté : SPEAKING Source : WIN SKILLS STUDENT'S BOOK <u>SITUATION D'APPRENTISSAGE</u> Nous sommes au collège Moderne de Niédiékaha. Les élèves de la 6è..... sont inviter à un jeu pendant le cours d'Anglais. Pour ce fait ils localisent les objets de la classe afin de montrer leur connaissance.	Connaître	-Les noms des objets dans une salle de classe -Les nombres de 0 à 20 -Le pluriel des noms -Le présent simple de “to be” (verbe être) -Les prépositions de lieu -Les structures grammaticales appropriées : • aux questions pour identifier les personnes et les objets • aux questions pour localiser les objets dans une salle de classe • aux questions pour demander la provenance des personnes			
	Prononcer	-Les noms des objets d’une salle de classe -Les nombres de 0 à 20 -Des prépositions de lieu			
	Utiliser	-Les intonations correctes des mots et expressions liés à la classe -Les nombres pour compter les objets d’une salle de classe			
	Construire	-Des phrases interrogatives -Des phrases affirmatives			
	Echanger	Des informations sur les objets de la salle de classe			
	TEACHING POINTS				
	VOCABULARY		GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE	
	SESSION 1		Localiser les objets de la classe (Locating classroom objects)	A-Where is the pen? ⇒ It is <u>under</u> the table ⇒ they are <u>on</u> the chair ⇒ it is <u>in</u> the bag	
	SESSION 2		Demander et donner le nombre d’objets (Asking and giving number)	A-How many chairs are there in the classroom? == » <u>there is</u> one chair B-How many students are there in the classroom? == » <u>there are</u> twenty students	
	1.One - 2. two - 3.three - 4.four - 5.five20.twenty				

FICHES PEDAGOGIQUES WIN SKILLS

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
I- INTRODUCTION a-Warm Up (2min) c-Lead in Activity & Learning Context (8min)	Set a stress free atmosphere Prepares students to the learning process	-Initiates the activity -Checks Class list -Asks for the date -Showing classroom objects -<i>Que voyez-vous sur cette image ?</i> -<i>lisez la situation</i> -<i>Qui sont les élèves?</i> -<i>Quel le cours du jour ?</i> -<i>qu'est qu'ils font ?</i> -<i>Pourquoi le font t-ils ?</i> -<i>Sur quoi portera le cours du jour ?</i>	-Participate to the activity -Answer to their names -Give the date -answer question -<i>Des fournitures</i> -<i>ils lisent la situation</i> - <i>les élèves de la 6è.....</i> -<i>Le cours d'anglais</i> -<i>Ils décrivent les objets de la classe</i> -<i>les objets de la classe</i>	-Song/TPR -Voice brainstorming Pictures/realias -voice	-Date <u>Unité 1</u> : AT SCHOOL <u>Leçon 2</u>: In the classroom <u>Session 1</u>
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat	Listen and repeat	Pictures	I-VOCABULARY <i>Relatif aux fournitures scolaires</i> 1-A Book  2- A copybook  3-A eraser  4-An sharpener  6-a pen  7- A ruler  8-A pencil  9-A pencil case 

FICHES PEDAGOGIQUES WIN SKILLS

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std 1 puts the question and the Std 2 answer	<i>demonstration</i> -individual and choral repetition	II-LANGUAGE FUNCTION : Localiser les objets avec under ; on ; in Where is the pen? == » It is under the table == » they are on the chair == » it is in the bag
II-ACTIVATION PHASE (15min) ACTIVITY 1 WIN SKILLS Activity 1 p 23 (5mins) ACTIVITY 2 Activity 2 p23 (5mins) Homework	Check students' comprehension	- Give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BLACKBOARD TRACES Correction (5mins) Activity 1: Expected answers : 1- schoolbag / 2-book / 3-pens / 4-ruler / 5-copybooks / 6-pencil case / 7-pencils / 8-eraser Activity 2: Expected answers : 1A : Where is the bag ? B : It is under the chair. 2- A : Where is the eraser ? B : It is on the chair. 3-A:Where is the book ? B :It is on the table. 4A : Where is the ruler ? B : It is in the bag. 5-A:Where are the pencils ? B :They are in the pencil case. <u>Homework</u> Win skills let's take home p23
NOTE TAKING (10min)					

SESSION 2																									
STAGES & TIMING	AIM	TEACHER’S ACTIVITIES	STUDENTS’ ACTIVITIES	MATERIAL & TECHNICS	BB traces																				
I- INTRODUCTION A-Warm Up (2min) B-Revision (3min)	Set a stress free atmosphere Check previous session	-Initiates the activity -Checks Class list -Asks for the date -start correcting and ask for answers	-Participate to the activity -Answer to their names -Give the date -participate and provide answers	-Song/TPR -Voice	-Date Expected answers : 1-Pencil case (example) / 2-Book / 3-Ruler / 4-Sharpener <u>Unité 1</u> : AT SCHOOL <u>Leçon 2</u> : In the classroom <u>Session 2</u>																				
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase that introduces new items	-Presents the items and make students repeat	-listen carefully and repeat -individual and choral repetition	Realias	I-VOCABULARY Numbers <table><tr><td>1:one</td><td>11:eleven</td></tr><tr><td>2:two</td><td>12:twelve</td></tr><tr><td>3:three</td><td>13:thirteen</td></tr><tr><td>4:four</td><td>14:fourteen</td></tr><tr><td>5:five</td><td>15:fifteen</td></tr><tr><td>6:six</td><td>16:sixteen</td></tr><tr><td>7:seven</td><td>17:seventeen</td></tr><tr><td>8:eight</td><td>18:eighteen</td></tr><tr><td>9:nine</td><td>19:nineteen</td></tr><tr><td>10:ten</td><td>20:twenty</td></tr></table>	1:one	11:eleven	2:two	12:twelve	3:three	13:thirteen	4:four	14:fourteen	5:five	15:fifteen	6:six	16:sixteen	7:seven	17:seventeen	8:eight	18:eighteen	9:nine	19:nineteen	10:ten	20:twenty
1:one	11:eleven																								
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8:eight	18:eighteen																								
9:nine	19:nineteen																								
10:ten	20:twenty																								

FICHES PEDAGOGIQUES WIN SKILLS

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/ sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std 1 puts the question and the Std 2 answer	<i>-demonstration</i> -individual and choral repetition	II-LANGUAGE FUNCTION : Donner le nombre des objets A-How many chairs are they in the classroom? == » <u>there is</u> one chair B-How many students are there in the classroom? == » <u>there are</u> twenty students
II-ACTIVATION PHASE (15min) WIN SKILLS Activity 1 p 25 (5mins) Activity 2 p 25 (5mins)	Check students' comprehension	- Give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BLACKBOARD TRACES Correction (5mins) Activity 1: Expected answers : 1-pupils (example) / 2- teacher / 3- school bench / 4-desk / 5- blackboard / 6- chalk Activity 2: Expected answers : 1- That (example) / 2- This / 3- This / 4- This <u>Homework</u> WIN SKILLS page 25 (let's take home)
NOTE TAKING (10min)					

FRONT PAGE SESSION 3		
COLLEGE MODERNE DE NIEDIEKAHA Date :.....// Number of pupils :..... Boys :..... Girls :..... Class : Contact days : 1..... 2..... 3..... Unité 1 : At School Leçon 3 : Where is my pencil case ? schoolbag? holidays SESSION 3 Duration : 55mins Skills: SPEAKING Source : English For All- Win Skills	HABILETES	CONTENUS
	Connaître	- Les mots et expressions liés aux souvenirs de vacances - Les formes du prétérit
	Prononcer	- Les mots, les expressions liées aux souvenirs de vacances - Les verbes irréguliers au prétérit
	Construire	- Des phrases pour raconter des événements passés
	Utiliser	- Les mots et les structures grammaticales pour décrire les souvenirs de vacances - L'intonation correcte
	Echanger	- Des informations liées aux souvenirs de vacances
	TEACHING POINTS	
	<u>SITUATION D'EVALUATION</u>	
	Après les cours portant sur les objets utilisés dans la salle de classe, tu te retrouves avec ton ami dans la cours de récréation. En vue de démontrer votre compréhension des cours reçus, vous engager un dialogue en anglais. En suivant l'exemple donné dans le premier dialogue, complétez les deux autres et présentez-les au reste de la classe. -Task 1: Préparez le premier dialogue. (5min) (give them 5min to read and understand the first dialogue) 1- A : Where are the students ? B : They are in the classroom. A : How many students are there ? B : There are four (4). (example) -Task 2: Complétez les deux autres (15min) (give them 15min to prepare the other dialogues while circulating to check their work) -Task 3: présentez-les à la classe 10min (give them 10min to some volunteers to present their dialogue)	

FICHES PEDAGOGIQUES WIN SKILLS

STAGES/ TIMING	AIMS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNICS	TEACHING MATERIALS	TRACES ON BOARD
PREPARING						
Warm up (3 mins) (Mise en train)	Set a stress-free atmosphere	-Greet the student. -Initiate the activity. -	Sing with teacher	In chorus		Day's date
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1-Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1-Listen to teacher's instructions 2-Start working with peers		<i>Workbook</i>	<u>Unité 1</u> : AT SCHOOL <u>Leçon 2</u> : In the classroom <u>Session 3</u> <u>COMMUNICATION</u> <u>ACTIVITY</u>
SOLVING THE PROBLEM						
Solving the problem (20 min)	Practice the competence	Give the sheets and the instructions -Task 1: Préparez le premier dialogue. (5min) -Task 2: Complétez les deux autres (15min)	Students do the task following teacher's instructions	Interactions in groups/pairs	<i>Workbook</i>	Give the sheets and the instructions

PERFORMING

Presentation (10 min)	Perform publicly / Show the outcome of their work.	-Task 3: <i>présentez-les à la classe.</i> Jots down recurring mistakes	-Present their work to the class -Listen and evaluate	Role-play individual presentations /		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

Possible answers

2- A : Where is the schoolbag ?
 B : It is under the chair.
 A : How many schoolbags are there ?
 B : There is one (1).
 3- A : Where are the books ?
 B : They are on the desk.
 A : How many books are there ?
 B : There are ten (10).

UNIT 2 :

AT HOME

SKILL : SPEAKING

FRONT PAGE			
LESSON 1: MY FAMILY			
COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : 6e..... Contact days : 1..... 2..... 3..... Unité 2 : AT HOME Leçon 1 : My family Séance 1 Durée : 55mins Habilité : SPEAKING Source : WIN SKILLS SITUATION D'APPRENTISSAGE Au cours d'une réunion du club d'anglais du collège moderne de Niédiékaha, le président demande aux élèves de la 6è..... de présenter des membres de leur famille, afin de se mieux se connaître.	COLLEGE MODERNE DE NIEDIEKAHA	HABILETES	CONTENUS
		Connaître	- Les relations familiales - Les nombres de 21 à 100 - Le pluriel des noms - Le présent simple de 'to have ' - Les structures grammaticales appropriées : - aux questions pour identifier les personnes - aux questions pour demander l'âge - aux questions pour dénombrer
		Prononcer	- Les mots relatifs aux membres d'une famille - Les nombres de 21 à 100 - Les formules d'identification des personnes, de l'âge et des nombres
		Utiliser	- Les intonations correctes des nombres, des mots relatifs à la famille - Les mots et les structures grammaticales pour demander/dire l'âge et le nombre des membres d'une famille
		Construire	- Des phrases interrogatives pour demander l'âge et le nombre des membres d'une famille - Des phrases affirmatives pour dire l'âge et le nombre des membres d'une famille
		Echanger	Des informations sur la famille
	TEACHING POINTS		
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
	SESSION 1 Parents - father - mother – husband – wife – children – son – daughter Numbers from 21-100	Demander et donner son âge <i>(asking and giving age)</i>	How old are you? ⇒ I'm twelve years old. How old is your father (he)? ⇒ He is fifty two years old.
	SESSION 2 Uncle – aunt - niece- nephew – cousin – grandfather – grandmother – grandson - granddaughter	Utiliser le présent simple de « to have » <i>(using the present simple of to have)</i>	How many brothers and sisters Do you have ? ⇒ I/you/we/they have one brother and two sisters How many brothers and sisters Does He/She have ? ⇒ He/She Has three brothers and five sisters

FICHES PEDAGOGIQUES WIN SKILLS

STAGES & TIMING	AIM	TEACHER’S ACTIVITIES	STUDENTS’ ACTIVITIES	MATERIAL & TECHNICS	BB traces																		
I- INTRODUCTION a-Warm Up (2min) c-Lead in Activity & Learning Context (8min)	Set a stress free atmosphere Prepares students to the learning process	-Initiates the activity -Checks Class list -Asks for the date -Show a family photo and ask questions. <i>Que voyez vous sur cette image ?</i> -Quelqu’un pour lire la situation d’apprentissage. <i>1- Qui sont les élèves?</i> <i>2- Quel le cours du jour ?</i> <i>3- qu’est qu’ils font ?</i> <i>4- Pourquoi le font t-ils ?</i> <i>-sur quoi portera la leçon du jour ?</i>	-Participate to the activity -Answer to their names -Give the date -answer question <i>-Une famille</i> <i>-ils lisent</i> <i>- les élèves de la 6è.....</i> <i>-Le cours d’anglais</i> <i>-Ils decrivent les objets de la classe</i> <i>-les membres de la famille</i>	-Song/TPR -Voice brainstorming Pictures/ realias -voice	-Date <u>Unité 1</u> : AT HOME <u>Leçon 1</u> : My family <u>Séance 1</u>																		
II-INPUT PHASE A- VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat	Listen carefully and repeat	Drawing (family tree)	I-VOCABULARY <i>Relatif aux membres de la famille</i> Parents –father - mother –husband – wife –child (children) – son – daughter Numbers <table><tr><td>21:twenty one</td><td>30:Thirty</td></tr><tr><td>22:twenty two</td><td>40:Fourty</td></tr><tr><td>23:twenty three</td><td>50:Fifty</td></tr><tr><td>24:twenty four</td><td>60:Sixty</td></tr><tr><td>25:twenty five</td><td>70:Seventy</td></tr><tr><td>26:twenty six</td><td>80:Eighty</td></tr><tr><td>27:twenty seven</td><td>90:Ninety</td></tr><tr><td>28:twenty eight</td><td>100:one hundred</td></tr><tr><td>29:twenty nine</td><td></td></tr></table>	21:twenty one	30:Thirty	22:twenty two	40:Fourty	23:twenty three	50:Fifty	24:twenty four	60:Sixty	25:twenty five	70:Seventy	26:twenty six	80:Eighty	27:twenty seven	90:Ninety	28:twenty eight	100:one hundred	29:twenty nine	
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27:twenty seven	90:Ninety																						
28:twenty eight	100:one hundred																						
29:twenty nine																							

FICHES PEDAGOGIQUES WIN SKILLS

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std1 puts the question and the Std2 answer	<i>demonstration</i> -individual and choral repetition	II-LANGUAGE FUNCTION : Demander et donner son age • How old are you? ⇒ I'm twelve years old. • How old is your father (he)? He is fifty two years old.
II-ACTIVATION PHASE (15min) ACTIVITY 1 WIN SKILLS Activity 1 p31 (5mins) ACTIVITY 2 Activity 2 p31 (5mins) Homework	Check students' comprehension	- Give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BLACKBOARD TRACES Correction (5mins) Activity 1: Expected answers : 1- father (example) / 2- mother / 3- sister / 4- daughter / 5- son / 6- brother / 7- husband / 8- wife Activity 2: Expected answers : A : How old are you ? B : I am eleven years old. / I am eleven (example) <u>Homework</u> Win skills let's take home p31
NOTE TAKING (10min)					

SESSION 2					
STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
I- INTRODUCTION A-Warm Up (2min) B-Revision (3min)	Set a stress free atmosphere Review previous session	-Initiates the activity -Checks Class list -Asks for the date -start correcting and ask for answers	-Participate to the activity -Answer to their names -Give the date -participate and provide answers	-Song/TPR -Voice	-Date <u>Expected answers :</u> 1- members (example) / 2- men / 3- women / 4- children <u>Unité 1</u> : AT HOME <u>Leçon 1</u> : My family <u>Séance 2</u>
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase that introduces new items	-Presents the items and make students repeat	-listen carefully and repeat -individual and choral repetition	Definitions	I-VOCABULARY <i>Relatif aux membres de la famille élargie</i> <u>Uncle</u> : brother of my mother or father <u>Aunt</u> : sister of my mother or sister <u>Niece</u> : my brother/sister's daughter <u>Nephew</u> : My brother/sister's son <u>Cousin</u> : my aunt/uncle's child <u>grandfather</u> : the father of my father or mother <u>grandmother</u> : the mother of my mother or father

FICHES PEDAGOGIQUES WIN SKILLS

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/ sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std 1 puts the question and the Std 2 answer	-demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : <i>Utiliser le présent simple de l'auxiliaire « to have »</i> How many brothers and sisters Do you have ? ⇒ I/you/we/they have one brother and two sisters How many brothers and sisters Does He/She have ? He/She Has three brothers and five sisters
II-ACTIVATION PHASE (15min) WIN SKILLS Activity 1 p33 (5mins) Activity 2 p33 (5mins)	Check students' comprehension	- Give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BLACKBOARD TRACES Correction (5mins) <u>Activity 1: Expected answers :</u> 1-pupils (example) / 2- teacher / 3- school bench / 4-desk / 5- blackboard / 6- chalk Activity 2: Expected answers : 1- That (example) / 2- This / 3- This / 4- This <u>Homework</u> WIN SKILLS page 33 (let's take home)
NOTE TAKING (10min)					

FRONT PAGE SESSION 3

COLLEGE MODERNE DE NIEDIEKAHA	HABILETES	CONTENUS
Date :...../...../.....	Utiliser	-Les intonations correctes des nombres, des mots relatifs à la famille -Les mots et les structures grammaticales pour demander/dire l'âge et le nombre des membres d'une famille
Number of pupils :..... Boys :..... Girls :.....	Construire	-Des phrases interrogatives pour demander l'âge et le nombre des membres d'une famille -Des phrases affirmatives pour dire l'âge et le nombre des membres d'une famille
Class :	Echanger	Des informations sur la famille
Contact days :	Teaching point	
1..... 2..... 3..... Unité 1 : AT HOME Leçon 1 : My family SESSION 3 Duration : 55mins Skills: SPEAKING Source : English For All- Win Skills	SITUATION D'EVALUATION Au cours d'une balade, tu rencontres John, un jeune Ghanéen. Vous échangez des informations sur vos familles respectives. Ci-dessous se trouve votre échange. Complète-le avec ton voisin et présentez-le au reste de la classe. -Task 1: Complétez le dialogue en répondant aux questions (10min) <i>(give them 10 min to complete the dialogue while circulating to give help if necessary)</i> -Task 2: préparez le dialogue (10min) <i>(give them 10 min to check their mistake and prepare the dialogue)</i> -Task 3 : présentez le à la classe (10min) <i>(give them 10 mins to the volunteers to present their work or select some group 3 group at least)</i> Expected answers : 1- My name is My father's name is..... and my mother's name i...../ 2- I have got brothers and sisters / 3- I have gotbrother and no sister/ 4- I am..... (years old) / 5- I am	

Session 3						
STAGES/ TIMING	AIMS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNIQUES	TEACHING MATERIALS	TRACES ON BOARD
PREPARING						
Warm up (3 mins) (Mise en train)	Set a stress-free atmosphere	-Greet the student. -Initiate the activity. -	Sing with teacher	In chorus		Day's date
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1-Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1-Listen to teacher's instructions 2-Start working with peers		<i>Workbook</i>	<u>Unité 1 : AT HOME</u> <u>Leçon 1 : My family</u> <u>SESSION 3</u> <u>COMMUNICATION ACTIVITY</u> <u>(page 34 Win Skills)</u>
SOLVING THE PROBLEM						
Solving the problem (20 min)	Practice the competence	-Task 1: Complétez le dialogue en répondant aux questions (10min) -Task 2: préparez le dialogue et présentez le à la classe (10min)	Students do the task following teacher's instructions	Interactions in groups/pairs	<i>Workbook</i>	Give the sheets and the instructions

PERFORMING						
Presentation (10 min)	Perform publicly / Show the outcome of their work.	-Task 3 : présentez le à la classe (10min) Jots down recurring mistakes	-Present their work to the class -Listen and evaluate	Role-play individual presentations /		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

FRONT PAGE				
UNIT 2: AT HOME				
LESSON 2: DISCOVER MY HOUSE				
COLLEGE MODERNE DE NIDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : 6e..... Contact days : 1..... 2..... 3..... Unité 1 : AT HOME Leçon 2 : Discover my house Séance 1 Durée : 55mins Habileté : SPEAKING Source : WIN SKILLS SITUATION D'APPRENTISSAGE Pendant les congés de Toussaints, tu reçois ton ami anglophone à la maison. Afin de lui faire découvrir la beauté de votre maison, tu lui décris les pièces et les meubles qui s’y trouvent.	HABILETES	CONTENUS		
	Connaître	-Les noms des différentes pièces d’une maison -Les noms du mobilier d’une maison -Les noms des appareils électroménagers d’une maison -Les structures grammaticales pour identifier les pièces, les appareils électroménagers et le mobilier d’une maison		
	Prononcer	Les mots relatifs aux pièces, aux appareils électroménagers et au mobilier d’une maison		
	Utiliser	Les structures grammaticales pour identifier les pièces, les appareils électroménagers et le mobilier d’une maison		
	Décrire	Les pièces, les appareils électroménagers et le mobilier d’une maison		
	Connaître	-Les noms des différentes pièces d’une maison -Les noms du mobilier d’une maison -Les noms des appareils électroménagers d’une maison -Les structures grammaticales pour identifier les pièces, les appareils électroménagers et le mobilier d’une maison		
	TEACHING POINTS			
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE	
	SESSION 1	Décrire une maison	How many rooms are there in your house ? ⇒ There are five rooms. Is there a garage in your house ? ⇒ No there isn’t / yes, there is.	
	Living room – dining room – sitting room – bedroom – bathroom – kitchen toilets/restroom – garage – garden			
SESSION 2	Localiser les objets dans une pièce	A- Where is the fan? B- It’s behind the armchair. A- Where is thetelevision? B- It’s near the cupboard.		
Cupboard – armchair – sofa – fan – television/tv set – radio – bed – iron				

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
I- INTRODUCTION a-Warm Up (2min) c-Lead in Activity & Learning Context (8min)	Set a stress free atmosphere Prepares students to the learning process	-Initiates the activity -Checks Class list -Asks for the date -Show a house photo and ask questions. -<i>Que voyez-vous?</i> -<i>Quelles sont les parties ?</i> -Quelqu'un pour lire la situation d'apprentissage. 1-<i>Qui reçois-tu?</i> 2-<i>Quel veux tu faire?</i> 3-<i>Que fait tu pour cela ?</i> -<i>Sur quoi portera la leçon du jour?</i>	-Participate to the activity -Answer to their names -Give the date -answer question -<i>Une maison</i> -<i>Answers May vary</i> (expected answers) - <i>mon ami anglophone.</i> -<i>Lui faire decouvrir la beauté de ma maison</i> -<i>Je lui décris les pièces de la maison.</i> -<i>les pièces de la maison</i>	-Song/TPR -Voice brainstorming Pictures/realias -voice	-Date <u>Unité 1</u> : AT HOME <u>Leçon 2</u> : Discover my house <u>Séance 1</u>
II-INPUT PHASE A- VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat	-listen carefully and repeat	Pictures Individual or choral repetition	I-VOCABULARY <i>Relatif aux pièces de la maison</i> Living room (image) Dining room/ sitting room (image) Bedroom (image) Bathroom (image) Kitchen (image) Toilets/restroom (image) Garage (image) Garden (image)

FICHES PEDAGOGIQUES WIN SKILLS

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std 1 puts the question and the Std 2 answer	<i>demonstration</i> -individual and choral repetition	II-LANGUAGE FUNCTION : Décrire une maison A-How many rooms are there in your house ? ⇒ There are five rooms. A-Is there a garage in your house ? ⇒ No there isn't / yes , there is.
II-ACTIVATION PHASE (15min) ACTIVITY 1 WIN SKILLS Activity 1 p37 (5mins) ACTIVITY 2 Activity 2 p37 (5mins) Homework	Check students' comprehension	- Give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BLACKBOARD TRACES Correction (5mins) Activity 1: Expected answers : 1-rooms (example) / 2-bedrooms / 3-living room / 4-bathroom / 5-kitchen / 6-dining room / 7-garage Activity 2: Expected answers : 1- six rooms / 2- There are one living room, three bedrooms and two bathrooms / 3- No, there isn't / 4- Yes, there is. <u>Homework</u> Win skills let's take home p37
NOTE TAKING (10min)					

SESSION 2					
STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
I-INTRODUCTION A-Warm Up (2min) B-Revision (3min)	Set a stress free atmosphere Review previous session	-Initiates the activity -Checks Class list -Asks for the date -start correcting and ask for answers	-Participate to the activity -Answer to their names -Give the date -participate and provide answers	-Song/TPR -Voice	-Date Expected answers : 1-Kitchen (example) / 2-Bedroom / 3-Bathroom /4-Garage / 5-Toilet / 6-Living Room <u>Unité 1</u> : AT HOME <u>Leçon 1</u> : Discover my house <u>Séance 1</u>
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase that introduces new items	-Presents the items and make students repeat	-listen carefully and repeat	Pictures Individual and choral	I-VOCABULARY <i>Relative au objet de la maison</i> -A Cupboard (image) -An armchair (image) -A sofa (image) -A fan (image) -A television/tv set (image) -A radio (image) -A bed (image) An iron(image)

FICHES PEDAGOGIQUES WIN SKILLS

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/ sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std 1 puts the question and the Std 2 answer	<i>demonstration</i> <i>-individual and choral repetition</i>	II-LANGUAGE FUNCTION : <i>Localiser les objets dans une pièce</i> A- Where is the fan? B- It's behind the armchair. A- Where is the television? B- It's near the cupboard.
II-ACTIVATION PHASE (15min) WIN SKILLS Activity 1 p39 (5mins) Activity 2 p39 (5mins)	Check students' comprehension	- Give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BLACKBOARD TRACES Correction (5mins) Activity 1: Expected answers : 1- Fan (example) / 2- Iron / 3- Radio / 4- Armchair / 5-Cabinet Activity 2: Expected answers : 1- A : Where is the television ? B : The television is on the cabinet. (example) 2- A : Where is the lamp ? B : It is between the cabinet and the armchair. 3- A : Where is the table ? B : It is in front of the cabinet. 4- A : Where is the armchair ? B: It is near the lamp. Homework WIN SKILLS page 39 (let's take home)
NOTE TAKING (10min)					

FRONT PAGE SESSION 3		
COLLEGE MODERNE DE NIEDIEKAHA Date :.....// Number of pupils :..... Boys :..... Girls :..... Class : Contact days : 1..... 2..... 3..... Unité 1 : AT HOME Leçon 2 : Discover my house Séance 3 Durée : 55mins Habileté : SPEAKING Source : WIN SKILLS	HABILETES	CONTENUS
	Connaître	-Les noms des différentes pièces d’une maison -Les noms du mobilier d’une maison -Les noms des appareils électroménagers d’une maison -Les structures grammaticales pour identifier les pièces, les appareils électroménagers et le mobilier d’une maison
	Prononcer	Les mots relatifs aux pièces, aux appareils électroménagers et au mobilier d’une maison
	Utiliser	Les structures grammaticales pour identifier les pièces, les appareils électroménagers et le mobilier d’une maison
	Décrire	Les pièces, les appareils électroménagers et le mobilier d’une maison
	Connaître	-Les noms des différentes pièces d’une maison -Les noms du mobilier d’une maison -Les noms des appareils électroménagers d’une maison -Les structures grammaticales pour identifier les pièces, les appareils électroménagers et le mobilier d’une maison
	TEACHING POINT	
	<u>SITUATION D’EVALUATION</u>	
	Tu as visité la maison de ton artiste préféré. Impressionné (e), tu décides de la décrire à ton correspondant Ghanéen. Ci-dessous se trouve votre conversation. Complète-la avec ton voisin et présentez-la au reste de la classe.	
	-Task 1: Complétez le dialogue en répondant aux questions (10min) Utilisez les expression telles que « next to ; behind ; under ; on ; in front of) <i>(Give them 10 min to complete the dialogue)</i> -Task 2: préparez le dialogue (10min) Task 3 : présentez-le à la classe (10min) Final production (accept any correct answer from the students) Suggested answers : 1-There are nine rooms. / 2-There is one living room, three bedrooms, two bathrooms, one dining room, one kitchen and one garage. / 3-The TV set is on the wall (or the cabinet). / 4-Yes. / 5-It is near the cupboard. / 6-There is one cupboard	

FICHES PEDAGOGIQUES WIN SKILLS

STAGES/ TIMING	AIMS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNIQUES	TEACHING MATERIALS	TRACES ON BOARD
PREPARING						
Warm up (3 mins) (Mise en train)	Set a stress-free atmosphere	-Greet the student. -Initiate the activity. -	Sing with teacher	In chorus		Day's date
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1-Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1-Listen to teacher's instructions 2-Start working with peers		Workbook	Unité 1 : AT HOME Leçon 2 : Discover my house Séance 3 <u>COMMUNICATION</u> <u>ACTIVITY</u> <u>(Situation d'évaluation)</u> See WIN SKILLS page 40
SOLVING THE PROBLEM						
Solving the problem (20 min)	Practice the competence	-Task 1: Complétez le dialogue en répondant aux questions (15min) -Task 2: préparez le dialogue et présentez le à la classe (10min)	Students do the task following teacher's instructions	Interactions in groups/pairs	Workbook	Give the sheets and the instructions

PERFORMING

FICHES PEDAGOGIQUES WIN SKILLS

Presentation (10 min)	Perform publicly / Show the outcome of their work.	Jots down recurring mistakes	-Present their work to the class -Listen and evaluate	Role-play individual presentations /		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

FRONT PAGE		
UNIT 2 : AT HOME		
LESSON 3: IN THE KITCHEN		
COLLEGE MODERNE DE NIDIEKAHA Date :/...../..... Number of pupils : Boys : Girls : Class : 6e..... Contact days : 1..... 2..... 3..... Unité 1 : AT HOME Leçon 3 : In the kitchen Séance 1 Durée : 55mins Habilité : SPEAKING Source : WIN SKILLS SITUATION D'APPRENTISSAGE Pendant les congés de Toussaint passé, Mélaine, une élève de ta classe reçoit son amie Libérienne Adjobi à la maison familiale. Elles font la vaisselle ensemble en échangeant sur les ustensiles de cuisine.	HABILETES	CONTENUS
	Connaître	- Les noms des ustensiles de cuisine et les mots relatifs à la vaisselle - Les mots relatifs au couvert - Le nom du mobilier de cuisine - Les mots relatifs à la cuisine et aux repas - Le présent progressif
	Prononcer	- Les mots relatifs aux ustensiles de cuisine, à la vaisselle et aux repas - La forme progressive du verbe
	Utiliser	- La forme progressive du verbe
	Décrire	- Des actions menées dans une cuisine
	Connaître	- Les noms des ustensiles de cuisine et les mots relatifs à la vaisselle - Les mots relatifs au couvert - Le nom du mobilier de cuisine - Les mots relatifs à la cuisine et aux repas - Le présent progressif
	TEACHING POINTS	
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION
	SESSION 1	
	Utensils – sauce pan – pot – jug – fridge – plate – ladle – to boil	Décrire les actions qui ont lieu au moment où l'on parle <i>(describing actions taking place at the moment)</i>
	SESSION 2	
	Spoon – fork – glass – knife – frying pan – to cook – to drink – to eat	Poser et répondre aux questions sur des actions qui ont lieu au moment où l'on parle (questionning about actions taking place at the moment)
		⇒ Now, I am eating pounded yam ⇒ Right now, You are cleaning the cabinet ⇒ At the moment, Aicha is cooking the meal
		A-What is your sister doing? ⇒ She is cooking the meal now

FICHES PEDAGOGIQUES WIN SKILLS

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std 1 puts the question and the Std 2 answer	<i>demonstration</i> -individual and choral repetition	II-LANGUAGE FUNCTION : Décrire les actions qui ont lieu au moment où l'on parle ⇒ Now, I am eating pounded yam ⇒ Right now, You are cleaning the cabinet ⇒ At the moment, Aicha is cooking the meal
II-ACTIVATION PHASE (15min) ACTIVITY 1 WIN SKILLS Activity 1 p43 (5mins) ACTIVITY 2 Activity 2 p43 (5mins) Homework	Check students' comprehension	- Give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BLACKBOARD TRACES Correction (5mins) Activity 1: Expected answers : 1-a fridge (example) / 2-a sauce pan / 3-a plate / 4-a cooking pot / 5-a jug Activity 2: Expected answers : 1- The water is boiling. / 2- She is cooking the meal. / 3- He is eating salad. / 4- They are cooking the meal. / 5- She is washing the plates. / 6- He is cutting the meat. <u>Homework</u> Win skills let's take home p43
NOTE TAKING (10min)					

SESSION 2					
STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
I- INTRODUCTION A-Warm Up (2min) B-Revision (3min)	Set a stress free atmosphere Review previous session	-Initiates the activity -Checks Class list -Asks for the date -start correcting and ask for answers	-Participate to the activity -Answer to their names -Give the date -participate and provide answers	-Song/TPR -Voice BB	-Date Expected answers : 1- is cooking (example) / 2-is eating / 3-is frying / 4-am drinking <u>Unité 1</u> : AT HOME <u>Leçon 3</u> : In the kitchen <u>Séance 2</u>
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase that introduces new items	-Presents the items and make students repeat	listen carefully and repeat	Pictures <i>-individual and choral repetition</i>	I-VOCABULARY <i>Relative aux ustensiles de cuisine et actions dans la cuisine</i> A Spoon (image) A fork (image) A glass (image) A knife =knives (image) A frying pan (image) to cook (image) (My mother is cooking rice) to drink (image) (I am drinking water) to eat (image) (Luc is eating rice)

FICHES PEDAGOGIQUES WIN SKILLS

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/ sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std 1 puts the question and the Std 2 answer	<i>demonstration</i> <i>-individual and choral repetition</i>	II-LANGUAGE FUNCTION : <i>Poser et répondre aux questions sur des actions qui ont lieu au moment où l'on parle</i> A-What is your sister doing? ⇒ She is cooking the meal now
II-ACTIVATION PHASE (15min) WIN SKILLS Activity 1 p45 (5mins) Activity 2 p45 (5mins)	Check students' comprehension	- Give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BLACKBOARD TRACES Correction (5mins) Activity 1: Expected answers : 1- Glass (example) / 2- Knife / 3- Fork / 4- Spoon / 5- Frying Pan Activity 2: Expected answers : 1- A : What are they doing ? B : They are playing computer games. (Example) 2- A : What is Victoire doing ? B : She is cooking the meal. 3- A : What is Aunt N'Gossan doing ? B : She is washing the plates. Homework Win skills let's take home p45
NOTE TAKING (10min)					

FRONT PAGE SESSION 3		
COLLEGE MODERNE DE NIEDIEKAHA Date :// Number of pupils : Boys :..... Girls :..... Class : Contact days : 1..... 2..... 3..... Unité 1 : AT HOME Leçon 3 : In the kitchen Séance 3 Durée : 55mins Habileté : SPEAKING Source : WIN SKILLS	HABILETES	CONTENUS
	Prononcer	-Les mots relatifs aux ustensiles de cuisine, à la vaisselle et aux repas -La forme progressive du verbe
	Utiliser	-La forme progressive du verbe
	Décrire	-Des actions menées dans une cuisine
	Connaître	-Les noms des ustensiles de cuisine et les mots relatifs à la vaisselle -Les mots relatifs au couvert -Le nom du mobilier de cuisine -Les mots relatifs à la cuisine et aux repas -Le présent progressif
TEACHING POINT		
<u>SITUATION D'EVALUATION</u> C'est dimanche. Tu fais le ménage avec les membres de ta famille. Pour savoir ce que chacun de vous fait en ce moment précis, Weah, ton ami Libérien t'appelle et engage la conversation suivante avec toi. Avec ton voisin, complétez-la et présentez-la au reste de la classe. Weah: Hello, my friend! You (1):.. Weah (2):... doing ? You: I'm washing utensils in the kitchen. Weah: What kind of utensils are you washing ? You (3):.. Weah: OK. What's your father doing? (<i>read journal/ Wash car/ Clean the garage</i>) You (4) : ... Weah: What're your sisters doing ? (<i>wash dishes/ cook the meal</i>) You (5) : ... Weah: Wow ! can see that you are all very busy. Goodbye! You : Goodbye, friend !		

FICHES PEDAGOGIQUES WIN SKILLS

STAGES/ TIMING	AIMS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNIQUES	TEACHING MATERIALS	TRACES ON BOARD
PREPARING						
Warm up (3 mins) (Mise en train)	Set a stress-free atmosphere	-Greet the student. -Initiate the activity. -	Sing with teacher	In chorus		Day's date
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1-Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1-Listen to teacher's instructions 2-Start working with peers		<i>Workbook</i>	<u>Unit 1</u> <u>Lesson 2</u> <u>Session 3</u> <u>COMMUNICATION ACTIVITY</u> <u>(Situation d'évaluation)</u>
SOLVING THE PROBLEM						
Solving the problem (20 min)	Practice the competence	-Task 1: Complétez le dialogue en répondant aux questions (15min) -Task 2: préparez le dialogue et présentez le à la classe (10min)	Students do the task following teacher's instructions	Interactions in groups/pairs	<i>Workbook</i>	Give the sheets and the instructions

PERFORMING						
Presentation (10 min)	Perform publicly / Show the outcome of their work.	Jots down recurring mistakes	-Present their work to the class -Listen and evaluate	Role-play individual presentations /		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

UNIT 3 :
DATE AND TIME
SKILL : WRITING

FRONT PAGE				
UNIT 3 : AT HOME				
LESSON 1: WHEN IS YOUR BIRTHDAY?				
COLLEGE MODERNE DE NIDIEKAHA Date :/...../..... Number of pupils : Boys : Girls : Class : 6e..... Contact days : Unité 3 : DATE AND TIME Leçon 1 : When is your birthday? Session 1 Durée : 55mins Habileté : WRITING Source : WIN SKILLS <u>SITUATION D'APPRENTISSAGE</u> C'est bientôt ton anniversaire. Tu envoies un message à ton correspondant Nigérian pour l'informer de la date précise afin de l'inviter à y prendre part.	HABILETES	CONTENUS		
	Connaître	-Les jours de la semaine -Les mois de l'année -Les nombres ordinaux -La date -Les structures grammaticales pour demander/dire la date -Les techniques de rédaction d'un texte simple		
	Ecrire	-Les mots désignant : • les jours de la semaine • les mois de l'année • les nombres ordinaux • la date		
	Construire	Des phrases simples pour demander/dire la date		
	Appliquer	Les techniques de rédaction d'un texte simple		
	Rédiger	Un texte très simple pour décrire un emploi du temps et donner des dates d'anniversaires		
	TEACHING POINTS			
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE	
	SESSION 1 Monday; Tuesday; Wednesday; Thursday; Friday; Saturday; Sunday Ordinal numbers: from 1st to 21st	 Donner les jours de la semaine (asking and answering questions about the days of the week)	 A- What is the day today? B- Today is Wednesday	
	SESSION 1 January; February; March; April; May; June ; July; August; September; November; December Ordinal numbers: from 21st to 50th	 Donner la date complète (asking and giving the date)	 A- What is the date today? B- Today is Friday, November 24th 2023	

FICHES PEDAGOGIQUES WIN SKILLS

STAGES & TIMING	AIM	TEACHER’S ACTIVITIES	STUDENTS’ ACTIVITIES	MATERIAL & TECHNICS	BB traces								
I- INTRODUCTION a-Warm Up (2min) c-Lead in Activity & Learning Context (8min)	Set a stress free atmosphere Prepares students to the learning process	-Initiates the activity -Checks Class list -Asks for the date -Show a calendar and ask questions. <i>-qu’est ce que c’est ?</i> <i>-Qu’est-ce qu’il donne ?</i> -Quelqu’un pour lire la situation d’apprentissage. <i>1 Quel congé est mentionné ?</i> <i>2- Qui est-ce que Mélaine reçoit et où?</i> <i>3-Que font-elles?</i> <i>-Sur quoi portera la leçon du jour ?</i>	-Participate to the activity -Answer to their names -Give the date -answer question <i>-Un calendrier</i> <i>-La date</i> (expected answers) <i>- Les congés de Toussaints.</i> <i>-Adjobi son ami libérienne</i> <i>-elles font la vaisselle</i> <i>-la date</i>	-Song/TPR -Voice brainstorming Pictures/realias -voice	-Date <u>Unité 3</u> : DATE AND TIME <u>Leçon 1</u> : When is your birthday? <u>Session 1</u>								
II-INPUT PHASE A- VOCABULARY (13min)	Learning phase that introduces new items	-Presents the items and make students repeat	listen carefully and repeat	Pictures <i>-individual and choral repetition</i>	I-VOCABULARY <i>Relatif aux jours de la semaine</i> 1-Monday 2-Tuesday 3-Wednesday 4-Thursday 5-Friday 6-Saturday 7-Sunday <u>Ordinal numbers</u> <table><tr><td>1st : first</td><td>5th : fifth</td></tr><tr><td>2nd : second</td><td>6th: fourth</td></tr><tr><td>3rd : third</td><td>7th to 20th</td></tr><tr><td>4th : fourth</td><td></td></tr></table>	1st : first	5th : fifth	2nd : second	6th: fourth	3rd : third	7th to 20th	4th : fourth	
1st : first	5th : fifth												
2nd : second	6th: fourth												
3rd : third	7th to 20th												
4th : fourth													

FICHES PEDAGOGIQUES WIN SKILLS

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std1 puts the question and the Std2 answer	<i>demonstration</i> -individual and choral repetition	II-LANGUAGE FUNCTION : <i>Donner les jours de la semaine</i> A- What is the day today? B- Today is Wednesday
II-ACTIVATION PHASE (15min) ACTIVITY 1 WIN SKILLS Activity 1 p53 (5mins) ACTIVITY 2 Activity 2 p53 (5mins) Homework	Check students' comprehension	- Give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BLACKBOARD TRACES Correction (5mins) Activity 1: Expected answers : 1-Thursday (example) / 2-Monday / 3-Friday / 4- Wednesday / 5- Sunday Activity 2: Expected answers : A : What is the first day of the week ? B: It is Monday (example). A : Is Wednesday the fifth day of the week ? B : No, it isn't. It is the third day. <u>Homework</u> Win skills let's take home p53
NOTE TAKING (10min)					

SESSION 2							
STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces		
I- INTRODUCTION A-Warm Up (2min) B-Revision (3min)	Set a stress free atmosphere Check previous lesson comprehension	-Initiates the activity -Checks Class list -Asks for the date -start correcting and ask for answers	-Participate to the activity -Answer to their names -Give the date -participate and provide answers	-Song/TPR -Voice BB	-Date Expected answers : 1-seven (example) / 2-week / 3-Wednesday / 4-Friday / 5-Saturday / 6-first / 7-last Unité 3 : DATE AND TIME Leçon 1 : When is your birthday? Session 2		
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase that introduces new items	-Presents the items and make students repeat	listen carefully and repeat	Pictures <i>-individual and choral repetition</i>	I-VOCABULARY <i>Relatif aux 12 mois de l'année</i> January; February; March; April; May June; July; August; September November; December <table><tr><td>21st : twenty first 22nd: twenty second 23rd: twenty third 24th: twenty fourth 25th: twenty fifth 26th: twenty sixth 27th: twenty seventh</td><td>28th: Twenty eight 29th: Twenty ninth 30th: thirtieth 40th: Fourtieth 50th: fiftieth 60th: sixtieth 70th: seventieth 80th: eightieth 90th: ninetieth 100th: hundredth</td></tr></table>	21st : twenty first 22nd: twenty second 23rd: twenty third 24th: twenty fourth 25th: twenty fifth 26th: twenty sixth 27th: twenty seventh	28th: Twenty eight 29th: Twenty ninth 30th: thirtieth 40th: Fourtieth 50th: fiftieth 60th: sixtieth 70th: seventieth 80th: eightieth 90th: ninetieth 100th: hundredth
21st : twenty first 22nd: twenty second 23rd: twenty third 24th: twenty fourth 25th: twenty fifth 26th: twenty sixth 27th: twenty seventh	28th: Twenty eight 29th: Twenty ninth 30th: thirtieth 40th: Fourtieth 50th: fiftieth 60th: sixtieth 70th: seventieth 80th: eightieth 90th: ninetieth 100th: hundredth						

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/ Sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std 1 puts the question and the Std 2 answer	demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : <i>Donner la date complète</i> A-What is the date today? B-Today is Friday, November 24th 2023
II-ACTIVATION PHASE (15min) WIN SKILLS Activity 1 p51 (5mins) Activity 2 p45 (5mins)	Check students' comprehension	- Give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BLACKBOARD TRACES Correction (5mins) <u>Activity 1:</u> Expected answers : 1-January (example) / 2-February / 3-June / 4-August / 5-October <u>Activity 2:</u> Expected answers : 1- A : What is the date today ? B : Today is Wednesday the twenty-fourth of February two thousand twenty-one. (example) 2- A : What is the date today ? B : Today is Monday the sixteenth of November two thousand twenty. 3- A : What is the date today ? B : Today is Monday the thirteenth of September two thousand twenty-one. <u>Homework</u> Win skills let's take home p45
NOTE TAKING (10min)					

FRONT PAGE SESSION 3		
COLLEGE MODERNE DE NIEDIEKAHA Date :/...../..... Number of pupils : Boys : Girls : Class : 6e..... Contact days : Unité 3 : DATE AND TIME Leçon 1 : When is your birthday? Séance 3 Durée : 55mins Habileté : SPEAKING Source : WIN SKILLS	HABILETES	CONTENUS
	Prononcer	-Les mots relatifs aux ustensiles de cuisine, à la vaisselle et aux repas -La forme progressive du verbe
	Utiliser	-La forme progressive du verbe
	Décrire	-Des actions menées dans une cuisine
	Connaître	-Les noms des ustensiles de cuisine et les mots relatifs à la vaisselle -Les mots relatifs au couvert -Le nom du mobilier de cuisine -Les mots relatifs à la cuisine et aux repas -Le présent progressif
TEACHING POINT		
<u>SITUATION D'EVALUATION</u> Mensah, ton correspondant Ghanéen, souhaite prendre part à ton anniversaire. A cet effet, il t'appelle pour avoir de plus amples informations. Ci-dessous se trouve votre conversation. 1. Complète la conversation avec les parties manquantes. Mensah: Hello, my guy ! What's the day of your birth ? You (1): ... Mensah: OK. What month is it? You (2):.. Mensah: What's the year? You (3):... John (4): I see ! So, your birthday is. You: Exactly. John: Ok, I will be present.		

Session 3						
STAGES/ TIMING	AIMS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNIQUES	TEACHING MATERIALS	TRACES ON BOARD
PREPARING						
Warm up (3 mins) (Mise en train)	Set a stress-free atmosphere	-Greet the student. -Initiate the activity. -	Sing with teacher	In chorus		Day's date
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1-Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1-Listen to teacher's instructions 2-Start working with peers/group		Workbook	<u>Unité 3</u> : DATE AND TIME <u>Leçon 1</u> : When is your birthday? <u>Session 3</u> <u>COMMUNICATION ACTIVITY</u> <i>See WIN SKILLS p45</i>
SOLVING THE PROBLEM						
Solving the problem (20 min)	Practice the competence	-Task 1: Complétez le dialogue en répondant aux questions (15min)	Students do the task following teacher's instructions	Interactions in groups/pairs	Workbook	Give the sheets and the instructions

PERFORMING						
Presentation (10 min)	Perform publicly / Show the outcome of their work.	-Task 2: préparez le dialogue et présentez le à la classe (10min) Jots down recurring mistakes	-Present their work to the class -Listen and evaluate	Role-play individual presentations /		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

FRONT PAGE				
UNIT 3: DATE AND TIME				
LESSON 2: WHAT’S THE TIME?				
COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : 6e..... Contact days :..... Unité 3 : DATE AND TIME Leçon 2 : What time is it? Session 1 Durée : 55mins Habileté : WRITING Source : WIN SKILLS SITUATION D’APPRENTISSAGE Les élèves de la 6è..... du Collège Moderne de Niédiékaha sont à la réunion Club d’Anglais. Pendant la séance, le Président leur demande de rédiger un paragraphe sur leurs activités quotidiennes, afin d’améliorer leur échanges avec leurs correspondants anglophones.	HABILETES	CONTENUS		
	Connaître	-Les mots et les expressions pour demander et donner l’heure -Les structures grammaticales pour demander et dire l’heure		
	Ecrire	Les mots et les expressions pour demander et dire l’heure.		
	Construire	Des phrases simples pour demander et dire l’heure.		
	Appliquer	Les techniques de rédaction d’un texte simple		
	Rédiger	Un texte très simple pour décrire des activités quotidiennes		
	TEACHING POINTS			
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE	
	SESSION 1	Demander et donner l’heure (Asking and giving the time)	A-What time is it? / What’s the time? B-It is ten o’clock. -It is ten o’clock A.M	
	A watch; a clock; time; six O’clock(I get up); half past seven(I have breakfast); quarter past seven; quarter to eight; Midday(I have lunch) nineteen O’clock(I have dinner) twenty three O’clock (I sleep)			
	SESSION 1	Exprimer les actions futures avec « going to » (expressing futur actions with « going to »)	A-What are you going to do? B-I <u>am going</u> to school She <u>is going</u> to cook the meal We <u>are going</u> to play football	
	To go to school; to stay home; to cook the meal; to serve the meal; to watch TV; to meet friends; to play computer games; to play football			

FICHES PEDAGOGIQUES WIN SKILLS

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
I- INTRODUCTION a-Warm Up (2min) c-Lead in Activity & Learning Context (8min)	Set a stress free atmosphere Prepares students to the learning process	-Initiates the activity -Checks Class list -Asks for the date -show a watch and ask questions <i>-C'est quoi ce appareil et que donne t-il ?</i> -Quelqu'un pour lire la situation d'apprentissage. <i>1 Où sont les élèves ?</i> <i>2- Que demande le président?</i> <i>3-Et pourquoi?</i> <i>-Sur quoi portera la leçon su jour ?</i>	-Participate to the activity -Answer to their names -Give the date -answer question <i>-C'est montre et elle donne les heures</i> (expected answers) <i>- ils sont à la réunion du Club d'Anglais.</i> <i>-il leur demande de rédiger un paragraphe.</i> <i>-améliorer leurs échanges.</i> <i>-Les activités quotidiennes</i>	-Song/TPR -Voice brainstorming Pictures/ realias -voice	-Date <u>Unité 3</u> : DATE AND TIME <u>Leçon 2</u> : What time is it? <u>Session 1</u>
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase that introduces new items	-Presents the items and make students repeat	listen carefully and repeat	Pictures <i>-individual and choral repetition</i>	I-VOCABULARY <i>Relatif aux heures</i> A watch; a clock; time; 7:00: six O'clock AM (I get up); 7:15: quarter past seven AM; 7:30: half past seven AM (I have breakfast); 7:45: quarter to eight AM; 12:00: Midday(I have lunch) 19:00: nineteen O'clock PM (I have dinner) 21:00 twenty one O'clock PM (I sleep)

FICHES PEDAGOGIQUES WIN SKILLS

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std1 puts the question and the Std2 answer	<i>demonstration</i> -individual and choral repetition	II-LANGUAGE FUNCTION : <i>Demander et donner l'heure</i> A-What time is it? / What's the time? B-It is ten o'clock. -It is ten o'clock A.M
II-ACTIVATION PHASE (15min) ACTIVITY 1 WIN SKILLS Activity 1 p53 (5mins) ACTIVITY 2 Activity 2 p53 (5mins) Homework	Check students' comprehension	- Give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BLACKBOARD TRACES Correction (5mins) Activity 1: Expected answers : 1- get up (example) / 2- have breakfast / 3- have lunch / 4- have dinner / 5- do my homework / 6- go to bed Activity 2: Expected answers : 1- A : What time is it ? / What's the time ? B : It's eight o'clock. (example) Teacher's Book 6. 2- A : What time is it ? / What's the time ? B : It's half past seven. 3- A : What time is it ? / What's the time ? B : It's quarter past ten. 4- A : What time is it ? / What's the time ? B : It's quarter to seventeen. / It's quarter to 5 p.m. <u>Homework</u> Win skills let's take home p53
NOTE TAKING (10min)					

SESSION 2					
STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
I- INTRODUCTION A-Warm Up (2min) B-Revision (3min)	Set a stress free atmosphere Check previous lesson comprehension	-Initiates the activity -Checks Class list -Asks for the date -start correcting and ask for answers	-Participate to the activity -Answer to their names -Give the date -participate and provide answers	-Song/TPR -Voice BB	-Date Expected answers : 7:15 a.m = Quarter past seven or quarter past seven in the morning or seven fifteen a.m (example) 7:15 p.m = Quarter past nineteen or quarter past seven in the evening or seven fifteen p.m <u>Unité 3 : DATE AND TIME</u> <u>Leçon 2 : What time is it?</u> <u>Session 2</u>
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase that introduces new items	-Presents the items and make students repeat	listen carefully and repeat	Pictures <i>-individual and choral repetition</i>	I-VOCABULARY <i>Relatif aux activités journalières</i> To go to school; (image) to stay home; (image) to cook the meal; (image) to serve the meal; (image) to watch TV; (image) to meet friends; (image) to play computer games; (image) to play football (image)

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/ sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std 1 puts the question and the Std 2 answer	<i>demonstration</i> <i>-individual and choral repetition</i>	II-LANGUAGE FUNCTION : <i>Exprimer les actions futures avec « going to »</i> A-What are you going to do? B-I am going to school She is going to cook the meal We are going to play football
II-ACTIVATION PHASE (15min) WIN SKILLS Activity 1 p59 (5mins) Activity 2 p59 (5mins)	Check students' comprehension	- Give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BLACKBOARD TRACES Correction (5mins) <u>Activity 1:</u> Expected answers : 1- are (example) / 2- are / 3- is / 4- is / 5- am <u>Activity 2:</u> Expected answers : 1- A : What is Anna going to do this afternoon ? B : She is going to cook the meal. (example) 2- A : What are the students going to do on Saturday morning ? B : They are going to play football. 3- A : What is Remy going to do this evening ? B : He is going to stay at home. 4- A : What is mum going to do at dinner ? <u>Homework</u> Win skills let's take home p59
NOTE TAKING (10min)					

FRONT PAGE SESSION 3		
COLLEGE MODERNE DE NIEDIEKAHA Date :/...../..... Number of pupils : Boys : Girls : Class : 6e..... Contact days : Unité 3 : DATE AND TIME Leçon 1 : When is your birthday? Séance 3 Durée : 55mins Habileté : SPEAKING Source : WIN SKILLS	HABILETES	CONTENUS
	Prononcer	-Les mots relatifs aux ustensiles de cuisine, à la vaisselle et aux repas -La forme progressive du verbe
	Utiliser	-La forme progressive du verbe
	Décrire	-Des actions menées dans une cuisine
	Connaître	-Les noms des ustensiles de cuisine et les mots relatifs à la vaisselle -Les mots relatifs au couvert -Le nom du mobilier de cuisine -Les mots relatifs à la cuisine et aux repas -Le présent progressif
TEACHING POINT		
SITUATION D'EVALUATION Tu reçois un courrier électronique de ton correspondant Américain. Il te demande de lui décrire ton emploi du temps. Tu lui envoies un message WhatsApp. Dans ton message. Par groupe : <i>1-Cite tes activités quotidiennes et les heures auxquelles tu les fais ;</i> <i>2-Décris tes activités de la semaine prochaine.</i>		

FICHES PEDAGOGIQUES WIN SKILLS

STAGES/ TIMING	AIMS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNIQUES	TEACHING MATERIALS	TRACES ON BOARD
PREPARING						
Warm up (3 mins) (Mise en train)	Set a stress-free atmosphere	-Greet the student. -Initiate the activity. -	Sing with teacher	In chorus		Day's date <u>QUIZ</u>
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1-Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1-Listen to teacher's instructions 2-Start working with peers/group		<i>Workbook</i>	<u>Unité 3</u> : DATE AND TIME <u>Leçon 2</u> : What time is it? <u>Session 3</u> <u>COMMUNICATION ACTIVITY</u> (Situation d'Evaluation) <i>See WIN SKILLS p60</i>
SOLVING THE PROBLEM						
Solving the problem (20 min)	Practice the competence	<i>-Task 1: utilisez les expressions telles que : to sleep; to go to school; to cook the meal; to play football; to watch TV; to meet friend; to stay home (15min)</i>	Students do the task following teacher's instructions	Interactions in groups/pairs	<i>Workbook</i>	Give the sheets and the instructions

PERFORMING						
Presentation (10 min)	Perform publicly / Show the outcome of their work.	-Task 2: Présentez votre travail au reste de la classe (10min) Jots down recurring mistakes	-Present their work to the class -Listen and evaluate	Role-play individual presentations		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

FRONT PAGE				
UNIT 3: DATE AND TIME				
LESSON 3: SCHOOL SUBJECTS?				
COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : 6e..... Contact days :..... <u>Unité 3</u> : DATE AND TIME <u>Leçon 3</u> : School subjects <u>Session 1</u> <u>Durée</u> : 55mins <u>Habileté</u> : WRITING <u>Source</u> : WIN SKILLS <u>SITUATION D'APPRENTISSAGE</u> Dans la salle informatique les élèves de la 6^{ème} du Collège Moderne de Niédiékaha, discutent avec leurs correspondants anglophones. En vue de faciliter leurs échanges, sur Internet, ils décrivent leurs emplois du temps d'un jour ordinaire.	HABILETES	CONTENUS		
	Connaître	-Les noms des disciplines scolaires de l'emploi du temps -Les dates et les noms des événements de l'année -Le présent simple du verbe -Les adverbes de fréquence -Des prépositions de temps -Les techniques de rédaction d'un texte simple		
		Ecrire		
		-Les noms des disciplines de son emploi du temps -Les dates et les noms des évènements de l'année.		
		Construire		
		Des phrases au présent simple		
	Appliquer		Les techniques de rédaction d'un texte simple	
	Rédiger		Un texte très simple pour décrire un emploi du temps et les événements de l'année	
	TEACHING POINTS			
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE	
	SESSION 1 School subjects; Physical education; history/Geography; ICT; music; English; arts; mathematics; chemistry; biology; civics	Poser et répondre aux questions sur l'emploi du temps en utilisant In ; on ; at	A-<u>When</u> <u>have</u> you <u>got</u> English? B-I <u>have</u> <u>got</u> English <u>on</u> Mondays. We have English <u>on</u> Thursdays I go to school <u>in</u> the morning You start class <u>at</u> 7 O'clock	
	SESSION 2 Holidays: Christmas; New year holidays; valentine's day; easter; labour day; long holidays; independence day;		A-How <u>often</u> do you have English in a week? B-I have English three times a week (once; twice; sometimes; often; always)	

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
I- INTRODUCTION a-Warm Up (2min) c-Lead in Activity & Learning Context (8min)	Set a stress free atmosphere Prepares students to the learning process	-Initiates the activity -Checks Class list -Asks for the date -Show a timetable and ask questions. -Qu'est-ce que c'est ? -Que donne-t-elle ? -Quelqu'un pour lire la situation d'apprentissage. 1-Où sont les élèves ? 2-Que font-ils? 3-Que veulent-ils faire? 4-qu'est-ce qu'ils font ? -Sur quoi portera notre leçon ?	-Participate to the activity -Answer to their names -Give the date -answer question -Un emploi du temps -Les matières (expected answers) - ils sont dans la salle informatique. -Ils discutent avec leurs correspondants anglophones -Faciliter leurs échanges -Sur les Matières	-Song/TPR -Voice brainstorming Pictures/realias -voice	-Date <u>Unité 3</u> : DATE AND TIME <u>Leçon 3:</u> School Subjects <u>Session 1</u>
II-INPUT PHASE A- VOCABULARY (13min)	Learning phase that introduces new items	-Presents the items and make students repeat	listen carefully and repeat	Pictures -individual and choral repetition	I-VOCABULARY <i>Relatif aux matières scolaires</i> <i>School subjects;</i> Physical education; history/Geography; ICT (Information and Communication Technology) ; Music; English Arts ; Mathematics; Chemistry Biology; Civics

FICHES PEDAGOGIQUES WIN SKILLS

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std 1 puts the question and the Std 2 answer	<i>demonstration</i> -individual and choral repetition	II-LANGUAGE FUNCTION : <i>Poser et répondre aux questions sur l'emploi du temps en utilisant</i> <i>In ; on ; at</i> A-<u>When have</u> you <u>got</u> English? B-I <u>have got</u> English <u>on</u> Mondays. - We have English <u>on</u> Thursdays - I go to school <u>in</u> the morning - You start class <u>at</u> 7 O'clock
II-ACTIVATION PHASE (15min) ACTIVITY 1 WIN SKILLS Activity 1 p53 (5mins) ACTIVITY 2 Activity 2 p53 (5mins) Homework	Check students' comprehension	- Give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BLACKBOARD TRACES Correction (5mins) Activity 1: Expected answers : 1- Physical Education (example) / 2- Mathematics / 3- Civics / 4- English / 5- Biology / 6- French / 7- Physics / 8- History / 9- Geography Activity 2: Expected answers : 1- A : When have you got English ? B : I have got English on Mondays, Tuesdays and Fridays. (example) 2- A : When have you got History and Geography ? B : I've got History and Geography on Tuesdays and Thursdays. <u>Homework</u> Win skills let's take home p53
NOTE TAKING (10min)					

SESSION 2					
STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
I- INTRODUCTION A-Warm Up (2min) <					

FICHES PEDAGOGIQUES WIN SKILLS

B-LANGUAGE FUNCTION (13 min)	Introduces new grammar points or structures	-Present the question/ sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std1 puts the question and the Std2 answer	<i>demonstration</i> <i>-individual and choral repetition</i>	II-LANGUAGE FUNCTION : <i>Exprimer la fréquence d'une action avec les adverbess de fréquence.</i> A-How often do you have English in a week? B-I have English three times a week Adverbess de fréquences (once; twice; sometimes; often; always)
II-ACTIVATION PHASE (15min) WIN SKILLS Activity 1 p59 (5mins) Activity 2 p59 (5mins)	Check students' comprehension	- Give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BLACKBOARD TRACES Correction (5mins) Activity 1: Expected answers : 1- Easter (example) / 2- Christmas / 3- Long Holidays / 4- Saint Valentine / 5- Independence Day Activity 2: Expected answers : 1- A : How often does Daniel go shopping ? B : He goes shopping twice a week. (example) 2- A : How often does Daniel go to school ? B : He often goes to school. 3- A : How often does Daniel wash his clothes ? B : He washes his clothes once a week. Homework Win skills let's take home p59
NOTE TAKING (10min)					

FRONT PAGE SESSION 3		
COLLEGE MODERNE DE NIEDIEKAHA	HABILETES	CONTENUS
Date :...../...../.....	Ecrire	-Les noms des disciplines de son emploi du temps -Les dates et les noms des évènements de l'année.
Number of pupils :.....	Construire	Des phrases au présent simple
Boys :..... Girls :.....	Appliquer	Les techniques de rédaction d'un texte simple
Class : 6e.....	Rédiger	Un texte très simple pour décrire un emploi du temps et les événements de l'année
Contact days :.....	TEACHING POINT	
.....	<u>SITUATION D'EVALUATION</u> Dans le cadre de la coopération entre le Club d'Anglais de votre école et le « Rawlings Grammar School» de Tma au Ghana, le Président du Club vient à votre rencontre pour une séance de travail. Pour ce faire, il demande aux élèves de la 6è..... de décrire dans un paragraphe leur emploi du temps. En tant qu'élève de 6è, on te remet l'exemplaire d'emploi du temps ci-dessous. -Task 1: Par groupe de 5 renseignez l'emploi du temps. (15mins) (give them 15 mins to work in group) --Task 2 : Décrivez votre emploi du temps dans un paragraphe de 6 lignes en précisant les heures de cours. (10min) (give them 10 mins to work in group) -Présentez votre travail au reste de la classe (10min)	
<u>Unité 3</u> : DATE AND TIME <u>Leçon 3</u> : School Subjects <u>Séance 3</u> <u>Durée</u> : 55mins <u>Habileté</u> : SPEAKING <u>Source</u> : WIN SKILLS		

Session 3						
STAGES/ TIMING	AIMS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNIQUES	TEACHING MATERIALS	TRACES ON BOARD
PREPARING						
Warm up (3 mins) (Mise en train)	Set a stress-free atmosphere	-Greet the student. -Initiate the activity. -	Sing with teacher	In chorus		Day's date
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1-Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1-Listen to teacher's instructions 2-Start working with peers/group		Workbook	<u>Unité 3</u> : DATE AND TIME <u>Leçon 1</u> : What's the time? <u>Session 3</u> <u>COMMUNICATION</u> <u>ACTIVITY</u> <i>See page 66 Win Skill</i>
SOLVING THE PROBLEM						
Solving the problem (20 min)	Practice the competence	<i>-Task 1: Par group de 5 renseignez l'emploi du temps. (10mins)</i> <i>-Task 2 : Décrivez votre emploi du temps dans un paragraphe de 6 lignes en précisant les heures de cours. (10min)</i>	Students do the task following teacher's instructions	Interactions in groups/pairs	Workbook	Give the sheets and the instructions

PERFORMING						
Presentation (10 min)	Perform publicly / Show the outcome of their work.	-Task 2: Présentez votre travail au reste de la classe (10min) Jots down recurring mistakes	-Present their work to the class -Listen and evaluate	Role-play individual presentations		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

UNIT 4 :
JOBS AND OCCUPATIONS
SKILL : WRITING

FRONT PAGE				
UNIT 4 : JOBS AND OCCUPATIONS				
LESSON 1 : MY FATHER’S JOB				
COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : 6e..... Contact days :..... Unité 4 : JOBS AND OCCUPATIONS Leçon 1:My father’s job Session 1 Duration : 55mins Skill : WRITING Source : WIN SKILL SITUATION D’APPRENTISSAGE Les élèves de la 6è..... du Collège Moderne de Niédiékaha sont à la réunion du Club d’Anglais ; le Président du Club leur demande de rédiger un paragraphe décrivant les métiers et professions des membres de leurs familles dans le but de les honorer à la fête du travail.	HABILETES	CONTENUS		
	Connaître	-Les noms des métiers et professions -Les adjectifs possessifs -Les structures grammaticales pour identifier les métiers et professions		
	Ecrire	-Les noms de métiers/professions -Les adjectifs possessifs -Les questions pour identifier les métiers/professions		
	Construire	Des phrases relatives aux métiers/professions		
	Appliquer	Les techniques de rédaction d’un texte simple pour définir les métiers/professions		
	Rédiger	Un texte simple pour décrire les métiers et les professions		
	TEACHING POINTS			
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE	
	Session 1	Décrire et questionner sur les métiers et professions des personnes <i>(Describing and inquiring about people’s jobs and occupations)</i>	- Habib works on a farm: he is a farmer - What does habib do?/what’s Habib’s job? ⇒ He’s a farmer	
	Session 2	Exprimer la possession avec les pronoms possessifs <i>(Expressing possession with possessive pronouns)</i>	My father is unhappy. His car is broken. Grammar You= your He= his She= her It= its We= our You= your They= their	
Veterinarian; Mechanic; Referee; Fisherman; Florist; Mailman; lorry driver; doctor;				

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
I-INTRODUCTION a-Warm Up (2min) c-Lead in Activity & Learning Context (8min)	Set a stress free atmosphere Prepares students to the learning process	-Initiates the activity -Checks Class list -Asks for the date -Showing picture of jobs <i>-Que voyez-vous sur cette image?</i> <i>-Lisez la situation</i> <i>-Qui sont les élèves?</i> <i>-Où sont-ils ?</i> <i>-Que demande le président ?</i> <i>-et dans quel but ?</i> <i>-Sur quoi portera la leçon du jour ?</i>	-Participate to the activity -Answer to their names -Give the date -Des métiers <i>-Un élève lit</i> <i>-Les élèves de la 6è</i> <i>-à la réunion du Club d'Anglais</i> <i>-il les demande de rediger un paragraph</i> <i>-dans le but d'honorer leurs parents.</i> <i>-Sur les métiers et professions</i>	-Song/TPR -Voice Pictures/ realias -voice	-Date <u>Unité 4 : JOBS AND OCCUPATIONS</u> <u>Leçon 1: My father's job</u> <u>Session 1</u>
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase that introduces new items	-Presents the items and make students repeat	listen carefully and repeat	Pictures <i>-individual and choral repetition</i>	I-VOCABULARY <i>Relatif aux métiers emploi</i> 1- Musician (picture) 2- Plumber (picture) 3- fireman (picture) 4- waiter/(picture) waitress 5- painter(picture) 6- Teacher(picture) 7- butcher(picture) 8- farmer (picture)

FICHES PEDAGOGIQUES WIN SKILLS

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std 1 puts the question and the Std 2 answer	-demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : Describing and inquiring about people's jobs and occupations A- What does habib do?/what's Habib's job? B- He's a farmer - Habib works on a farm: he is a farmer
II-ACTIVATION PHASE (15min) ACTIVITY 1 WIN SKILLS Activity 1 p 70 (5mins) ACTIVITY 2 Activity 2 p70 (5mins) Homework	Check students' comprehension	- Give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BLACKBOARD TRACES Correction (5mins) Activity 1: Expected answers : 1-farmer (example) / 2-painter / 3-waitress / 4-butcher / 5-plumber Expected answers : 1- A : What does Bebi Philip do ? B : He is a musician. (example) 2- A : What does Picasso do ? B : He is a painter. 3- A : What does Willy do ? B : He is a waiter. 4- A : What does Coulibaly do ? B : He is a plumber. 5- A : What do André and Sidney do ? B : They are firemen Homework Win skills let's take home p70
NOTE TAKING (10min)					

SESSION 2					
STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
I-INTRODUCTION a-Warm Up (2min)	Set a stress free atmosphere	-Initiates the activity -Checks Class list -Asks for the date	-Participate to the activity -Answer to their names -Give the date	-Song/TPR -Voice	-Date
b-Revision (3min)	Check previous lesson comprehension	-start correcting and ask for answers	-participate and provide answers	BB	Expected answers : 1- fireman (example) / 2- teacher / 3- painter / 4- waiter or waitress / 5- musician Unité 4 : JOBS AND OCCUPATIONS Leçon 1: My father's job Session 2
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase that introduces new items	-Presents the items and make students repeat	listen carefully and repeat	Pictures <i>-individual and choral repetition</i>	I-VOCABULARY <i>Relatif aux métiers et professions</i> 1- veterinarian (image) (doctor for animal) 2- mechanic (image) (repair cars) 3- referee (image) 4- fisherman(image) 5- florist(image) 6- Mailman (image) 7- lorry driver (image) 8- doctor (image)

FICHES PEDAGOGIQUES WIN SKILLS

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/ sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std1 puts the question and the Std2 answer	-demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : <i>Exprimer la possession avec les articles possessifs</i> My father is unhappy. His car is broken. I= my You= your He= his She= her It= its We= our You= your They= their
II-ACTIVATION PHASE (15min) WIN SKILLS Activity 1 p 73 (5mins) Activity 2 p 73 (5mins)	Check students' comprehension	- Give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BLACKBOARD TRACES Correction (5mins) <u>Activity 1</u> Expected answers : 1- Referee (example) / 2- Fisherman / 3- Florist / 4- Veterinarian / 5- Doctor / 6- Mailman / 7- Lorry Driver / 8- Mechanic <u>Activity 2</u> Expected answers : 1-My (example) / 2-His / 3-Her / 4-His / 5-our / 6-their <u>Homework</u> WIN SKILLS page 73 (let's take home)
NOTE TAKING (10min)					

FRONT PAGE SESSION 3

COLLEGE MODERNE DE NIEDIEKAHA	HABILETES	CONTENUS
Date :...../...../.....	Ecrire	-Les noms de métiers/professions -Les adjectifs possessifs -Les questions pour identifier les métiers/professions
Number of pupils :.....	Construire	Des phrases relatives aux métiers/professions
Boys :..... Girls :.....	Appliquer	Les techniques de rédaction d'un texte simple pour définir les métiers/professions
Class : 6e.....	Rédiger	Un texte simple pour décrire les métiers et les professions
Contact days :.....	TEACHING POINT	
.....	SITUATION D'EVALUATION	
Unité 4 : JOBS AND OCCUPATIONS	L'ambassade des Etats-Unis en côte d'Ivoire organise une compétition à l'intention des élèves de 6 ^{ème} de ton école. Il leur est demande de rédiger un paragraphe pour parler des métiers et professions des membres de leurs familles. En tant qu'élève de la 6 ^{ème} ,	
Leçon 1: My father's job		
Séance 3		
Durée : 55mins		
Habileté : SPEAKING		
Source : WIN SKILLS		
	<i>-Task 1 : Par groupe de 5 faites une liste de 6 métiers et professions de 6 membres de votre famille.</i> doctor, mechanic, lorry driver, plumber, teacher, butcher, <u>farmer</u>, painter. <i>(give them 10 min to work in group)</i> <i>-Task 2: Définis trois (3) d'entre eux. (5min)</i> <i>(give them 10 min to work in group)</i> <i>2- A farmer is a person who works in a plantation.(give as exemple)</i> A teacher is a person who works with students in a school. A plumber is a person who repairs pipes and toilets. <i>-Task 3: Rédigez un paragraphe de 5 ligne dans lequel tu décris les métiers des membres de ta familles. (10min)</i> <i>(accept any proposal from students)</i> My name is My father is a policeman. He works in a police station. He protects people. My mother serves people in a restaurant. She is a waitress. My uncle is a teacher. A teacher is a person who works with students at school. My aunt is a veterinarian. She takes care of animals. My brother is a lorry driver and my sister is a musician.	

FICHES PEDAGOGIQUES WIN SKILLS

STAGES/ TIMING	AIMS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNIQUES	TEACHING MATERIALS	TRACES ON BOARD
PREPARING						
Warm up (3 mins) (Mise en train)	Set a stress-free atmosphere	-Greet the student. -Initiate the activity. -	Sing with teacher	In chorus		Day's date
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1-Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1-Listen to teacher's instructions 2-Start working with peers/group		<i>Workbook</i>	Unité 4 : JOBS AND OCCUPATIONS Leçon 1: My father's job Session 3 <u>COMMUNICATION</u> <u>ACTIVITY</u> (see Win Skills P74)
SOLVING THE PROBLEM						
Solving the problem (20 min)	Practice the competence	-Task 1: utilisez les expressions telles que : <i>to sleep; to go to school; to cook the meal; to play football; to watch TV; to meet friend; to stay home (15min)</i>	Students do the task following teacher's instructions	Interactions in groups/pairs	<i>Workbook</i>	Give the sheets and the instructions

PERFORMING						
Presentation (10 min)	Perform publicly / Show the outcome of their work.	-Task 2: Présentez votre travail au reste de la classe (10min) Jots down recurring mistakes	-Present their work to the class -Listen and evaluate	Role-play individual presentations		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

FRONT PAGE				
UNIT 4 : JOBS AND OCCUPATIONS				
LESSON 2 : WORKTOOLS				
COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : 6e..... Contact days :..... Unité 4 : JOBS AND OCCUPATIONS Leçon 2: WORKTOOLS Session 1 Duration : 55mins Skill : WRITING Source : WIN SKILLS SITUATION D'APPRENTISSAGE Ton correspondant Libérien te contact par Whatsapp en vue de discuter. Il souhaite avoir plus d'information sur les métiers des membres de ta famille. Afin de faciliter les échanges tu lui présente par message les outils de travail des membres de ta famille.	HABILETES	CONTENUS		
	Connaître	- Les noms des outils et instruments utilisés dans les différents métiers/professions - Le cas possessif - Les structures grammaticales pour demander et exprimer la possession		
	Ecrire	Les noms des outils utilisés dans les différents métiers/professions		
	Construire	Des phrases pour exprimer la possession.		
	Appliquer	Les techniques de rédaction d'un texte simple pour définir les métiers/professions		
	Rédiger	Un texte simple pour décrire les outils de travail		
	TEACHING POINTS			
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE	
	Session 1			
	Stethoscope; handcuffs; board; Fork; hoe; whistle Chalk; hammer	Exprimer la possession (Expressing possession)	A- Whose hammer is this? B- It's the mechanic's hammer/ It's the mechanic's	
Session 1				
To give an injection to write on the board ; to restrain a prisoner; to plough the land; to regulate the traffic; to administer a match	Poser et répondre à des questions sur l'usage des outils de travail (Asking and answering question about work tools usage)	A- What does the doctor do with a syringe? B- He gives injections with it		

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FICHES PEDAGOGIQUES WIN SKILLS

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Presents the question/sentences -makes students repeat -asks a student to put him the question -provides the answer and make them repeat -Asks two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std 1 puts the question and the Std 2 answer	demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : Expressing possession A- <u>Whose</u> hammer <u>is this</u>? B- It's <u>the mechanic's</u> hammer/ It's <u>the mechanic's</u>
II-ACTIVATION PHASE (15min) ACTIVITY 1 WIN SKILLS Activity 1 p 77 (5mins) ACTIVITY 2 Activity 2 p77 (5mins) Homework	Check students' comprehension	- Give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BLACKBOARD TRACES Correction (5mins) Activity 1: Expected answers : 1- Hoe (example) / 2- Handcuffs / 3- Stethoscope / 4-Hammer Activity 2: Expected answers : 1- A : Whose stethoscope is this ? B : It's the doctor's. (example) 2- A: Whose whistle is this ? B : It's the referee's. 3- A : Whose fork is this ? B : It's the farmer's. 4- A : Whose chalk is this ? B : It's the teacher's. Homework WIN SKILLS page 77 (let's take home)
NOTE TAKING (10min)					

SESSION 2					
STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
I-INTRODUCTION a-Warm Up (2min) b-Revision (3min)	Set a stress free atmosphere Review previous session	-Initiates the activity -Checks Class list -Asks for the date Start correcting	-Participate to the activity -Answer to their names -Give the date Provide answers	-Song/TPR -Voice BB	-Date <u>Answers</u> A : Whose book is it ? B : It's Yao's book. / It is Yao's (example) 2- A : Whose handcuffs are they ? B : They're the policeman's handcuffs. 3- A : Whose chalk is it ? B : It's the student's chalk. <u>Unité 4 : JOBS AND OCCUPATIONS</u> <u>Leçon 2 : WORKTOOLS</u> <u>Session 2</u>
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase that introduces new items	-Presents the items and make students repeat	listen carefully and repeat	Pictures <i>-individual and choral repetition</i>	I-VOCABULARY <i>Relatif à l'utilisation des outils</i> To give an injection (image) to write on the board (image) to restrain (image) a prisoner (image) to plough the land (image) to regulate the traffic (image) to administer a match (image)

FICHES PEDAGOGIQUES WIN SKILLS

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/ sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std A puts the question and the Std B answer	-demonstration -individual and choral repetition VOICE	II-LANGUAGE FUNCTION : Asking and answering question about work tools usage A-What <u>does</u> the doctor <u>do with a</u> <u>syringe</u>? B-He <u>gives injections</u> with it
II-ACTIVATION PHASE (15min) WIN SKILLS Activity 1 p 79 (5mins) Activity 2 p 79 (5mins)	Check students' comprehension	- Give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BLACKBOARD TRACES Correction (5mins) Activity 1 : Expected answers 1-e (example) / 2-d / 3-b / 4-c / 5-a Activity 2 : Expected answers 1- A : What does a doctor do with a syringe ? B : He gives injection with it. (example) 2- A : What does a referee do with a whistle ? B : He leads a football match with it. 3- A : What does a policeman do with a whistle ? B : He regulates the traffic with it. 4- A : What does a teacher do with a chalk ? B : He writes on the board with it <u>Homework</u> WIN SKILLS page 79 (let's take home)
NOTE TAKING (10min)					

FRONT PAGE SESSION 3

COLLEGE MODERNE DE NIDIEKAHA

Date :/...../.....

Number of pupils :

Boys : Girls :

Class : 6e.....

Contact days :

Unité 4 : JOBS AND OCCUPATIONS

Leçon 2 : WORKTOOLS

Séance 3

Durée : 55mins

Habileté : WRITING

Source : WIN SKILLS

SITUATION D'EVALUATION

Au cours d'une réunion de club d'anglais de ton école, le président te demande de, rédiger un paragraphe de 6 lignes pour parler des outils utilisés par les membres de ta famille pour exercer leurs métiers. Dans ta production :

-Associe chaque membre de ta famille à son emploi ;

-Décris les outils utilisés par chacun d'eux.

HABILETES

CONTENUS

Ecrire

Les noms des outils utilisés dans les différents métiers/professions

Construire

Des phrases pour exprimer la possession.

Appliquer

Les techniques de rédaction d'un texte simple pour définir les métiers/professions

Rédiger

Un texte simple pour décrire les outils de travail

TEACHING POINT

-Task 1 : Faites une liste de 5 membres de votre famille. (5mins)

1-.....

3-.....

5-.....

2-.....

4-.....

-Task 2 : Donnez le métier et les outils de travail de chaque membre que vous avez choisi dans le tableau suivant. (5mins)

Family members	Jobs and occupations	Worktools
1-.....	1-.....	1-.....
2-.....	2-.....	2-.....
3-.....	3-.....	3-.....
4-.....	4-.....	4-.....
5-.....	5-.....	5-.....

-Task 3 : A partir des informations du tableau rédigez un paragraphe de 5lignes. (10mins)

Example of production (Give the final production using students ideas)

My name's Kouakou. My father is a doctor. He works with a stethoscope. A stethoscope is a tool a doctor uses to listen to the patient's heartbeats. My mother is a teacher. She works with chalks. Chalks are tools a teacher uses to write on the board.

-Task 4 : Présentez votre production au reste de la classe. (10mins)

Session 3						
STAGES/ TIMING	AIMS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNIQUES	TEACHING MATERIALS	TRACES ON BOARD
PREPARING						
Warm up (3 mins) (Mise en train)	Set a stress-free atmosphere	-Greet the student. -Initiate the activity. -	Sing with teacher	In chorus		Day's date
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1-Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1-Listen to teacher's instructions 2-Start working with peers/group		Workbook	Unité 4 : JOBS AND OCCUPATIONS Leçon 2 : WORKTOOLS Session 3 COMMUNICATION ACTIVITY (See Win Skill page 80)
SOLVING THE PROBLEM						
Solving the problem (20 min)	Practice the competence	-Task 1 : Faites une liste de 5 membres de votre famille. (5mins) -Task 2 : Donnez le métier et les outils de travail de chaque membre que vous avez choisi dans le tableau suivant. (5mins) -Task 3 : A partir des informations du tableau rédigez un paragraphe de 5lignes. (10mins)	Students do the task following teacher's instructions	Interactions in groups/pairs	Workbook	Give the sheets and the instructions

PERFORMING						
Presentation (10 min)	Perform publicly / Show the outcome of their work.	<i>-Task 2: Présentez votre travail au reste de la classe (10min)</i> Jots down recurring mistakes	-Present their work to the class -Listen and evaluate	Role-play individual presentations /		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

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FICHES PEDAGOGIQUES WIN SKILLS

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std 1 puts the question and the Std 2 answer	demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : Asking and answering questions about workplaces. A- <u>Where does</u> the doctor <u>work</u>? B- He <u>works in a hospital</u>.
II-ACTIVATION PHASE (15min) ACTIVITY 1 WIN SKILLS Activity 1 p 83 (5mins) ACTIVITY 2 Activity 2 p 83 (5mins) Homework	Check students' comprehension	- Give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BLACKBOARD TRACES Correction (5mins) <u>Activity 1</u> 1- 2-Solange works in a laboratory. 3-Kipré works in a restaurant. 4-Ozoua works in a farm. <u>Activity 2</u> 1- 2-Nathalie is a teacher. She works in school. 3-Boris is a waiter. He works in a restaurant. 4-Oussou is a policewoman. She works in a police station. <u>Homework</u> WIN SKILLS page 83 (let's take home)
NOTE TAKING (10min)					

FICHES PEDAGOGIQUES WIN SKILLS

SESSION 2					
STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
I-INTRODUCTION a-Warm Up (2min) b-Revision (3min)	-Set a stress free atmosphere -Review previous lesson understanding	-Initiates the activity -Checks Class list -Asks for the date -start correcting and ask for answers	-Participate to the activity -Answer to their names -Give the date -participate and provide answers	-Song/TPR -Voice Voice	-Date Expected answers : 1- doctor ; nurse (example) / 2- policeman ; policewoman/ 3- farmer / 4- waiter ; waitress / 5-chemist ; physician Unité 4 : JOBS AND OCCUPATIONS Leçon 3: Workplaces Session 2
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase that introduces new items	-Presents the items and make students repeat	-listen repeat and make sentences	Picture	I-VOCABULARY Relatif au lieu de travail A barber's shop (image) a cafeteria (image) a mall (image) a casino (image) a gym room/Fitness Center (image) a drugstore/ pharmacy (image) a garage (image)

FICHES PEDAGOGIQUES WIN SKILLS

B-LANGUAGE FUNCTION (12 min)	Introduce new grammar points or structures	-Present the question/ sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std1 puts the question and the Std2 answer	demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : Questioning about workplaces A- Do you work in a factory? B- Yes I <u>do</u>. No I <u>don't</u>. A- Does Eli work in a farm? B- Yes <u>he does</u> / No <u>he doesn't</u>
II-ACTIVATION PHASE (15min) Activity 1 p 85 WIN SKILL (5mins) Activity 2 p 85 WIN SKILL (5mins) <u>Homework</u>	Check students' comprehension	- Give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BB TRACES Correction (5mins) Activity 2 (WS) 1-Factory 2-cafeteria 3-casino 4-restaurant 5-Fitness Center Activity 2 (WS) 2-he doesn't 3-they does 4-he doesn't <u>Homework</u> WIN SKILLS page 85 (let's take home)
NOTE TAKING (10min)					

FRONT PAGE SESSION 3

COLLEGE MODERNE DE NIEDIEKAHA

Date :/...../.....

Number of pupils :

Boys : Girls :

Class : 6e.....

Contact days :

Unité 4 : JOBS AND OCCUPATIONS

Leçon 2 : WORKTOOLS

Séance 3

Durée : 55mins

Habileté : WRITING

Source : WIN SKILLS

SITUATION D'EVALUATION

Ton correspondant anglophone t'envoie un message pour te demander de lui parler des emplois et lieux de service de tes parents (papa et maman). Dans un paragraphe de six (6) lignes maximum.

HABILETES

CONTENUS

Ecrire

Les noms des outils utilisés dans les différents métiers/professions

Construire

Des phrases pour exprimer la possession.

Appliquer

Les techniques de rédaction d'un texte simple pour définir les métiers/professions

Rédiger

Un texte simple pour décrire les outils de travail

TEACHING POINT

- *Task 1 : Complète le tableau ci-dessous avec les métiers et outils de travail des membres de ta famille. (Give them 10mins to work in group)*

○

<i>Family members</i>	<i>Jobs and occupations</i>	<i>Worktools</i>	<i>Workplaces</i>
1-.....	1-.....	1-.....	1-.....
2-.....	2-.....	2-.....	2-.....
3-.....	3-.....	3-.....	3-.....
4-.....	4-.....	4-.....	4-.....
5-.....	5-.....	5-.....	5-.....

- *Task 2 : A partir des informations du tableau rédige un paragraphe de six (6) lignes. (Give them 10mins to work in group)*

My name's Anzoua. My father's name is Alexis and my mother's name's Solange. My father is a mechanic. He works in a garage. He uses a screwdriver. My mother is a farmer. She works on a farm. She uses a hoe or a fork. My parents are very proud of their jobs and I love them a lot.

- *Task 3 : Lis ta production au reste de la classe. (10 min) (Ask the volunteers to read their work)*

Session 3						
STAGES/ TIMING	AIMS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNIQUES	TEACHING MATERIALS	TRACES ON BOARD
PREPARING						
Warm up (3 mins) (Mise en train)	Set a stress-free atmosphere	-Greet the student. -Initiate the activity. -	Sing with teacher	In chorus		Day's date
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1-Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1-Listen to teacher's instructions 2-Start working with peers/group		Workbook	Unité 4 : JOBS AND OCCUPATIONS Leçon 3: Workplaces Session 3 COMMUNICATION ACTIVITY (See Win Skill page 86)
SOLVING THE PROBLEM						
Solving the problem (20 min)	Practice the competence	Task 1 : Complète le tableau ci-dessous avec les métiers et outils de travail des membres de ta famille. (10min) -Task 2 : A partir des informations du tableau rédige un paragraphe de six (6) lignes.(10min)	Students do the task following teacher's instructions	Interactions in groups/pairs	Workbook	Give the sheets and the instructions.

PERFORMING

FICHES PEDAGOGIQUES WIN SKILLS

Presentation (10 min)	Perform publicly / Show the outcome of their work.	-Task 3 : Lis ta production au reste de la classe. (10 min) Jots down recurring mistakes	-Present their work to the class -Listen and evaluate	Role-play individual presentations		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

UNIT 5 :
CLOTHES AND COLOURS
SKILL : LISTENING

FRONT PAGE				
UNIT 5 : CLOTHES AND COLOURS				
LESSON 1 : SHE’S WEARING A SKIRT				
COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : 6e..... Contact days :..... <u>Unité 5</u> : CLOTHES AND COLORS <u>Leçon 1</u>: She’s wearing a skirt. <u>Séance 1</u> <u>Durée</u> : 55mins Habilité : LISTENING <u>Source</u> : WIN SKILLS pp90-91 and 92-93 <u>SITUATION D’APPRENTISSAGE</u> Tu es à Kumasi (GHANA). Tu te rends dans un magasin en vue d’acheter des vêtements pour les prochaines fêtes. Tu écoutes le marchand faire la publicité de ses articles de vêtements.	HABILETES	CONTENUS		
	Connaître	-Les noms d’articles de vêtements. -Les structures grammaticales pour demander et dire ce que l’on porte.		
	Ecouter	Les prononciations des mots relatifs aux articles de vêtements		
	Identifier	- Les noms d’articles vêtements. - Les structures grammaticales pour demander et dire ce que l’on porte		
	Distinguer	Intonation correcte		
	Comprendre	Des informations relatives à l’habillement		
	TEACHING POINTS			
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE	
	SESSION 2			
	Clothes - A shirt - a skirt – sunglasses – trousers - a suit – shoes - a blouse	Décrire ce que porte une personne (Describing what people are wearing)	A- What are you wearing? B- I’m wearing a suit A-What <u>is</u> Adou <u>wearing</u> ? B- Adou <u>is wearing</u> khahi uniform.	
	SESSION 2			
	A Bubu; tie; a jacket; a waistcoat; Jeans; sneakers; Shorts; a cap; a jacket	Describing what people are wearing (Describing what people are wearing)	A- <u>Are</u> you <u>wearing</u> a khaki uniform ? B- <u>Yes</u> I am/ <u>No</u> , I am <u>not</u> . A- <u>Is</u> Laura <u>wearing</u> shorts ? B- <u>No</u> , <u>she isn’t</u> / <u>yes</u> , <u>she’s</u>	

FICHES PEDAGOGIQUES WIN SKILLS

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
I- INTRODUCTION a-Warm Up (2min) c-Lead in Activity & Learning Context (8min)	Set a stress free atmosphere Prepares students to the learning process	-Initiates the activity -Checks Class list -Asks for the date -Showing a picture of clothes - <i>Que voyez-vous?</i> - <i>Lisez la situation</i> - <i>où te trouves-tu?</i> - <i>Où te rends tu?</i> - <i>Que veux tu acheter?</i> - <i>Pour quel évènement?</i> - <i>Qui écoutes-tu?</i>	-Participate to the activity -Answer to their names -Give the date - <i>Des vêtements</i> - <i>Ils lisent</i> - <i>Kumassi (Ghana)</i> - <i>dans un magasin</i> - <i>des vêtements</i> - <i>pour les prochaines fêtes</i> - <i>j'écoute le vendeur</i>	-Song/TPR -Voice Pictures -voice	-Date Unité 5 : CLOTHES AND COLORS Leçon 1: She's wearing a skirt. Session 1
II-INPUT PHASE A- VOCABULARY (13min)	Learning phase that introduces new items	-Presents the items and make students repeat	listen carefully and repeat	Pictures - <i>individual and choral repetition</i>	I-VOCABULARY <i>Relatif aux articles de vêtements</i> A shirt (image) A skirt (image) Sunglasses (image) A dress (image) Trousers (image) A suit (image) Shoes (image) A blouse (image)

FICHES PEDAGOGIQUES WIN SKILLS

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std1 puts the question and the Std2 answer	demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : Expressing possession A- What are you wearing? B- I'm wearing a suit A- What <u>is</u> Adou <u>wearing</u> ? B- Adou <u>is wearing</u> khahi uniform.
II-ACTIVATION PHASE (15min) ACTIVITY 1 Activity 1 p 91 (5mins) ACTIVITY 2 Activity 2 p 91 (5mins) Homework	Check students' comprehension	- Give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BLACKBOARD TRACES Correction (5mins) Activity 1 1-She's wearing a skirt. 2-she is wearing a dress 3-he is wearing a suit. 4-he's wearing shoes. Activity 2 1-are 2-am 3-wearing 4-trousers <u>Homework</u> WIN SKILLS page 91 (let's take home)
NOTE TAKING (10min)					

SESSION 2					
STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
I- INTRODUCTION a-Warm Up (2min) b-Revision (3min)	Set a stress free atmosphere Review previous lesson undertanding	-Initiates the activity -Checks Class list -Asks for the date -start correcting and ask for answers	-Participate to the activity -Answer to their names -Give the date -participate and provide answers	-Song/TPR -Voice Blackboard	-Date Expected answers : 1- are ; 2- am ; 3- wearing ; 4- trousers. Unité 5 : CLOTHES AND COLORS Leçon 1: She's wearing a skirt. Session 2
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase that introduces new items	-Presents the items and make students repeat	-listen repeat and make sentences	Pictures	I-VOCABULARY <i>Relatif aux articles de vêtements</i> A bubu (image) Ties (image) A waistcoat (image) Jeans (image) Sneakers (image) Shorts (image) A cap (image) A jacket (image)

FICHES PEDAGOGIQUES WIN SKILLS

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/ sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two students to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std A puts the question and the Std B answer	-demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : <i>Describing what people are wearing</i> <u>A-</u> <i>Are</i> you <u>wearing</u> a khaki uniform ? <u>B-</u> <i>Yes</i> I am/ <u>No</u> , I am <i>not</i> . A- <i>Is</i> Laura <u>wearing</u> shorts ? B- <i>No, she isn't/ yes, she's</i>
II-ACTIVATION PHASE (15min) WIN SKILLS Activity 1 p 93 (5mins) Activity 2 p 93 (5mins)	Check students' comprehension	- Give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BLACKBOARD TRACES Correction (5mins) Activity 1 1-c 2-d 3-b 4-e 5-f 6-a Activity 2 1-No he isn't 2-Yes she is 3-Yes she is 4No he isn't <u>Homework</u> WIN SKILLS page 93 (let's take home)
NOTE TAKING (10min)					

FRONT PAGE SESSION 3		
COLLEGE MODERNE DE NIEDIEKAHA Date :/...../..... Number of pupils : Boys : Girls : Class : 6e..... Contact days : Unité 5 : CLOTHES AND COLORS Leçon 1 : She's wearing a skirt. Séance «3 Durée : 55mins Habilité : LISTENING Source : WIN SKILLS pp90-91 and 92-93 <u>COMMUNICATION ACTIVITY</u> <u>(Situation d'Evaluation)</u> Au cours d'une compétition organisée par le Club d'Anglais de ton école, le président te demande d'écouter un enregistrement audio et de réaliser les tâches suivantes.	HABILETES	CONTENUS
	Ecouter	Les prononciations des mots relatifs aux articles de vêtements
	Identifier	- Les noms d'articles vêtements. - Les structures grammaticales pour demander et dire ce que l'on porte
	Distinguer	Intonation correcte
	Comprendre	Des informations relatives à l'habillement
TEACHING POINTS		
	<u>-Task 1 :</u> <i>Ecoutez l'enregistrement une première fois et choisis la bonne réponse parmi les options ci-dessous. (5min)</i> <i>(make students listen to the record three time 3mins)</i> Correct option : A. c- seven <u>-Task 2 :</u> <i>Ecoutez encore et entourez l'option qui convient. (7mins)</i> B. 1- B (example) ; 2-A ; 3-A ; 4-B ; 5-A ; 6-A ; 7-B <u>-Task 3 :</u> <i>Avec ton voisin complète le dialogue suivant. (8mins)</i> Possible answers <i>(give time to the students to complete the dialogue)</i> C. 1- Hi, my friend ! 2- I am going to wear jeans, a T-shirt and sneakers. 3- He is wearing a suit and a tie. Teacher's Book 6e 4- They are wearing a blue skirt and a white blouse. 5- They are wearing a khaki uniform. <u>-Task 4 :</u> <i>Présentez le dialogue au reste de la classe. (10mins)</i>	<u>LISTENING TEXT</u> John : What do you want at the store ? Alice : I want to buy a new T-shirt. John : Is it what you are going to wear for the party ? Alice : No, I'm going to wear a beautiful dress. And you, what are you looking for ? John : I'm looking for black shoes. Alice : Is it what you want to buy as present for your sister's birthday ? John : No, I think I'm going to buy pants. Alice : What do you want for Christmas ? John : I want socks. Alice : What are you going to wear at the party ? John : I'm going to wear my hat. Alice : What are you going to wear with it ? John : My new shorts.

FICHES PEDAGOGIQUES WIN SKILLS

STAGES/ TIMING	AIMS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNIQUES	TEACHING MATERIALS	TRACES ON BOARD
PREPARING						
Warm up (3 mins) (Mise en train)	Set a stress-free atmosphere	-Greet the student. -Initiate the activity. -	Sing with teacher	In chorus		Day's date
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1-Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1-Listen to teacher's instructions 2-Start working with peers/group		<i>Workbook</i>	Unité 3 : DATE AND TIME Leçon 1 : She's wearing a skirt. Session 3 <u>COMMUNICATION</u> <u>ACTIVITY</u> (See Win Skills pp94)
SOLVING THE PROBLEM						
Solving the problem (20 min)	Practice the competence	-Task 1 : Ecoutez l'enregistrement une première fois et choisi la bonne réponse parmi les options ci-dessous. (3min) -Task 2 : Ecoutez encore et entoure l'option qui convient.(5min) Task 3 : Avec ton voisin complète le dialogue suivant. (10mins)	Students do the task following teacher's instructions	Interactions in groups/pairs	<i>Workbook</i>	Give the sheets and the instructions

PERFORMING						
Presentation (10 min)	Perform publicly / Show the outcome of their work.	-Task 4 : Présentez le dialogue au reste de la classe. (10mins) Jots down recurring mistakes	-Present their work to the class -Listen and evaluate	Role-play individual presentations		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

FRONT PAGE

UNIT 5 : CLOTHES AND COLOURS

LESSON 2: COLOURS

COLLEGE MODERNE DE NIEDIEKAHA		HABILETES		CONTENUS	
Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : 6e..... Contact days :..... <u>Unité 5</u> : CLOTHES AND COLOURS <u>Leçon 2:</u> COLOURS <u>Session 1</u> <u>Durée</u> : 55mins <u>Habilitété</u> : LISTENING <u>Source</u> : WIN SKILLS pp97-100 <u>SITUATION D’APPRENTISSAGE</u> Un groupe d’élèves de 6è du collège Moderne de Niédiékaha est en visite à Sampa, au Ghana, avec leur professeur d’Anglais. En vue de faire leur choix d’habits pour les prochaines fêtes de fin d’année, ils écoutent un commerçant ghanéen vanter la qualité de ses articles de vêtements en instants sur leurs belles couleurs.		Connaître	- Les noms d’autres articles de vêtements et leurs couleurs - Les structures grammaticales pour : • demander et dire les noms des couleurs • demander et dire ce que l’on porte		
		Ecouter	- Les prononciations des mots relatifs aux articles de vêtements et leurs couleurs. - Les prononciations des structures grammaticales pour : • demander et dire les noms des couleurs • demander et dire ce que l’on porte		
		Identifier	- Les mots relatifs aux articles de vêtements et leurs couleurs. - Les structures grammaticales pour : • demander et dire les noms des couleurs • demander et dire ce que l’on porte		
		Distinguer	L’intonation correcte		
		Comprendre	Des informations sur les vêtements et les couleurs		
		TEACHING POINTS			
		VOCABULARY		GRAMMAR/ LANGUAGE FUNCTION	
Session 1		Décrire les couleurs des vêtements <i>(Describing colours of clothes)</i>		A- <i><u>What colour</u></i> is the <i><u>dress</u></i> ? B- It <i><u>is red</u></i> .	
Orange; blue; black; white; red; pink; grey; green				A- <i><u>What colour</u></i> are <i><u>the jeans</u></i> ? B- They’re <i><u>black</u></i> .	
Session 2		Exprimer la préférence <i>(Expressing likes and dislikes)</i>		A- <i><u>What colour</u></i> do you <i><u>like</u></i> ? B- I <i><u>like</u></i> green.	
Beige; purple; khaki; indigo; brown;				A- <i><u>What colour</u></i> don’t you <i><u>like</u></i> ? B- I <i><u>don’t like</u></i> khaki/ I <i><u>dislike</u></i> khaki.	

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
I- INTRODUCTION a-Warm Up (2min) c-Lead in Activity & Learning Context (8min)	Set a stress free atmosphere Prepares students to the learning process	-Initiates the activity -Checks Class list -Asks for the date -Showing a color palette <i>-Que voyez-vous?</i> -Lisez la situation <i>-Qui sont les élèves?</i> <i>-Quel endroit visitent-ils?</i> <i>-Que veulent-ils faire?</i> <i>-Et pour quel évènement?</i> <i>-Qui est ce qu'ils écoutent?</i> <i>-Sur quoi va porter la leçon du jour ?</i>	-Participate to the activity -Answer to their names -Give the date -Possible answer <i>-Des couleurs</i> <i>-ils lisent</i> <i>-Les élèves de la 6è.....</i> <i>-Ils visitent Sampa(Ghana)</i> <i>-ils veulent faire leur choix d'habits</i> <i>-pour les prochaines fêtes</i> <i>-ils écoutent un commerçant....</i> <i>-Le cours portera sur les couleurs des vêtements.</i>	-Song/TPR -Voice Pictures/ realias -voice	-Date <u>Unité 5 : CLOTHES AND COLOURS</u> <u>Leçon 2: COLOURS</u> <u>Session 1</u>
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase that introduces new items	-Presents the items and make students repeat	listen carefully and repeat	Pictures <i>-individual and choral repetition</i>	I-VOCABULARY <i>Relatif aux couleurs</i> Orange  Blue  Black  White  Red  Pink  Grey  Green 

FICHES PEDAGOGIQUES WIN SKILLS

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std 1 puts the question and the Std 2 answer	demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : Describing colour of the clothes <u>A-</u> <u>What colour</u> is the <u>dress</u> ? <u>B-</u> It <u>is red</u> . <u>A-</u> <u>What colour</u> are <u>the jeans</u> ? <u>B-</u> They're <u>black</u> .
II-ACTIVATION PHASE (15min) ACTIVITY 1 WIN SKILLS Activity 1 p 98 (5mins) ACTIVITY 2 Activity 2 p 98 (5mins) Homework	Check students' comprehension	- Give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BB TRACES Correction (5mins) ACTIVITY 1 1-black 2-blue 3-pink 4-orange 5-blue and white 6-blue; white and red 7-grey 8-white ACTIVITY 2 1-They're black 2-pink 3-orange 4-blue 5-purple <u>Homework</u> WIN SKILLS page 98 (let's take home)
NOTE TAKING (10min)					

FICHES PEDAGOGIQUES WIN SKILLS

SESSION 2					
STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
I- INTRODUCTION a-Warm Up (2min) b-Revision (3min)	Set a stress free atmosphere -Check previous lesson undertanding	-Initiates the activity -Checks Class list -Asks for the date -start correcting and ask for answers	-Participate to the activity -Answer to their names -Give the date -participate and provide answers	-Song/TPR -Voice BB answers	-Date <u>Answers</u> Expected answers : 1- T (example) 2- T ; 3- T ; 4-F <u>Unité 5</u> : CLOTHES AND COLOURS <u>Leçon 2</u> : COLOURS <u>Session 2</u>
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase that introduces new items	-Presents the items and make students repeat	-listen repeat and make sentences	Pictures realias	I-VOCABULARY Relative aux couleurs Yellow  Purple  Khaki  Indigo  Brown 

FICHES PEDAGOGIQUES WIN SKILLS

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/ sentences -makes students repeat -asks a student to put him the question -provides the answer and makes them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std 1 puts the question and the Std 2 answer	Voice demonstration individual and choral repetition	II-LANGUAGE FUNCTION : Questioning about workplaces A- <u>What colour</u> do you <u>like</u> ? B- I <u>like</u> green. A- <u>What colour</u> don't you <u>like</u> ? B- I <u>don't like</u> khaki/ I <u>dislike</u> khaki.
II-ACTIVATION PHASE (15min) WIN SKILLS Activity 1 p 99 (5mins) Activity 2 p100 (5mins)	Check students' comprehension	- Give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BB TRACES Correction (5mins) Activity 1 p 99 Expected answers 1- c (example) ; 2- d ; 3- b ; 4- e ; 5- f ; 6- a Activity 2 Expected answers 1-she <u>likes</u> brown 2-she <u>doesn't like</u> purple 3- <u>she likes</u> yellow 4-I <u>don't like</u> beige 5-he <u>doesn't like</u> indigo 6-they like khaki Homework WIN SKILLS page 100 (let's take home)
NOTE TAKING (10min)					

FRONT PAGE SESSION 3

COLLEGE MODERNE DE NIEDIEKAHA	HABILETES	CONTENUS
Date :/...../..... Number of pupils : Boys : Girls : Class : 6e..... Contact days : Unité 5 : CLOTHES AND COLOURS Leçon 2: COLOURS Session 3 Durée : 55mins Habileté : LISTENING Source : WIN SKILLS pp97-100 COMMUNICATION ACTIVITY (Situation d’Evaluation) L’ambassade des Etats-Unis en Côte d’Ivoire organise une compétition d’écoute à l’intention des élèves de la 6è de to école. Le gagnant recevra une carte des crédits pour ses achats dans un supermarché. Pour te préparer Ecoute la bande audio et réalise les activités ci-dessous.	Ecouter Identifier Distinguer Comprendre	- Les prononciations des mots relatifs aux articles de vêtements et leurs couleurs. - Les prononciations des structures grammaticales pour : - demander et dire les noms des couleurs - demander et dire ce que l’on porte - Les mots relatifs aux articles de vêtements et leurs couleurs. - Les structures grammaticales pour : - demander et dire les noms des couleurs - demander et dire ce que l’on porte L’intonation correcte Des informations sur les vêtements et les couleurs
TEACHING POINTS - <i>Task 1 : Ecoute l’enregistrement une fois et choisis la bonne réponse. (5mins)</i> De quoi parle le texte ? A-Clothes and shrit B- Clothes and colours C-Clothes and Clothing - <i>Task 2 : Ecoute encore une fois et cocher la bonne option. (10mins)</i> B- 1-Blue (example) ; 2- Green ; 3- Purple ; 4- Yellow ; 5- Black ; 6- Red - <i>Task 3 : Complétez le dialogue. (5mins)</i> (give them 5min to complete the dialogue) - <i>Task 4-Presentez le dialogue au reste de la classe. (10min)</i> (Give the floor to some volunteers)		
LISTENING PASSAGE A : What colour is Jim’s T-shirt ? B : It is blue. A : What is Karen wearing ? B : A green dress. A: What shoes do you have, John ? B : Me, I have purple shoes. A : What is Mayumi’s wearing ? B : She is wearing a yellow skirt. A : Matt’s! What are you looking for ? B : I am looking for my black socks. A : What colour are Ricardo’s shorts ? B : They are red.		

Session 3						
STAGES/ TIMING	AIMS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNIQUES	TEACHING MATERIALS	TRACES ON BOARD
PREPARING						
Warm up (3 mins) (Mise en train)	Set a stress-free atmosphere	-Greet the student. -Initiate the activity.	Sing with teacher	In chorus		Day's date
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1-Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1-Listen to teacher's instructions 2-Start working with peers/group		Workbook	Unité 5 : CLOTHES AND COLOURS Leçon 2 : COLOURS Session 3 COMMUNICATION ACTIVITY (See Win Skills pp101)
SOLVING THE PROBLEM						
Solving the problem (20 min)	Practice the competence	-Task 1 : Ecoute l'enregistrement une fois et choisi la bonne réponse. (5mins) -Task 2 : Ecoute encore une fois et cocher la bonne option. (10mins) -Task 3 : Complétez le dialogue. (5mins)	Students do the task following teacher's instructions	Interactions in groups/pairs	Workbook	Give the sheets and the instructions

PERFORMING						
Presentation (10 min)	Perform publicly / Show the outcome of their work.	-Task 4-Presentez le dialogue au reste de la classe. (10min)- Jots down recurring mistakes	-Present their work to the class -Listen and evaluate	Role-play individual presentations		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

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UNIT 5 : CLOTHES AND COLOURS
LESSON 3 : HOW MUCH IS THE CAP ?

COLLEGE MODERNE DE NIEDIEKAHA Date :/...../..... Number of pupils : Boys : Girls : Class : 6e..... Contact days : Unité 5 : CLOTHES AND COLOURS Leçon 3: HOW MUCH IS THE CAP ? Session 1 Duration : 55mins Skill : LISTENING Source : WIN SKILLS SITUATION D’APPRENTISSAGE En visite à Lagos, chez ton ami Nigérian, pendant les congés de Décembre ; tu entres dans un magasin d’habits pour t’enquérir des prix en vue d’en acheter afin de mieux préparer la fête de Noël.	HABILETES	CONTENUS	
	Connaître	- Les noms des lieux correspondant aux métiers/professions - Les structures grammaticales appropriées pour décrire les lieux spécifiques aux métiers et professions	
	Ecrire	Les noms des lieux correspondant aux différents métiers/professions	
	Construire	Des phrases simples pour décrire les lieux spécifiques aux métiers et professions	
	Appliquer	Les techniques de rédaction d’un texte simple pour définir les métiers/professions	
	Rédiger	Un texte simple pour décrire les lieux spécifiques aux métiers et professions	
	TEACHING POINTS		
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
	Session 1 100; 350; 500; 945; 1200; 2500; 5000; 6550; 10000	Poser des questions sur les prix des objets <i>(Asking and answering questions about prices of items)</i>	A- <u>How much</u> is the cap? B- It’s <u>three thousand</u> CFA A- <u>How much</u> are the shoes? B- They’re <u>ten thousand</u> CFA
	Session 2 Large numbers 6250; 9500; 10000; 21000; 37800; 79500; 100.000	Faire des comparaisons avec des adjectifs courts et longs <i>(Making comparison with short and long adjectives)</i>	➤ Trousers are <u>longer</u> <u>than</u> shorts. ➤ The jacket is <u>more</u> expensive <u>than</u> the shirt.

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
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I- INTRODUCTION	Set a stress free atmosphere	-Initiates the activity -Checks Class list -Asks for the date	-Participate to the activity -Answer to their names -Give the date	-Song/TPR -Voice	-Date
a-Warm Up (2min)					
c-Lead in Activity & Learning Context (8min)	Prepares students to the learning process	-Showing an article with its price. <i>-Qu'est-ce que c'est?</i> <i>-Lisez la situation</i> <i>-Quelle ville visites-tu?</i> <i>-Qui va tu voir?</i> <i>-Dans quelle période?</i> <i>- Dans quel magasin entres-tu?</i> <i>-Et pour quoi faire ?</i>	Expected answers <i>-le prix de l'article</i> <i>-Ils lisent</i> <i>-La ville de Lagos</i> <i>-Mon ami Nigérian</i> <i>-Pendant les congés</i> <i>-Un magasin d'habit.</i> <i>-pour M'enquérir des prix de.</i>	Pictures/ realias -voice	Unité 5 : CLOTHES AND COLOURS Leçon 3: HOW MUCH IS THE CAP ? <u>Session 1</u>
II-INPUT PHASE A-VOCABULARY (12min)	Learning phase that introduces new items	-Presents the items and make students repeat	listen carefully and repeat	Pictures <i>-individual and choral repetition</i>	<u>I-VOCABULARY</u> <i>Relatif aux sommes d'argent</i> 100: One hundred 350: Three hundred and fifty francs 500: Five hundred francs 945: Nine hundred and forty five francs 1200: One thousand and two hundred francs 2500: Two thousand and five hundred francs 5000: Five thousand francs 6550: Six thousand; five hundred and fifty francs 10000: Ten thousand francs

FICHES PEDAGOGIQUES WIN SKILLS

B-LANGUAGE FUNCTION (10 min)	Introduces new grammar points or structures	-Present the question/sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std A puts the question and the Std B answer	demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : <i>Poser des questions sur le prix des objets</i> A- <u>How much</u> is the cap? B- It's <u>three thousand</u> CFA A- <u>How much</u> are the shoes? B- They're <u>ten thousand</u> CFA
II-ACTIVATION PHASE (15min) ACTIVITY 1 Activity 1 p105 (5mins) ACTIVITY 2 Activity 2 p105 (5mins) Feedback (5mins) Homework	Check students' comprehension	- Give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BB TRACES feedback (5mins) ACTIVITY 1 1-one hundred 2-two hundred 3-two hundred and fifty 4-four thousand, eight hundred and fifty 5-eight thousand 6-seven thousand and five hundred ACTIVITY 2 1-how much is this shirt? 2-it is only two thousand 3-and how much are the blue sneakers? 4-they are six thousand 5-how much is the cap on the table? 6-It is two thousand <u>Homework</u> WIN SKILLS page 105 (let's take home)
NOTE TAKING (10min)					

SESSION 2					
STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
I- INTRODUCTION a-Warm Up (2min) b-Revision (3min)	Set a stress free atmosphere Check previous lesson understanding	-Initiates the activity -Checks Class list -Asks for the date -start correcting and ask for answers	-Participate to the activity -Answer to their names -Give the date -participate and provide answers	-Song/TPR -Voice BB	-Date <u>Answers</u> Unité 5 : CLOTHES AND COLOURS Leçon 3 : HOW MUCH IS THE CAP ? <u>Session 1</u>
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase that introduces new items	-Presents the items and make students repeat	-listen repeat and make sentences	demonstrations	I-VOCABULARY Relatif aux grandes sommes 6250 : Six thousand, two hundred and fifty 1350 : One thousand, three hundred and fifty 10000 : ten thousand 21000 : twenty-one thousand 37800 : thirty-seven thousand, eight hundred 79500 : seventy-nine thousand, five hundred 1.000.000 : one milion

FICHES PEDAGOGIQUES WIN SKILLS

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/ sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std 1 puts the question and the Std 2 answer	-demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : <i>Faire des comparaisons avec des adjectifs courts et longs</i> ➤ Trousers are <u>longer</u> than shorts. ➤ The jacket is <u>more</u> expensive than the shirt.
II-ACTIVATION PHASE (15min) Activity 1 p107 WIN SKILLS (5mins) Activity 2 p107 (5mins)	Check students' comprehension	- Give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BLACKBOARD TRACES Feedback (5mins) <u>Activity 1 p107</u> 1-18.000 2-80.000 3-9.999 4-25004 5-6701 6-2021 <u>Activity 2 p107</u> 1-koffi is <u>taller than</u> Kévin 2-Miss CI is <u>more beautiful than</u> the 2 nd runner up. 3-the Dictionary is <u>more expensive than</u> the textbook/ the textbook is <u>cheaper than</u> the Dictionary. 4-The Mount Nimba is <u>higher than</u> the Mount Tonpki. <u>Homework</u> WIN SKILLS page 107 (let's take home)
NOTE TAKING (10min)					

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UNIT 5 : CLOTHES AND COLOURS
LESSON 3 : HOW MUCH IS THE CAP ?

COLLEGE MODERNE DE NIDIEKAHA

Date :/...../.....

Number of pupils :.....

Boys :..... Girls :.....

Class : 6e.....

Contact days :

.....

Unité 5 : CLOTHES AND COLOURSLeçon 3: HOW MUCH IS THE CAP ?Session 1Duration : 55minsSkill : LISTENINGSource : WIN SKILLSCOMMUNICATION ACTIVITY
(Situation d'Evaluation)

Tu t'apprêtes à postuler pour un emploi de gérant dans un magasin d'habits dont les clients sont en majorité des anglophones. Pour mieux préparer ton entretien d'embauche, qui se fera en Anglais, tu écoutes une annonce publicitaire sur un célèbre magasin Ghanéen d'habits du nom « d'Accra Fashion ». Pour mieux te préparer effectue les tâches ci-dessous.

HABILETES

Ecrire

Construire

Appliquer

Rédiger

CONTENUS

Les noms des lieux correspondant aux différents métiers/professions

Des phrases simples pour décrire les lieux spécifiques aux métiers et professions

Les techniques de rédaction d'un texte simple pour définir les métiers/professions

Un texte simple pour décrire les lieux spécifiques aux métiers et professions

TEACHING POINTS

-Task 1 : Listen to the podcast and put a cross in the case of the correct options. (5mins)*(Make them listen the podcast 3mins)**Correct answer sentence 2***-Task 2: Listen again and note down the prices of each article. (10mins)**

B- 1- FCFA 1,000 ; 2- FCFA 2,000 ; 3- FCFA 12,500 ; 4- FCFA 3,500 ; 5-FCFA 4,000 ; 6- FCFA 10,000

-Task 2: Now as assistant you receive a customer. Complete the dialogue below. (5mins)**Possible answers:**

C. 1- Good morning ! What can I do for you ?

2- It is four thousand.

3- They are three thousand, five hundred.

4- It is blue.

5- It is two thousand.

6- It is twelve thousand, five hundred.

LISTENING PASSAGE

People can find all styles of clothes in 'Accra Fashion'. The clothing shop is located in Accra near the town hall. In 'Accra Fashion', men's clothes are cheap. Shorts are 1,000. A shirt is 2,000 and trousers are 3,500. Women's dresses are cheap too. A blouse is 4,000. A skirt is 10,000 and a beautiful dress is 12,500. Come and buy at 'Accra Fashion' and you will be entirely satisfied. Our phone number is 24 48 75.

Session 3						
STAGES/ TIMING	AIMS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNIQUES	TEACHING MATERIALS	TRACES ON BOARD
PREPARING						
Warm up (3 mins) (Mise en train)	Set a stress-free atmosphere	-Greet the student. -Initiate the activity. -	Sing with teacher	In chorus		Day's date
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1-Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1-Listen to teacher's instructions 2-Start working with peers/group		Workbook	Unité 5 : CLOTHES AND COLOURS Leçon 3: How much is the cap ? Séance 3 <u>COMMUNICATION ACTIVITY</u> <u>Win skills page 108</u>
SOLVING THE PROBLEM						
Solving the problem (20 min)	Practice the competence	-Task 1 : Listen to the podcast and put a cross in the case of the correct options. (5mins) -Task 2: Listen again and note down the prices of each article. (10mins) -Task 2: Now as assistant you receive a customer. Complete the dialogue below. (5mins)	Students do the task following teacher's instructions	Interactions in groups/pairs	Workbook	Give the sheets and the instructions

PERFORMING						
Presentation (10 min)	Perform publicly / Show the outcome of their work.	-Task 3: Present the dialogue to the rest of the class. (10mins) Jots down recurring mistakes	-Present their work to the class -Listen and evaluate	Role-play individual presentations		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

UNIT 6:
FOODS AND DRINKS
SKILL : LISTENING

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UNIT 6 : FOODS AND DRINKS LESSON 1 : WHAT FOOD AND DRINKS DO YOU LIKE?

COLLEGE MODERNE DE NIEDIEKAHA	HABILETES	CONTENUS	
Date :// Number of pupils : Boys : Girls : Class : 6e..... Contact days : Unité 6 : FOODS AND DRINKS Leçon 1: What food and drinks do you like ? Séance 1 Duration : 55mins Habileté : LISTENING Source : WIN SKILLS <u>SITUATION D'APPRENTISSAGE</u> The students of 6 ^{ème} from Collège Moderne of Niédiékaha are invited to an US embassy diner party. They listen to the Chief listing the different foods and drinks in order to make their choices.	Connaître	- Les noms des lieux correspondant aux métiers/professions - Les structures grammaticales appropriées pour décrire les lieux spécifiques aux métiers et professions	
	Ecrire	Les noms des lieux correspondant aux différents métiers/professions	
	Construire	Des phrases simples pour décrire les lieux spécifiques aux métiers et professions	
	Appliquer	Les techniques de rédaction d'un texte simple pour définir les métiers/professions	
	Rédiger	Un texte simple pour décrire les lieux spécifiques aux métiers et professions	
	TEACHING POINTS		
VOCABULARY		GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
<u>Session 1</u> Bread; rice; cup of tea; coffee; milk; water; meat; sandwich		Exprimer la fréquence avec les adverbes de fréquences <i>(Expressing frequencies)</i>	<u>A-</u> <i>How often</i> do you eat rice? <u>B-</u> I <u>always</u> eat rice
<u>Session 2</u> Pounded; plantain /yam fried fish – fried rice – roasted chicken – palm nut soup – orange juice – sorrel juice – ginger juice		Poser et répondre aux questions relatives à la nourriture <i>(Asking and answering questions about meals and drinks)</i>	A- What do you have for breakfast? B- I have coffee and bread

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
I- INTRODUCTION a-Warm Up (2min) c-Lead in Activity & Learning Context (8min)	Set a stress free atmosphere Prepares students to the learning process	-Initiates the activity -Checks Class list -Asks for the date -What can see on this picture? -Now read the Learning context. <i>-Who are the students ?</i> <i>-From which college ?</i> <i>-Where are they invited ?</i> <i>-What for ?</i> <i>-Who do they listen ?</i> <i>-Why ?</i> <i>- So today's lesson is about foods and drinks.</i>	-Participate to the activity -Answer to their names -Give the date -Answer the questions after identification -read the learning context Expected answers: <i>-they're the students of 6e</i> <i>-From college modern of Niédiékaha</i> <i>-They invited to US embassy for a dinner</i> <i>- They listen to the Chief.</i> <i>-In order to make their choices</i>	-Song/TPR -Voice Pictures/realias -voice	-Date <u>Unité 6</u> : FOODS AND DRINKS <u>Leçon 1</u> : What food and drinks do you like ? <u>Séance 1</u>
II-INPUT PHASE A-VOCABULARY (12min)	Learning phase introducing new items	-Presents the items and make students repeat	Listen and repeat after the teacher	Demonstration	I-VOCABULARY <i>Relatif à la nourriture et aux boissons</i> 1-Bread; (image) 2-Rice; (image) 3-Cup of tea; (image) 4-Coffee; (image) 5-Milk; (image) 6-Water; (image) 7-Meat; (image) 8-Sandwich (image)

FICHES PEDAGOGIQUES WIN SKILLS

B-LANGUAGE FUNCTION (10 min)	Introduces new grammar points or structures	-Present the question/sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std A puts the question and the Std B answer	demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : <i>Exprimer la fréquence avec les adverbes de fréquences</i> <u>A-</u> How often do you eat rice? <u>B-</u> I always eat rice. <i>Usually</i> <i>Often</i> <i>Sometimes</i> <i>Rarely</i> <i>Never</i>
II- ACTIVATION PHASE (15min) ACTIVITY 1 Activity 1 p113 (5mins) ACTIVITY 2 Activity 2 p113 (5mins) Feedback (5mins) Homework	Check students' comprehension	- Give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BB TRACES feedback (5mins) ACTIVITY 1 Expected answers 1-Coffee 2-Milk 3-Bread 4-Tea 5-Bush meat ACTIVITY 2 Expected answers 1-Rarely 2-Sometimes 3-Usually 4-Often 5-Sometimes 6-Usually Homework WIN SKILLS page 105 (let's take home)
NOTE TAKING (10min)					

FICHES PEDAGOGIQUES WIN SKILLS

SESSION 2					
STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
I- INTRODUCTION a-Warm Up (2min) b-Revision (3min)	Set a stress free atmosphere Check previous lesson understanding	-Initiates the activity -Checks Class list -Asks for the date -start correcting and ask for answers	-Participate to the activity -Answer to their names -Give the date -participate and provide answers	-Song/TPR -Voice BB	-Date <u>Answers</u> 1-rarely ; 2-sometimes ; 3- usually ; 4- often ; 5- sometimes ; 6- usually. <u>Unité 6</u> : FOODS AND DRINKS <u>Leçon 1</u> : What food and drinks do you like ? <u>Séance 2</u>
II-INPUT PHASE A- VOCABULARY (13min)	Learning phase that introduces new items	-Presents the items and make students repeat	-listen repeat and make sentences	Pictures	I-VOCABULARY <i>Relatif à la nourriture</i> Breakfast: 7:00 Lunch: 12:00 Dinner: 19:00 1-Pounded plantains/yams (image) 2- Fried fish(image) 3-Fried Rice (image) 4-Roasted Chicken (image) 5-Palm nut sauce (image) 6-Orange juice (image) 7-Sorrel juice (image) 8-Ginger juice (image)

FICHES PEDAGOGIQUES WIN SKILLS

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/ sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std1 puts the question and the Std2 answer	demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : <i>Poser et répondre aux questions relatives à la nourriture</i> A-What do you have <u>for breakfast?</u> B-I <u>have/I've</u> coffee and bread
II-ACTIVATION PHASE (15min) <u>Activity 1 p115</u> WIN SKILLS (5mins) Activity 2 p115 (5mins)	Check students' comprehension	- Give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BLACKBOARD TRACES <u>Activity 1 p115</u> (5mins) A : What <u>do you have at lunch ?</u> B : I have palm nut soup and rice. A : What <u>time do you have lunch ?</u> B : I have lunch at 12. A : What do you have for breakfast ? A : <u>I have coffee and bread for breakfast.</u> B : What time do you have breakfast ? A : I have breakfast at 6:30. <u>Activity 2 p115</u> Practice the dialogue Feedback (5mins) <u>Homework</u> WIN SKILLS page 115 (let's take home)
NOTE TAKING (10min)					

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UNIT 6 : FOODS AND DRINKS

LESSON 1 : WHAT FOOD AND DRINKS DO YOU LIKE?

COLLEGE MODERNE DE NIEDIEKAHA	HABILETES	CONTENUS
Date :...../...../.....	Ecrire	Les noms des lieux correspondant aux différents métiers/professions
Number of pupils :.....	Construire	Des phrases simples pour décrire les lieux spécifiques aux métiers et professions
Boys :..... Girls :.....	Appliquer	Les techniques de rédaction d'un texte simple pour définir les métiers/professions
Class : 6e.....	Rédiger	Un texte simple pour décrire les lieux spécifiques aux métiers et professions
Contact days :.....	TEACHING POINTS	
.....	-Task 1 : listen and note down the letter of the meal you hear. (5mins) A- a - b - d - g -Task 2 : listen again and write down the meal and drinks you hear. (5mins) B- milk - sorrel juice - wine – beer -Task 3 : In a paragraph of six (6) lines, list and describe your choice of meal and drinks for breakfast and dinner. (10mins) <i>Possible answers: (accept any answer from students)</i> C-I like rice and chicken. It's my favourite meal and it's very delicious. I have two favourite drinks : milk and sorrel juice. They're very sweet. -Task 4: present your work to the rest of the class.(10mins)	
Unité 6 : FOODS AND DRINKS Leçon 1 : What food and drinks do you like ? Séance 3 Duration : 55mins Habilitéte : LISTENING Source : WIN SKILLS COMMUNICATION ACTIVITY (Situation d'Evaluation) Des élèves de 6è..... du collège moderne de Niédiékaha, sont invités à une reception à l'Ambassade des Etats-unis en Côte d'Ivoire. Ils écoutent le chef cuisinier leur citer les différents plats et boissons disponibles afin de faire leur choix. Faisant partie de ces élèves, pendant que tu écoutent fais les activités suivantes.	LISTENING PASSAGE Welcome dear guests ! There are four meals available : bread and porridge, rice and chicken, fried rice and fish and fried yam and meat. There are also some drinks: milk, sorrel juice, wine and beer. We are waiting for your choices. Enjoy your meal. Thank you !	

Session 3

STAGES/ TIMING	AIMS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNIQUES	TEACHING MATERIALS	TRACES ON BOARD
PREPARING						
Warm up (3 mins) (Mise en train)	Set a stress-free atmosphere	-Greet the student. -Initiate the activity. -	Sing with teacher	In chorus		Day's date
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1-Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1-Listen to teacher's instructions 2-Start working with peers/group		Worksheet	Unité 6 : FOODS AND DRINKS Leçon 1 : What food and drinks do you like ? Séance 3 COMMUNICATION ACTIVITY (See Win Skills pp116)
SOLVING THE PROBLEM						
Solving the problem (20 min)	Practice the competence	-Task 1 : listen and note down the letter of the meal you hear. (5mins) -Task 2 : listen again and write down the meal and drinks you hear. (5mins) -Task 3 : In a paragraph of six (6) lines, list and describe your choice of meal and drinks for breakfast and dinner. (10mins)	Students do the task following teacher's instructions	Interactions in groups/pairs	worksheet	Give the sheets and the instructions

PERFORMING						
Presentation (10 min)	Perform publicly / Show the outcome of their work.	-Task 4: present your work to the rest of the class.(10mins) Jots down recurring mistakes	-Present their work to the class -Listen and evaluate	Role-play individual presentations		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

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UNIT 6 : FOODS AND DRINKS LESSON 2: FRUITS AND VEGETABLES

COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : 6e..... Contact days :..... Unité 6 : FOODS AND DRINKS Leçon 2: Fruits and Vegetables Séance 2 Duration : 55mins Habilité : LISTENING Source : WIN SKILLS pp118-121 SITUATION D'APPRENTISSAGE After winning the interclub competition organized by the British Council ; the Ambassador invite you to a dinner. The announcer presents the day's menu in English, in order to make your choice, you listen to him carefully.	HABILETES	CONTENUS	
	Ecouter	- Les prononciations des mots désignant les fruits et légumes. - Les prononciations des structures exprimant le comparatif. - Les prononciations des mots et expressions pour exprimer la quantité.	
	Identifier	- Les noms des fruits et légumes. - Les prononciations des structures exprimant le comparatif. - Les prononciations des mots et expressions pour exprimer la quantité.	
	Distinguer	L'intonation correcte.	
	Comprendre	Un message oral simple relatif aux fruits et légumes.	
	TEACHING POINTS		
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
	<u>Session 1</u>		
	Orange; an avocado, a banana; a pawpaw; an apple; a coconut; mango/mangoes; a pineapple	Exprimer la quantité avec some ; any ; no (expressing quantities with some ; any ; no)	<u>A-What do you want?</u> <u>B-I want some water</u> <u>A-Do you have any apples?</u> B-I don't have any apples There is no water
	<u>Session 2</u>		
A carrot; an onion; an okra/okras; a garlic; a tomato; pepper; a potato; plantain	Exprimer la quantité avec « many ; much ; a lot of » (expressing quantities with « many ; much ; a lot of »)	A- There are many /a lot of tomatoes (countable) B- There is much /a lot of water in the bucket (uncountable)	

FICHES PEDAGOGIQUES WIN SKILLS

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FICHES PEDAGOGIQUES WIN SKILLS

B-LANGUAGE FUNCTION (10 min)	Introduces new grammar points or structures	-Present the question/sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std A puts the question and the Std B answer	demonstration -individual and choral repetition	<u>II-LANGUAGE FUNCTION :</u> Exprimer les quantités avec some; any; no A-What do you want? B-I want some water A-Do you have any apples? B-I don't have any apples There is no water
II-ACTIVATION PHASE (15min) ACTIVITY 1 Activity 1 p119 (5mins) ACTIVITY 2 Activity 2 p119 (5mins) Feedback (5mins) Homework	Check students' comprehension	- Give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BB TRACES feedback (5mins) <u>ACTIVITY 1 p119</u> 1-Avocado ; 2- Pawpaw ; 3- Apple ; 4- Mango ; 5- Pineapple ; 6- Coconut ; 7- Orange ; 8-Banana <u>ACTIVITY 2 p119</u> 1-some ; 2- any ; 3- no ; 4- some ; 5- any. <u>Homework</u> WIN SKILLS page 119 (let's take home)
NOTE TAKING (10min)					

SESSION 2					
STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
I- INTRODUCTION a-Warm Up (2min) b-Revision (3min)	Set a stress free atmosphere Check previous lesson understanding	-Initiates the activity -Checks Class list -Asks for the date -start correcting and ask for answers	-Participate to the activity -Answer to their names -Give the date -participate and provide answers .	-Song/TPR -Voice	-Date Expected answers 1- Ali has got some oranges. 2- My sister doesn't eat any fruit. 3- The children drink some water. 4- The girl has no pencils <u>UNITÉ 6 : FOODS AND DRINKS</u> <u>Leçon 1: Fruits and Vegetables</u> <u>Session 2</u>
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase that introduces new items	-Presents the items and make students repeat	-listen repeat and make sentences	Pictures	I-VOCABULARY <i>Relatif aux légumes</i> 1-A carrot; (image) 2-an onion; (image) 3-an okra/okras; (image) 4-a garlic; (image) 5-a tomato; (image) 6-pepper; (image) 7-a potato; (image) 8-plantain (image)

FICHES PEDAGOGIQUES WIN SKILLS

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/ sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std 1 puts the question and the Std 2 answer	-demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : Exprimer la quantité avec « many ; much ; a lot of » ➤ There are many /a lot of tomatoes (countable) ➤ There is much /a lot of water in the bucket (uncountable)
II-ACTIVATION PHASE (15min) Activity 1 p121 WIN SKILLS (5mins) Activity 2 p121 (5mins)	Check students' comprehension	- Give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BLACKBOARD TRACES Feedback (5mins) <u>Activity 1 p121</u> 1-Tomato ; 2- Garlic ; 3- Okra ; 4- Potato ; 5 – Onion ; 6--Carrot ; 7- Plantain ; 8- Pepper <u>Activity 2 p121</u> 1- pieces of / a lot of 2- much / tomato / a lot of 3- much / potatoes 4- Many / pepper <u>Homework</u> WIN SKILLS page 121 (let's take home)
NOTE TAKING (10min)					

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UNIT 6 : FOODS AND DRINKS LESSON 2: FRUITS AND VEGETABLES

COLLEGE MODERNE DE NIDIEKAHA	HABILETES		CONTENUS					
Date :...../...../.....	Ecouter	- Les prononciations des mots désignant les fruits et légumes. - Les prononciations des structures exprimant le comparatif. - Les prononciations des mots et expressions pour exprimer la quantité.						
Number of pupils :..... Boys :..... Girls :.....	Identifier	- Les noms des fruits et légumes. - Les prononciations des structures exprimant le comparatif. - Les prononciations des mots et expressions pour exprimer la quantité.						
Class : 6e.....	Distinguer	L’intonation correcte.						
Contact days :..... 	Comprendre	Un message oral simple relatif aux fruits et légumes.						
	TEACHING POINTS							
Unité 6 : FOODS AND DRINKS Leçon 2: Fruits and Vegetables Séance 2 Duration : 55mins Habileté : LISTENING Source : WIN SKILLS pp118-121	-Task 1: listen the conversation and fill in the box with the differents fruits and vegetables.(5min) <table><tr><td>Fruits</td><td>Vegetables</td></tr><tr><td>Avocados – Oranges – Pineapples</td><td>Carrots – Okras - Eggplants</td></tr></table> -Task 2: listen the conversation again and say if the sentences below are True (T) or False (F). (5mins) B. 1- F ; 2- T ; 3- T ; 4- F -Task 3: listen the conversation again and complete the following passage with the missing words.(10mins) C. 2- avocados ; 3- some ; 4- expensive ; 5- okras ; 6- eggplants -10mins for corrections				Fruits	Vegetables	Avocados – Oranges – Pineapples	Carrots – Okras - Eggplants
Fruits	Vegetables							
Avocados – Oranges – Pineapples	Carrots – Okras - Eggplants							
SITUATION D’EVALUATION Le Président du Club d’Anglais de ton école appelle votre correspondant Ghanéen pour l’informer de votre prochaine visite dans son pays. Ce dernier en profite lui donner la liste des fruits et légumes à acheter pour lui, parce que ces fruits et légumes sont rares sur le marché ghanéen. Ecoute attentivement leur conversation et fais toute les activités suivantes.								

Session 3						
STAGES/ TIMING	AIMS	TEACHER'S ROLE	LEARNER'S ROLE	Techniques	TEACHING MATERIALS	TRACES ON BOARD
PREPARING						
Warm up (3 mins) (Mise en train)	Set a stress-free atmosphere	-Greet the student. -Initiate the activity.	Sing with teacher	In chorus		Day's date
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1-Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1-Listen to teacher's instructions 2-Start working with peers/group		Worksheet	Unité 6 : FOODS AND DRINKS Leçon 2 : Fruits and Vegetables Session 3 COMMUNICATION ACTIVITY (See Win Skills pp122)
SOLVING THE PROBLEM						
Solving the problem (20 min)	Practice the competence	-Task 1: <i>listen the conversation and fill in the box with the different fruits and vegetables.(5min)</i> -Task 2: <i>listen the conversation again and say if the sentences below are True (T) or False (F). (5mins)</i> -Task 3: <i>listen the conversation again and complete the following passage with the missing words.(</i>	Students do the task following teacher's instructions	Interactions in groups/pairs	worksheet	Give the sheets and the instructions

PERFORMING						
Presentation (10 min)	Perform publicly / Show the outcome of their work.	-10mins for corrections Jots down recurring mistakes	-Present their work to the class -Listen and evaluate	Role-play / individual presentations		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

COMMUNICATION ACTIVITY

LISTENING PASSAGE

Mensah : Hello, Yéo. I'm waiting for you. When are you coming to Accra ?

Yéo : Next Sunday.

Mensah : Great ! You know, I'm fond of (1) fruit. Can you buy some for me ?
They are too expensive at Accra market.

Yéo : Sure, what type of fruit do you want ?

Mensah : Some (2) avocados, and juicy oranges. People say there are (3) some pineapples in your country.

Yéo : No problem. Avocados are really (4) expensive, but there aren't avocados here.

Mensah : You are wonderful, Yeo. One last thing, my mother says she needs some carrots, (5) okras and (6) eggplants

Yéo : Don't worry, Mensah. She will have them. See you on Sunday.

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UNIT : FOODS AND DRINKS
LESSON 3 : COOKING AN OMELETE

COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : 6e..... Contact days :..... Unité 6 : FOODS AND DRINKS Leçon 3: COOKING AN OMELETE Séance 1 Duration : 55mins Skill : LISTENING Source : WIN SKILLS pp124-127 SITUATION D'APPRENTISSAGE After a reception at the Nigerian Embassy; a group of student from 6è of the cooking club from college Moderne of Niédiékaha delighted by the foods, meet the Chef. He describes the recipes. They listen to him carefully in order to reproduce them at home.	HABILETES	CONTENUS	
	Connaître	- Les mots et les expressions liées à la préparation d'un met - Les structures grammaticales pour donner des instructions relatives à la préparation d'un met. - Les connecteurs chronologiques	
	Ecouter	Les prononciations des mots et expressions liés à la préparation d'un met. Les prononciations des structures grammaticales pour donner des instructions relatives à la préparation d'un met - Les prononciations des connecteurs chronologiques	
	Identifier	- Les prononciations des mots et expressions liés à la préparation d'un met - Les prononciations des structures grammaticales pour donner des instructions relatives à la Préparation d'un met - Les prononciations des connecteurs chronologiques	
	Distinguer	L'intonation correcte	
	Comprendre	Un message oral simple relatif à la nourriture et aux boissons	
	TEACHING POINTS		
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
	Session 1 Recipe;; chilli; flour; egg; vinegar; mayonnaise; salt; oil	Décrire un processus avec des connecteurs <i>(Describing process using connectors)</i>	First set fire and put some oil into the frying pan. Secondly break the eggs and pour in a plate. Then, beat the eggs. Next, when the oil is hot, put the eggs into the oil. After that, return the eggs one minute later. Finally, remove the egg from the frying pan.
	Session 2 To start fire; to boil; to mash; to fry; to cut up; to pound; to cover; to beat	Donner des instructions <i>(Giving instructions)</i>	➤ Set fire ➤ Cut up the onion

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FICHES PEDAGOGIQUES WIN SKILLS

B-LANGUAGE FUNCTION (10 min)	Introduces new grammar points or structures	-Present the question/sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std A puts the question and the Std B answer	demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : <i>Décrire un processus avec des connecteurs</i> <u>First</u> set fire and put some oil into the frying pan. <u>Secondly</u> break the eggs and pour in a plate. <u>Then,</u> beat the eggs. <u>Next,</u> when the oil is hot, put the eggs into the oil. <u>After that,</u> return the eggs one minute later. <u>Finally,</u> remove the egg from the frying pan.
II-ACTIVATION PHASE (15min) ACTIVITY 1 Activity 1 p127 (5mins) ACTIVITY 2 Activity 2 p127 (5mins) Feedback (5mins) Homework	Check students' comprehension	- Give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BB TRACES feedback (5mins) ACTIVITY 1 1-salt ; 2- onions ; 3- vinegar ; 4- oil ; 5- mayonnaise ; You may add these ones to the list : 6- tomatoes ; 7- lettuce ACTIVITY 2 1-First, put a pot on a fire. 2- Then, add the rice in the boiling water. 3- After that, cover the cooking pot. 4- Finally, reduce the fire. Your rice will be ready in 30 minutes <u>Homework</u> WIN SKILLS page 127 (let's take home)
NOTE TAKING (10min)					

SESSION 2					
STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
I- INTRODUCTION a-Warm Up (2min) b-Revision (3min)	Set a stress free atmosphere Check previous lesson understanding	-Initiates the activity -Checks Class list -Asks for the date -start correcting and ask for answers	-Participate to the activity -Answer to their names -Give the date -participate and provide answers	-Song/TPR -Voice	-Date <u>Answers</u> Depending on Students answers <u>Unité 6</u> : FOODS AND DRINKS <u>Leçon 3</u> : COOKING AN OMELETE <u>Séance 2</u>
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase that introduces new items	-Presents the items and make students repeat	-listen repeat and make sentences	demonstrations	I-VOCABULARY Related to cooking 1-To start fire;  2-to boil;  3-to mash;  4-to fry;  5-to cut up;  6-to pound;  7-to cover;  8-to beat 

FICHES PEDAGOGIQUES WIN SKILLS

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/ sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std 1 puts the question and the Std 2 answer	demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : <i>Donner des instructions</i> ➤ Set fire ➤ Cut up the onion
II-ACTIVATION PHASE (15min) Activity 1 p127 WIN SKILLS (5mins) Activity 2 p127 (5mins)	Check students' comprehension	- Give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BLACKBOARD TRACES Feedback (5mins) <u>Activity 1 p127</u> 1- cut up the onions, tomatoes and the lettuce. (example) 2- put some vinegar, oil, salt in a plate. 3- mix them. 4- add some mayonnaise. 5- mix all of them 6- add omelette or boiled eggs and your salad is ready <u>Activity 2 p127</u> 1- start fire (example) 2- put the frying pan on the fire 3- pour cooking oil in the frying pan 4- break the eggs and mix up the water with onions and tomatoes 5- add a pinch of salt 6- pour the mixture into the frying pan <u>Homework</u> WIN SKILLS page <u>p127</u> (let's take home)
NOTE TAKING (10min)					

FRONT PAGE

UNIT : FOODS AND DRINKS
LESSON 3 : COOKING AN OMELETE

COLLEGE MODERNE DE NIEDIEKAHA Date :/...../..... Number of pupils : Boys : Girls : Class : 6e..... Contact days : Unité 6 : FOODS AND DRINKS Leçon 3: COOKING AN OMELETE Séance 1 Duration : 55mins Skill : LISTENING Source : WIN SKILLS pp124-127 <u>COMMUNICATION ACTIVITY</u> <u>(Situation d'Evaluation)</u> En vue de préparer un travail groupe sur les recettes de cuisine, lors d'une réunion du Club d'Anglais de ton école, tu décides d'écouter une émission sur BBC, portant sur la préparation d'un plat japonais. Pendant que tu écoutes l'émission, fais toutes les activités suivantes :	HABILETES Ecouter Identifier Distinguer Comprendre	CONTENUS Les prononciations des mots et expressions liés à la préparation d'un met. Les prononciations des structures grammaticales pour donner des instructions relatives à la préparation d'un met - Les prononciations des connecteurs chronologiques - Les prononciations des mots et expressions liés à la préparation d'un met - Les prononciations des structures grammaticales pour donner des instructions relatives à la Préparation d'un met - Les prononciations des connecteurs chronologiques L'intonation correcte Un message oral simple relatif à la nourriture et aux boissons TEACHING POINTS -Task 1 : listen the record and complete the sentence below:(5mins) (give 5mins to student to work, they can listen twice.) Answer: A. b. Sumeshi -Task 2 : listen again and answer the question:(5mins) (give 5mins to student to work, they can listen twice.) B. 1- rice 2- no, we don't 3- fried -Task 3 : listen again and complete the passage with the missing words. (10min) C. 1- element ; 2- seasoned ; 3- sugar ; 4- cooking LISTENING PASSAGE Rice is the most important (1) element. When making Sumeshi, the rice is not used naturally, but must be (2) seasoned first. Sumeshi is obtained by mixing rice, vinegar, salt and little (3) sugar. The rice should be round rice, which becomes sticky after (4) cooking. Avoid sticky rice for dessert and varieties of grain rice.
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Session 3						
STAGES/ TIMING	AIMS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNIQUES	TEACHING MATERIALS	TRACES ON BOARD
PREPARING						
Warm up (3 mins) (Mise en train)	Set a stress-free atmosphere	-Greet the student. -Initiate the activity. -	Sing with teacher	In chorus		Day's date
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1-Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1-Listen to teacher's instructions 2-Start working with peers/group		Worksheet	Unité 6 : FOODS AND DRINKS Leçon 3: COOKING AN OMELETE Séance 3 COMMUNICATION ACTIVITY (See Win Skills pp128)
SOLVING THE PROBLEM						
Solving the problem (20 min)	Practice the competence	-Task 1 : listen the record and complete the sentence below:(5mins) -Task 2 : listen again and answer the question:(5mins) -Task 3 : listen again and complete the passage with the missing words. (10min)	Students do the task following teacher's instructions	Interactions in groups/pairs	Workbook	Give the sheets and the instructions

PERFORMING						
Presentation (10 min)	Perform publicly / Show the outcome of their work.	-correction and presentation (10min) Jots down recurring mistakes	-Present their work to the class -Listen and evaluate	Role-play individual presentations		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

UNIT 7 : HEALTH AND HYGIENE

FRONT PAGE

UNIT 7 : HEALTH AND HYGIENE LESSON 1 : BODY HYGIENE

COLLEGE MODERNE DE NIDIEKAHA Date :/...../..... Number of pupils : Boys : Girls : Class : 6e..... Contact days : 1..... 2..... 3.....	HABILETES		CONTENUS	
	Connaître		- Les mots et les expressions relatifs à l’hygiène corporelle et à la santé - Les structures grammaticales pour exprimer l’obligation	
	Identifier		- Le sens des mots clés et des expressions relatifs à l’hygiène corporelle et à la santé - Le sens de certaines structures grammaticales exprimant l’obligation	
	Deviner		Le sens des phrases simples relatives à l’hygiène corporelle et à la santé	
	Lire		Un texte très simple sur l’hygiène corporelle et la santé	
	Démontrer		La compréhension d’un texte très simple relatif à l’hygiène corporelle et à la santé	
	TEACHING POINTS			
	VOCABULARY		GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE

<u>Unité 7</u> : HEALTH AND HYGIENE <u>Leçon 1</u>: BODY HYGIENE <u>Seance 1</u> <u>Durée</u> : 55mins <u>Habilité</u> : READING <u>Source</u> : WIN SKILLS <u>SITUATION D'APPRENTISSAGE</u> We are at Collège Moderne of Niédiékaha. During an English Class, the students of 6è..... Read a text about the importance of body hygiene in order to sensitize their friends.	<u>Session 1</u>		
	Head; hair; eye; ear; nose; mouth; arm; hand; fingers; leg; foot; toe	Exprimer l'obligation avec <u>“must”</u>	A- What <u>must</u> you <u>do</u> ? B- I <u>must cut</u> my nail regularly.
	<u>Session 2</u>		
	a soap; a towel; a toothbrush; a toothpaste; to shampoo the hair; to brush the teeth; to wash the body to; wash the hands; to blow one's nose	Expressing prohibition or interdiction with <u>“mustn't”</u>	A- What <u>mustn't</u> I <u>do</u> ? B- You <u>mustn't</u> wear dirty clothes.

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
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I-INTRODUCTION a-Warm Up (2min) b-Lead in Activity & Learning Context (8min)	Set a stress free atmosphere Prepares students to the learning process	-Initiates the activity -Checks Class list -Asks for the date -Showing picture of parts of the body? <i>-Que voyez-vous?</i> <i>-Lisez la situation</i> <i>-Where are we?</i> <i>-What class is it?</i> <i>-Who are the students?</i> <i>-What do they do?</i> <i>-Why for?</i> <i>-Sur quoi portera la leçon du jour ?</i>	-Participate to the activity -Answer to their names -Give the date <i>-Le corps humain</i> <i>-Ils lisent</i> <i>-At CM of Niédiékaha</i> <i>-An English class</i> <i>-The students of 6è.....</i> <i>-they read a text about the importance of body hygiene</i> <i>-In order to sensitize their friends.</i> <i>-Les parties du corps</i>	-Song/TPR -Voice Pictures -voice	-Date <u>Unité 7 : HEALTH AND HYGIENE</u> <u>Leçon 1: BODY HYGIENE</u> <u>Seance 1</u>
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat		Pictures	I-VOCABULARY <i>Parts of the body</i> Head  hair  eye 

					ear ● nose ● mouth ● arm ● hand ● fingers ● leg ● foot ● toe ●
B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std 1 puts the question and the Std 2 answer	demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : <i>Exprimer l'obligation avec "must"</i> A- What <u>must</u> you <u>do</u>? I <u>must cut</u> my nail regularly.

FICHES PEDAGOGIQUES WIN SKILLS

II-ACTIVATION PHASE (15min) ACTIVITY 1 WIN SKILLS Activity 1 p133 (5mins) ACTIVITY 2 Activity 2 p133 (5mins) Homework	Check students' comprehension	- Give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BLACKBOARD TRACES Correction (5mins) Activity 1 Expected answers : 1- mouth (example) ; 2- hand ; 3- feet ; 4- eyes Activity 2 Expected answers : 1- A : What must Armel do to stay healthy ? 2- B : Armel must take a bath regularly. 3- A : What must the students do to stay healthy ? 4- B : The students must wear clean clothes. 5- A : What must you do to stay healthy ? 6- B : We must live in a clean environment. <u>Homework</u> WIN SKILLS p133 (let's take home)
NOTE TAKING (10min)					

SESSION 2

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL &	BB traces
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FICHES PEDAGOGIQUES WIN SKILLS

				TECHNICS	
I- INTRODUCTION a-Warm Up (2min)	Set a stress free atmosphere	-Initiates the activity -Checks Class list -Asks for the date	-Participate to the activity -Answer to their names -Give the date	-Song/TPR -Voice	-Date
b-Revision (3min)	Review previous lesson understanding	-start correcting and ask for answers	-participate and provide answers	BB	<u>Answers</u> Possible answers : 1- Michael must take a bath every day. 2- You must cut your nails to be clean. 3- We must protect the environment. 4- People must take care of their body. <u>Unité 7 : HEALTH AND HYGIENE</u> <u>Leçon 1: BODY HYGIENE</u> <u>Seance 2</u>

II-INPUT PHASE A- VOCABULARY (13min)	Learning phase that introduces new items	-Presents the items and make students repeat	-listen repeat and make sentences	Pictures	I-VOCABULARY <i>Relative à l'hygiène corporelle</i> a soap  a towel  a toothrush  a toothpaste   to shampoo the hair  to brush the teeth  to wash the body to  wash the hands  to blow one's nose
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B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/ sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two students to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std A puts the question and the Std B answer	- demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : <i>Exprimer la prohibition où l'interdiction avec « mustn't »</i> A--What <u>mustn't</u> I <u>do</u>? B--You <u>mustn't</u> wear dirty clothes.
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Session 3

STAGES/ TIMING	AIMS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNIQUES	TEACHING MATERIALS	TRACES ON BOARD
PREPARING						
Warm up (3 mins) (Mise en train)	Set a stress-free atmosphere	-Greet the student. -Initiate the activity. -	Sing with teacher	In chorus		Day's date
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1-Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1-Listen to teacher's instructions 2-Start working with peers/group		<i>Worksheet</i>	<u>Unité 7</u> : HEALTH AND HYGIENE <u>Leçon 1</u>: BODY HYGIENE <u>Session 3</u> <u>COMMUNICATION ACTIVITY</u> (Win Skills pp 137)
SOLVING THE PROBLEM						

FICHES PEDAGOGIQUES WIN SKILLS

Solving the problem (20 min)	Practice the competence	<i>-Task 1 : Read the text quickly and note choose the best title. (7mins)</i> <i>-Task 2: Match the underlined words to the appropriate picture. (7mins)</i> <i>-Task 3: read the text again and choose the correct option: (7mins)</i> <i>-Task 3: Fill the box with the appropriate proposal. (7mins)</i>	Students do the task following teacher's instructions	Interactions in groups/pairs	<i>worksheet</i>	Give the sheets and the instructions
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PERFORMING

Presentation (10 min)	Perform publicly / Show the outcome of their work.	<i>5mins for verifications.</i> Jots down recurring mistakes	-Present their work to the class -Listen and evaluate	Role-play / individual presentations		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

COMMUNICATION ACTIVITY

(Situation d'Evaluation)

En tant que membre du Club d'Anglais de ton école tu envisage de sensibiliser tes camarades sur l'importance de l'hygiène corporelle à la prochaine réunion du Club. Pour avoir des arguments valables, tu décides d'exploiter le texte ci-dessous :

-Task 1 : Read the text quickly and note choose the best title. (7mins)

Answer: A- 2- Body hygiene

-Task 2: Match the underlined words to the appropriate picture. (7mins)

Answers: B- 1- microbes (example) ; 2- take a shower ; 3- soap ; 4- cut your nails

-Task 3: read the text again and choose the correct option: (7mins)

Answers: C. 1- microbes (example) ; 2- good body hygiene ; 3- before going to sleep ; 4- a shampoo

Task 3: Fill the box with the appropriate proposal. (7mins)

Answers D.

What students must do	What students mustn't do
1. Students must shampoo their hair regularly. 2. Brush their teeth twice a day. 3. Take shower every day.	1. Eat with dirty hands. 2. Pick their nose in public. 3. Wear dirty clothes.

FRONT PAGE

UNIT 7 : HEALTH AND HYGIENE LESSON 2 : WE SHOULD PREVENT DISEASES

HABILETES

CONTENUS

COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : 6e..... Contact days : 1..... 2..... 3..... Unité 7 : HEALTH AND HYGIENE Leçon 2: We should prevent diseases Seance 1 Durée : 55mins Habileté : READING Source : WIN SKILLS SITUATION D'APPRENTISSAGE We are at Collège Moderne of	Connaître	- Les mots et les expressions relatifs aux maladies endémiques - Les structures grammaticales appropriées pour donner des conseils.	
	Identifier	Les mots-clés d'un texte relatifs aux maladies endémiques	
	Deviner	Les sens des mots et expressions relatifs à l'hygiène aux maladies endémiques.	
	Lire	Un texte très simple relatif à l'hygiène et aux maladies courantes	
	Démontrer	La compréhension d'un texte très simple relatif à l'hygiène et aux maladies courantes	
	TEACHING POINTS		
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
	Session 1		
	A garbage; a dustbin; a stagnant water; a mosquito; a mosquito net; to collect rubbish; to sweep the floor; to empty the dustbin	Demander et donner des conseils avec "should"	A- What should I do to live in a clean environment? B- You should collect rubbish regularly
	Session 2		

Niédiékaha. At the occasion of a special day called “Health for All”, organized by the English Club, the students of 6è receive some flyers about the importance of environmental care.	Disease; malaria; fever; flu; headache; skin rash; to cough; stomachache	Demander et donner des conseils avec “shouldn’t”	A- What <u>shouldn’t</u> I <u>do</u> to keep my environment clean? B- You <u>should throw rubbish</u> regularly
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STAGES & TIMING	AIM	TEACHER’S ACTIVITIES	STUDENTS’ ACTIVITIES	MATERIAL & TECHNICS	BB traces
I- INTRODUCTION a-Warm Up (2min)	Set a stress free atmosphere	-Initiates the activity -Checks Class list -Asks for the date	-Participate to the activity -Answer to their names -Give the date	-Song/TPR -Voice	-Date
c-Lead in Activity & Learning Context (8min)	Prepares students to the learning process	-Showing picture of dirty place? -Que voyez-vous? -Lisez la situation -Where are we ? -Whuch occasion is mentionned ?	-Un endroit salle -Ils lisent -at CM Niédiékaha. - A special day called « Health	Pictures -voice	

		<i>-Who organized it ?</i> <i>-What do the students receive?</i> <i>-Sur quoi portera la leçon du jour ?</i>	<i>for all”</i> <i>-The English Club</i> <i>-They receive some flyers about the importance of environmental care.</i> <i>-l’insalubrité</i>		<u>Unité 7</u> : HEALTH AND HYGIENE <u>Leçon 2</u>: We should prevent diseases <u>Seance 1</u>
II-INPUT PHASE A- VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat		Pictures	I-VOCABULARY <i>Relative à l’entretien de l’environnement</i> A garbage ● a dustbin ● a stagnant water ● a mosquito ● a mosquito net ● to collect rubbish ● to sweep the floor ● ● to empty the dustbin

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std 1 puts the question and the Std 2 answer	demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : <i>Demander et donner des conseils avec “<u>should</u>”</i> A- What <u>should</u> I <u>do</u> to live in a clean environment? B- You <u>should</u> <u>collect rubbish</u> regularly
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II- ACTIVATION PHASE (15min) ACTIVITY 1 WIN SKILLS Activity 1 p 140 (5mins) ACTIVITY 2 Activity 2 p 140 (5mins) Homework	Check students' comprehen sion	- Give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BLACKBOARD TRACES Correction (5mins) Activity 1 Expected answers : 1- d (example) ; 2- f ; 3- e ; 4- a ; 5- c ; 6- b Activity 2 Expected answers : 1- A : What should the children do ? 2- B : The children should collect the rubbish. 3- A : What should Nina do ? 4- B : Nina should sweep the floor. 5- A : What should the lady do ? 6- B : The lady should empty the dustbin. <u>Homework</u> WIN SKILLS page 140 (let's take home)
NOTE TAKING (10min)					

SESSION 2					
STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	MATERIAL & TECHNICS	BB traces
I- INTRODUCTION a-Warm Up (2min) b-Revision (3min)	Set a stress free atmosphere Review previous lesson undertanding	-Initiates the activity -Checks Class list -Asks for the date -start correcting and ask for answers	-Participate to the activity -Answer to their names -Give the date -participate and provide answers	-Song/TPR -Voice BB	-Date <u>Answers</u> Expected answers : 1- stagnant (example) ; 2- mosquitoes ; 3- should ; 4- garbage ; 5- dustbin <u>Unité 7</u> : HEALTH AND HYGIENE <u>Leçon 2</u> : We should prevent diseases <u>Session 2</u>

II-INPUT PHASE A- VOCABULARY (13min)	Learning phase that introduces new items	-Presents the items and make students repeat	-listen repeat and make sentences	Pictures	I-VOCABULARY Relatif aux maladies Disease: malady Malaria: Paludism Fever ● Flu ● Headache ● skin rash ● to cough ● stomachache ●
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B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/ sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two students to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std A puts the question and the Std B answer	-demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : <i>Demander et donner des conseils avec “shouldn’t”</i> A- What <u>shouldn’t</u> I <u>do</u> to keep my environment clean? B- You <u>should throw rubbish</u> regularly
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FICHES PEDAGOGIQUES WIN SKILLS

II- ACTIVATION PHASE (15min) WIN SKILLS Activity 1 p 142 (5mins) Activity 2 p 142 (5mins)	Check students' comprehension	- Give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BLACKBOARD TRACES Correction (5mins) Activity 1 Expected answers : 1- Flu (example) ; 2- Headache ; 3- Fever ; 4- Malaria ; 5- Cough ; 6- skin Rash Activity 2 Expected answers : 1- A : What shouldn't Ali do ? B : Ali shouldn't put his dirty hands in his mouth. 2- A: What shouldn't we do ? B : We shouldn't sleep outside the mosquito net. 3- A : What shouldn't they do ? B : They shouldn't throw waste on the road. <u>Homework</u> WIN SKILLS page 142 (let's take home)
NOTE TAKING (10min)					

Session 3

STAGES/ TIMING	AIMS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNIQUES	TEACHING MATERIALS	TRACES ON BOARD
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PREPARING

Warm up (3 mins) (Mise en train)	Set a stress-free atmosphere	-Greet the student. -Initiate the activity. -	Sing with teacher	In chorus		Day's date
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SETTING THE TASK

Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1-Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1-Listen to teacher's instructions 2-Start working with peers/group		<i>Worksheet</i>	<u>Unité 3</u> : DATE AND TIME <u>Leçon 1</u> : What's the time? <u>Session 3</u> <u>COMMUNICATION ACTIVITY</u>
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SOLVING THE PROBLEM

Solving the problem (20 min)	Practice the competence		Students do the task following teacher's instructions	Interactions in groups/pairs	<i>worksheet</i>	Give the sheets and the instructions
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PERFORMING

Presentation (10 min)	Perform publicly / Show the outcome of their work.	Jots down recurring mistakes	-Present their work to the class -Listen and evaluate	Role-play / individual presentations		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

COMMUNICATION ACTIVITY

— Situation d'évaluation —

Tu es à la bibliothèque de l'Ambassade des États-Unis en Côte d'Ivoire et tu découvres une bande dessinée en Anglais, traitant de l'hygiène et de la santé. Tu décides de la lire afin d'utiliser les informations reçues pour sensibiliser tes camarades du Club d'Anglais à votre prochaine rencontre. Ci-dessous se trouvent les consignes de travail :

A. Read the comic strip quickly, and choose the correct main idea.

1. Abé's family eats a poison.
2. Dirty hands can cause illnesses.

B. The words in Box A are from the comic strip. As you read it, match them with their synonyms or definitions in Box B. Example : 1- c

Box A	Box B
1. plays	a. prepares
2. dirty	b. ill
3. cooks	c. amuses
4. sick	d. not clean

C. As you read the comic strip again, say whether the statements below are true or false. Write T for true and F for false. Example : 1- F

1. Abé plays with his friends.
2. Abé's hands are very clean.
3. He contaminates his mother with his dirty hands.
4. The members of the family have a malady.

FRONT PAGE

UNIT 7 : HEALTH AND HYGIENE
LESSON 3 : WE HAVE TO DRINK CLEAN WATER

COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : 6e..... Contact days : 1..... 2.....	HABILETES	CONTENUS
	Connaître	- Les mots et les expressions relatifs à la pollution de l'eau - Les structures grammaticales relatives à l'obligation
	Identifier	- Les mots et les expressions relatifs à la pollution de l'eau - Les structures grammaticales relatives à l'obligation
	Deviner	Le sens des mots et expressions relatifs à la pollution de l'eau
	Lire	Un texte très simple relatif à la pollution de l'eau et y réagir
	Démontrer	La compréhension d'un texte très simple relatif à l'eau et à la santé

3..... UNIT 7 : HEALTH AND HYGIENE LESSON 3 : We have to drink clean water <u>Session 1</u> <u>Duration</u> : 55mins <u>Habileté</u> : READING <u>Source</u> : WIN SKILLS <u>SITUATION D'APPRENTISSAGE</u> The USA Embassy in Cote d'Ivoire held a conference on the theme "water and health at school". Before leaving they distribute some flyers in English. You read them to be well informed, in order to sensitize your friends on the necessity to drink clean water.	TEACHING POINTS		
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
	<u>Session 1</u>		
	A river; a pump; a well; a tap; the rain; mineral water; the sea; the lake; a canal	Exprimer des obligations et des nécessités <i>avec</i> « have to »	⇒ I have to drink clean water. ⇒ Yvan has to take water from the tap.
	<u>Session 2</u>		
	To dig; to filter (water) ; to boil (water) ; to fetch water; to urinate; to defecate; to spray pesticides; to throw rubbish	Exprimer la possibilité	A- Can people drink water from the well? B- Yes, of course. Yes, they can No, they can't

STAGES &	AIM	TEACHER'S	STUDENTS'	MATERIAL	BB traces
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					the sea the lake ● the rain ● <i>Manmade sources</i> a pump ● a well ● a tap ● mineral water ● a canal ●
B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std1 puts the question and the Std2 answer	demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : <i>Exprimer des obligations et des nécessités avec « have to »</i> ⇒ I have to drink clean water. ⇒ Yvan has to take water from the tap.

FICHES PEDAGOGIQUES WIN SKILLS

II- ACTIVATION PHASE (15min) ACTIVITY 1 WIN SKILLS Activity 1 p 147 (5mins) ACTIVITY 2 Activity 2 p 147 (5mins) Homework	Check students' comprehension	- Give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Blackboard/ Exercisebook	BLACKBOARD TRACES Correction (5mins) Activity 1 Expected answers : Natural sources : river ; sea ; rain Manmade sources : pump ; well ; tap ; mineral water ; canal ; lake Activity 2 Expected answers : 1- We have to cover the well to protect its water. 2- The students have to use water to wash their clothes. 3- The girls have to take water from the tap. <u>Homework</u> WIN SKILLS page 147 (let's take home)
NOTE TAKING (10min)					

SESSION 2

FICHES PEDAGOGIQUES WIN SKILLS

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	MATERIAL & TECHNICS	BB traces
I- INTRODUCTI ON a-Warm Up (2min)	Set a stress free atmosphere	-Initiates the activity -Checks Class list -Asks for the date	-Participate to the activity -Answer to their names -Give the date	-Song/TPR -Voice	-Date
b-Revision (3min)	Review previous lesson undertandin g	-start correcting and ask for answers	-participate and provide answers	BB	<u>Answers</u> <u>Exercise 1</u> : cook the meal ; wash the clothes ; do the dish <u>Exercise 2</u> 1- I have to wash my clothes with water. 2- The girls have to do the dish with clean water. 3- We have to drink clean water. UNIT 7 : HEALTH AND HYGIENE LESSON 3 : We have to drink clean water <u>Session 2</u>

II-INPUT PHASE A- VOCABULARY (13min)	Learning phase that introduces new items	-Presents the items and make students repeat	-listen repeat and make sentences	Pictures	I-VOCABULARY <i>Relatif à l'assainissement de l'eau</i> To dig ● to filter (water) ● to boil (water) ● to fetch water ● to urinate ● to defecate ● to spray pesticides ● to throw rubbish ●
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B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/ sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two students to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std A puts the question and the Std B answer	- demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : <i>Exprimer la possibilité</i> A- Can people drink water from the well? B- Yes, of course. -Yes, they can -No, they can't
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Session 3

FICHES PEDAGOGIQUES WIN SKILLS

STAGES/ TIMING	AIMS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNIQUES	TEACHING MATERIALS	TRACES ON BOARD
PREPARING						
Warm up (3 mins) (Mise en train)	Set a stress-free atmosphere	-Greet the student. -Initiate the activity. -	Sing with teacher	In chorus		Day's date
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1-Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1-Listen to teacher's instructions 2-Start working with peers/group		<i>Worksheet</i>	UNIT 7 : HEALTH AND HYGIENE LESSON 3 : We have to drink clean water <u>Session 3</u> <u>COMMUNICATION ACTIVITY</u> <u>(Win Skill page 137)</u>
SOLVING THE PROBLEM						
Solving the problem (20 min)	Practice the competence	-Task 1: read the text and note down the correct answers. (5mins) -Task 2: match the words from column A to their synonyms in Column B. (5mins) -Task 3: read the text	Students do the task following teacher's instructions	Interactions in groups/pairs	<i>worksheet</i>	Give the sheets and the instructions

		<i>and state if the sentences are True or False. (5mins)</i> <i>-Task 4 : With your partner complete the dialogue and present it to the class. (5mins)</i>				
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PERFORMING

Presentation (10 min)	Perform publicly / Show the outcome of their work.	-Task : Present your work to the rest of the class. (10min) Jots down recurring mistakes	-Present their work to the class -Listen and evaluate	Role-play / individual presentations		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

-Task 1: read the text and note down the correct answers. (5mins)

-Task 2: match the words from column A to their synonyms in Column B. (5mins)

- Task 3: read the text and state if the sentences are True or False. (5mins)*
- Task 4 : With your partner complete the dialogue and present it to the class. (5mins)*

UNIT 8 :

SPORTS AND GAMES

FRONT PAGE

UNIT 8 : SPORT AND GAMES

LESSON 1 : PRACTISE SPORT AND KEEP FIT!

COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : 6e..... Contact days : 1..... 2..... 3..... Unité 8 : SPORT AND GAMES Leçon 1: Practise sport and keep fit! Séance 1 Durée : 55mins Skill : READING Source : WIN SKILLS	HABILETES		CONTENUS	
	Connaître		- Les mots et les expressions liés à l'importance du sport - Les structures grammaticales pour exprimer la préférence	
	Identifier		- Les mots et les expressions liés à l'importance du sport - Les structures grammaticales pour exprimer la préférence	
	Deviner		Les mots et les expressions liés au sport	
	Lire		Un texte simple relatif au sport et en démontrer sa compréhension	
	Démontrer		La compréhension un texte simple relatif à l'importance du sport	
	TEACHING POINTS			
	VOCABULARY		GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
	Session 1			
	Basketball;Handball Volleyball; Cycling		Poser et répondre à des questions sur le sport	A- What sport do you practice ? B- I practice jogging.

<u>SITUATION D'APPRENTISSAGE</u> During a reading competition organized by the Ghanaian Embassy at Collège Moderne of Niédiékaha, the students of 6è are demanded to read a text about the importance of practicing sport in order to discuss with their friends.	Swimming Wrestling: Tennis Jogging Gymnastics		A- What's your favourite sport? B- It's football.
	<u>Session 2</u>		
	Boxing; golf; karate; judo; high jump; long jump; discus throw; javelin throw; shot put	Exprimer la capacité	A- What sport can you practise? B- I can practice long jump. A- Can you practise golf? B- No, I can't Yes, I can.

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
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I- INTRODUCTION a-Warm Up (2min) c-Lead in Activity & Learning Context (8min)	Set a stress free atmosphere Prepares students to the learning process	-Initiates the activity -Checks Class list -Asks for the date -Showing sports' picture? <i>-Que voyez-vous?</i> <i>-Sur quoi portera la leçon du jour ?</i> <i>-Lisez la situation</i> <i>-What is organized?</i> <i>-Who organized it?</i> <i>-Where?</i> <i>-Who are the students?</i> <i>-What are they demanded to?</i> <i>-What's the text about?</i> <i>-Why for?</i>	-Participate to the activity -Answer to their names -Give the date <i>-les différents sports</i> <i>-le sport</i> <i>-Ils lisent</i> <i>-A reading competition.</i> <i>-The Ghanian Embassy</i> <i>-At CM of Niédiékaha</i> <i>-Students of 6è</i> <i>-To read a text</i> <i>-it is about the importance of practicing sport.</i> <i>-In order to discuss with their friends.</i>	-Song/TPR -Voice Pictures -voice	-Date <u>Unité 8 : SPORT AND GAMES</u> <u>Leçon 1: Practise sport and keep fit!</u> <u>Séance 1</u>
II-INPUT PHASE A- VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat		Pictures	I-VOCABULARY <i>Relatif aux sports</i> Basketball  Handball 

					Volleyball  Cycling  Swimming  Wrestling  Tennis  Jogging  Gymnastics 
B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std1 puts the question and the Std2 answer	demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : <i>Poser et répondre à des questions sur le sport</i> A- What sport do you practice ? B- I practice jogging. A- What's your favourite sport ? B- It's football .

II- ACTIVATION PHASE (15min) ACTIVITY 1 WIN SKILLS Activity 1 p 157 (5mins) ACTIVITY 2 Activity 2 p 157 (5mins) Homework	Check students’ comprehen sion	- gives the exercises’ pages and set the timing -Asks for the answers	-Do the activity -they provide answers	Exercisebook Blackboard	BLACKBOARD TRACES Correction (5mins) Activity 1 Expected answers : 1- A : What sport does Noah practise ? B : He practises tennis. 2- A : What sport do M’Baye and Sall practise ? B : They practise wrestling. 3- A : What sports does Zongo practise ? B : He practises cycling. Activity 2 Possible dialogue : 1- A : What sport do you practise ? B : I practise jogging. 2- A : What is your favourite sport ? B : It’s basketball. <u>Homework</u> WIN SKILLS page 157 (let’s take home)
NOTE TAKING (10min)					

SESSION 2					
STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	MATERIAL & TECHNICS	BB traces
I- INTRODUCTION a-Warm Up (2min)	Set a stress free atmosphere	-Initiates the activity -Checks Class list -Asks for the date	-Participate to the activity -Answer to their names -Give the date	-Song/TPR -Voice	-Date
b-Revision (3min)	Review previous lesson undertandinig	-start correcting and ask for answers	-participate and provide answers	BB	<u>Answers</u> Possible answers or any other: : My name's Tyron. I'm an American. I practise swimming and cycling. But my favourite sports are basketball and football <u>Unité 8 : SPORT AND GAMES</u> <u>Leçon 1: Practise sport and keep fit!</u> <u>Séance 2</u>

II-INPUT PHASE A- VOCABULARY (13min)	Learning phase that introduces new items	-Presents the items and make students repeat	-listen repeat and make sentences	Pictures	I-VOCABULARY <i>relative aux sports</i> Boxing  Golf  Karate  Judo  High jump  long jump  discus throw  javelin throw  shot put 
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B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/ sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two students to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std A puts the question and the Std B answer	-demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : <i>Describing what people are wearing</i> A- What sport can you practise? B- I can practice long jump. A- Can you practise golf? B- No, I can't - Yes, I can.
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II- ACTIVATION PHASE (15min) WIN SKILLS Activity 1 p 159 (5mins) Activity 2 p 159 (5mins)	Check students' comprehension	-Write exercises pages on the board and set the timing -starts correcting and asks for the answers	-Do the activity -they provide answers	Worksheet/ blackboard	BLACKBOARD TRACES Correction (5mins) Activity 1 Expected answers : 1- High Jump ; 2- Shot put ; 3- Javelin throw ; 4- Discuss throw ; 5- Long jump ; 6- Judo Activity 2 1- A : Can the students practise high jump ? B : Yes, they can. 2- A : Can Raïssa do judo ? B : No, she can't do. 3- A : What sport can Yao practise ? B : He can practise shot put. 4- A : What sport can Fatim do ? B : She can do karate. <u>Homework</u> WIN SKILLS page 159 (let's take home)
NOTE TAKING (10min)					

Session 3

FICHES PEDAGOGIQUES WIN SKILLS

STAGES/ TIMING	AIMS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNIQUES	TEACHING MATERIALS	TRACES ON BOARD
PREPARING						
Warm up (3 mins) (Mise en train)	Set a stress-free atmosphere	-Greet the student. -Initiate the activity. -	Sing with teacher	In chorus		Day's date
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1-Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1-Listen to teacher's instructions 2-Start working with peers/group		<i>Worksheet</i>	<u>Unité 3</u> : DATE AND TIME <u>Leçon 1</u> : What's the time? <u>Session 3</u> <u>COMMUNICATION ACTIVITY</u> Tu reçois un courrier électronique de ton correspondant Américain. Il te demande de lui décrire ton emploi du temps. Tu lui envoies un message WhatsApp. Dans ton message. Par groupe : 1-Cite tes activités quotidiennes et les heures auxquelles tu les fais ; 2-Décris tes activités de la semaine prochaine.
SOLVING THE PROBLEM						

Solving the problem (20 min)	Practice the competence	-Task 1: utilisez les expressions telles que : <i>to sleep; to go to school; to cook the meal; to play football; to watch TV; to meet friend; to stay home (15min)</i>	Students do the task following teacher's instructions	Interactions in groups/pairs	<i>worksheet</i>	Give the sheets and the instructions
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PERFORMING						
Presentation (10 min)	Perform publicly / Show the outcome of their work.	-Task 2: <i>Présentez votre travail au reste de la classe (10min)</i> Jots down recurring mistakes	-Present their work to the class -Listen and evaluate	Role-play / individual presentations		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

COMMUNICATION ACTIVITY

— Situation d'évaluation —

FRONT PAGE

UNIT 8: SPORTS AND GAMES

LESSON 2 : MY FAVOURITE SPORT IS FOOTBALL!

HABILETES

CONTENUS

FICHES PEDAGOGIQUES WIN SKILLS

COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : 6e..... Contact days : Mondays; Wednesdays; Fridays Unité 8: SPORTS AND GAMES Leçon 2 : My favourite sport is football! <u>Séance 1</u> <u>Duration</u> : 55mins <u>Habileté</u> : READING <u>Source</u> : WIN SKILLS <u>SITUATION D'APPRENTISSAGE</u> During an English class at Collège	Connaître	- Les mots et les expressions liés au football - Les structures grammaticales pour exprimer un but et une cause	
	Identifier	- Les mots et les expressions liés au football - Les structures grammaticales pour exprimer un but et une cause	
	Deviner	Le sens des mots et expressions liés au football	
	Lire	Un texte simple pour répondre à des questions sur le football	
	Démontrer	La compréhension d'un texte relatif au football	
	TEACHING POINTS		
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
	Session 1		
	A ball; a stadium; a pitch; a goal post; a pair of boots; gloves; a jersey; a whistle	Exprimer le but	⇒ I wear a pair of boots to play football ⇒ I wear a pair of boots for playing football.
	Session 2		

FICHES PEDAGOGIQUES WIN SKILLS

Moderne of Niédiékaha, the students of 6è are reading a text related to the last African Nations Cup in order to better understand the Football World.	A team; a player; a goalkeeper; a coach; a referee; to tackle; to throw in; to kick	Exprimer des actions passées	A- Did they play football? - Yes they played football - No they did not play football
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STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
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					a goal post a pair of boots  gloves  a jersey  a whistle 
B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen and repeat the answer -Std1 puts the question and the Std2 answer	demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : <i>Exprimer le but</i> ⇒ I wear a pair of boots <u>to play</u> football. ⇒ I wear a pair of boots <u>for playing</u> football.

II- ACTIVATION PHASE (15min) ACTIVITY 1 WIN SKILLS Activity 1 p 163 (5mins) ACTIVITY 2 Activity 2 p 163 (5mins) Homework	Check students' comprehension	- gives the exercises' pages and set the timing -Asks for the answers	-Do the activity -they provide answers	Worksheet/ Blackboard/ Exercisebook	BLACKBOARD TRACES Correction (5mins) ACTIVITY 1 Expected answers : 1- Stadium ; 2- Ball ; 3- Jersey ; 4- Glove ; 5- Boots ACTIVITY 2 Expected answers : 1- Elmane goes to the market to buy/for buying a jersey. 2- The boys wear gloves to keep/for keeping the goal. 3- We form teams to play/for playing a match. 4- She switches the television to watch/for watching a football match. <u>Homework</u> WIN SKILLS page 163 (let's take home)
NOTE TAKING (10min)					

SESSION 2

STAGES &	AIM	TEACHER'S	SUDENTS'	MATERIAL	BB traces
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FICHES PEDAGOGIQUES WIN SKILLS

TIMING		ACTIVITIES	AVTIVITIES	& TECHNICS	
I- INTRODUCTI ON a-Warm Up (2min)	Set a stress free atmosphere	-Initiates the activity -Checks Class list -Asks for the date	-Participate to the activity -Answer to their names -Give the date	-Song/TPR -Voice	-Date
b-Revision (3min)	Review previous lesson undertandin g	-start correcting and ask for answers	-participate and provide answers	BB	Expected answers : 1- to (example) ; 2- for ; 3- for ; 4- to ; 5- for Unité 8: SPORTS AND GAMES Leçon 2 : My favourite sport is football! <u>Session 2</u>

II-INPUT PHASE A- VOCABULARY (13min)	Learning phase that introduces new items	-Presents the items and make students repeat	-listen repeat and make sentences	Pictures	I-VOCABULARY <i>relative au football</i> A team  a player  a goalkeeper  a coach  a referee  to tackle  to throw in  to kick 
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B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/ sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two students to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std A puts the question and the Std B answer	-demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : <i>Exprimer des actions passées</i> A- Did they play football? - Yes they played football. - No they did not play football
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FICHES PEDAGOGIQUES WIN SKILLS

II- ACTIVATION PHASE (15min) WIN SKILLS ACTIVITY 1 p 165 (5mins) ACTIVITY 2 p 165 (5mins) <u>Homework</u>	Check students' comprehensi on	-Write exercises pages on the board and set the timing -starts correcting and asks for the answers	-Do the activity -they provide answers	Worksheet/ blackboard	BLACKBOARD TRACES Correction (5mins) ACTIVITY 1 Expected answers : 1- a team ; 2- a coach ; 3- a referee ; 4- a goalkeeper ;5- a player ACTIVITY 2 Expected answers : 1- took ; 2- were ; 3- reached ; 4- played ; 5- won ; 6- was <u>Homework</u> WIN SKILLS page 165 (let's take home)
NOTE TAKING (10min)					

Session 3

STAGES/	AIMS	TEACHER'S	LEARNER'S	TECHNIQUES	TEACHING	TRACES
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FICHES PEDAGOGIQUES WIN SKILLS

TIMING		ROLE	ROLE		MATERIALS	ON BOARD
PREPARING						
Warm up (3 mins) (Mise en train)	Set a stress-free atmosphere	-Greet the student. -Initiate the activity. -	Sing with teacher	In chorus		Day's date
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1-Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1-Listen to teacher's instructions 2-Start working with peers/group		<i>Worksheet</i>	<u>Unité 3</u> : DATE AND TIME <u>Leçon 1</u> : What's the time? <u>Session 3</u> <u>COMMUNICATION ACTIVITY</u> Tu reçois un courrier électronique de ton correspondant Américain. Il te demande de lui décrire ton emploi du temps. Tu lui envoies un message WhatsApp. Dans ton message. Par groupe : 1-Cite tes activités quotidiennes et les heures auxquelles tu les fais ; 2-Décris tes activités de la semaine prochaine.
SOLVING THE PROBLEM						

FICHES PEDAGOGIQUES WIN SKILLS

Solving the problem (20 min)	Practice the competence	-Task 1: utilisez les expressions telles que : <i>to sleep; to go to school; to cook the meal; to play football; to watch TV; to meet friend; to stay home (15min)</i>	Students do the task following teacher's instructions	Interactions in groups/pairs	<i>worksheet</i>	Give the sheets and the instructions
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PERFORMING						
Presentation (10 min)	Perform publicly / Show the outcome of their work.	-Task 2: <i>Présentez votre travail au reste de la classe (10min)</i> Jots down recurring mistakes	-Present their work to the class -Listen and evaluate	Role-play / individual presentations		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			

COMMUNICATION ACTIVITY

— Situation d'évaluation —

Au cours d'une réunion du Club d'Anglais de ton école, le Président demande aux élèves de 6^e de lire un texte sur le football en vue d'en discuter. Faisant partie de ce groupe d'élèves, pendant que tu lis le texte, exécute les consignes suivantes :

A- Give the objective of a football match.

FRONT PAGE

UNIT 8 : SPORTS AND GAMES

LESSON 3 : I WILL PLAY SCRABBLE ON SUNDAY!

HABILETES

CONTENUS

COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : 6e..... Contact days : Mondays; Wednesdays; Fridays Unité 8 : SPORTS AND GAMES Leçon 3 : I will play scrabble on sunday! Séance 1 Duration : 55mins Skill : READING Source : WIN SKILLS SITUATION D'APPRENTISSAGE During an English class at Collège	Connaître	-Les noms d'articles de vêtements. -Les structures grammaticales pour demander et dire ce que l'on porte.	
	Ecouter	Les prononciations des mots relatifs aux articles de vêtements	
	Identifier	- Les noms d'articles vêtements. - Les structures grammaticales pour demander et dire ce que l'on porte	
	Distinguer	Intonation correcte	
	Comprendre	Des informations relatives à l'habillement	
	TEACHING POINTS		
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
	Session 1		
	Awalé; video games; crossword puzzle; scrabble; draughts; cards	Exprimer des actions futures (expressing futur actions)	A- Will you play football tomorrow? B- No, I will not/won't C- But I will play awalé
	Session 2		

FICHES PEDAGOGIQUES WIN SKILLS

Moderne of Niédiékaha, the students of 6è are asked to deal with a text related to the importance of playing games in order to discuss the clues.	Babyfoot; ludo; swing; leapfrog; sack race; hopscotch; marbles; hide-and-seek	Faire des suggestion (making suggestions)	-We should practise our traditional games. -Let's practise our traditional games.
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STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
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I- INTRODUCTION a-Warm Up (2min) c-Lead in Activity & Learning Context (8min)	Set a stress free atmosphere Prepares students to the learning process	-Initiates the activity -Checks Class list -Asks for the date -Showing picture of games? -Que voyez-vous? -Sur quoi portera la leçon du jour ? -Lisez la situation -What class is it? -What are the students asked to? -What's the text about? -Why for ?	-Participate to the activity -Answer to their names -Give the date -Les différents jeux -Les jeux -Ils lisent -An English class -They're asked to deal with a text -It's about the importance of playing games. -In order to discuss the clues.	-Song/TPR -Voice Pictures -voice	-Date Unité 8 : SPORTS AND GAMES Leçon 3 : I will play scrabble on sunday! <u>Séance 1</u>
II-INPUT PHASE A- VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat		Pictures	I-VOCABULARY <i>Relatif à des jeux</i> Awalé  Video games 

					sunglasses  crossword puzzle  scrabble  draughts  cards 
B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std1 puts the question and the Std2 answer	demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : <i>Exprimer des actions futures</i> A- Will you play football tomorrow? B- No, I will not/won't But I will play awalé

II-ACTIVATION PHASE (15min) ACTIVITY 1 WIN SKILLS Activity 1 p 169 (5mins) ACTIVITY 2 Activity 2 p 169 (5mins) Homework	Check students' comprehension	- gives the exercises' pages and set the timing -Asks for the answers	-Do the activity -they provide answers	Exercisebook Blackboard	BLACKBOARD TRACES Correction (5mins) ACTIVITY 1 Expected answers : 1- AWALE ; 2- CARDS ; 3- SCRABBLE ; 4- DRAUGHTS ACTIVITY 2 Expected answers : 1- A : What will Alexandre do tomorrow ? B : He will play crossword puzzle tomorrow. 2- A : What will Zaguy Claudia do tomorrow ? B : She will cook the meal tomorrow. 3- A : What will N'goran Franck do tomorrow ? B : He will go to Bouaké tomorrow. <u>Homework</u> WIN SKILLS page 169 (let's take home)
NOTE TAKING (10min)					

SESSION 2

FICHES PEDAGOGIQUES WIN SKILLS

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	MATERIAL & TECHNICS	BB traces
I- INTRODUCTION a-Warm Up (2min) b-Revision (3min)	Set a stress free atmosphere Review previous lesson undertanding	-Initiates the activity -Checks Class list -Asks for the date -start correcting and ask for answers	-Participate to the activity -Answer to their names -Give the date -participate and provide answers	-Song/TPR -Voice BB	-Date <u>Answers</u> Expected answers : 1- We will not go to school tomorrow. 2- My friend will play scrabble tomorrow. 3- Will you have class tomorrow ? <u>Unité 8 : SPORTS AND GAMES</u> <u>Leçon 3 : I will play scrabble on sunday!</u> <u>Séance 1</u>

FICHES PEDAGOGIQUES WIN SKILLS

II-INPUT PHASE A- VOCABULARY (13min)	Learning phase that introduces new items	-Presents the items and make students repeat	-listen repeat and make sentences	Pictures	I-VOCABULARY <i>relatif aux jeux et distractions</i> Babyfoot  Ludo  Swing  Leapfrog  Sack race  Hopscotch  Marbles  Hide-and-seek 
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FICHES PEDAGOGIQUES WIN SKILLS

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the question/ sentences -make students repeat -ask a student to put him the question -provide the answer and make them repeat -Ask two students to put each other the question and answer	-listen carefully -repeat the question -put the question to the teacher -listen -repeat the answer -Std A puts the question and the Std B answer	-demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : <i>Faire des suggestions</i> -We should practise our traditional games. -Let's practise our traditional games.
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NOTE TAKING (10min)

Session 3						
STAGES/	AIMS	TEACHER'S	LEARNER'S	TECHNIQUES	TEACHING	TRACES

FICHES PEDAGOGIQUES WIN SKILLS

TIMING		ROLE	ROLE		MATERIALS	ON BOARD
PREPARING						
Warm up (3 mins) (Mise en train)	Set a stress-free atmosphere	-Greet the student. -Initiate the activity. -	Sing with teacher	In chorus		Day's date
SETTING THE TASK						
Preliminary activities (05 min) Setting the task	Equip students with the necessary tools to solve the communication situation.	1-Sets activity and organizes learners in groups 2- Presents the communication situation. 3- Gives clear instructions 4- Sets appreciation criteria. 5- Times activity and starts monitoring	1-Listen to teacher's instructions 2-Start working with peers/group		<i>Worksheet</i>	<u>Session 3</u> <u>COMMUNICATION ACTIVITY</u>
SOLVING THE PROBLEM						

FICHES PEDAGOGIQUES WIN SKILLS

Solving the problem (20 min)	Practice the competence	-Task 1: utilisez les expressions telles que : <i>to sleep; to go to school; to cook the meal; to play football; to watch TV; to meet friend; to stay home (15min)</i>	Students do the task following teacher's instructions	Interactions in groups/pairs	<i>worksheet</i>	Give the sheets and the instructions
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PERFORMING

Presentation (10 min)	Perform publicly / Show the outcome of their work.	-Task 2: Présentez votre travail au reste de la classe (10min) Jots down recurring mistakes	-Present their work to the class -Listen and evaluate	Role-play individual presentations /		
Feedback (10 min)	Evaluate the outcome.	-Conducts a consensual production	Listen and react	T/S interaction		Final production written on the board
Copying (7 min)	Keep trace of the lesson.		Copy the consensual production			