



NIVEAU 5ème

FICHES PEDAGOGIQUES

NIVEAU 5ÈME

CE ANGLAIS

ANNNE SCOLAIRE 202 -202

Produit par:

UNIT 1

AT SCHOOL

SKILL: SPEAKING

FRONT PAGE

Unité 1 : At School

Leçon 1 : Discover my school

COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class :5è..... Contact days :..... <u>Unité 1</u> : At School <u>Leçon 1</u> : Discover my school <u>Session 1</u> <u>Duration</u> : 55mins Skill: SPEAKING <u>Source</u> :English for All – Win skills <u>SITUATION D’APPRENTISSAGE</u> Les élèves de la 5è..... du Collège Moderne de Niédiékaha reçoivent leur correspondant Nigériens dans leur école. Dans une visite guidée, ils leur font découvrir leur établissement tout en échangeant sur les noms des différents lieux visités.	HABILETES	CONTENUS	
	HABILETES	CONTENUS	
	Connaître	-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	
	TEACHING POINTS		
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
	<u>Session 1</u> A grammar school/secondary school – a gate – a school yard – a classroom – a staffroom/ teachers’ room – a headmaster’s office – a science laboratory – a library	Locating places in a schoool	• <u>Can you show</u> me the canteen? == » It <u>behind</u> the science laboratory. • Where is the principal’s laboratory? == »It’s <u>next to</u> the library.
	<u>Session 2</u> A canteen – an infirmary – the secretary office – a computer room – toilets – a bursar’s office	Asking and giving directions	• Show me the best way to the canteen? == » yes, go straight along the way, then turn left. • Where are the toilets? == » there are on the left of the administration.

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	-Ask questions about the pictures/realias -Ask a student to read the Learning context -Ask question about the Learning context (who ; where ; when ; what ; why)	-Answer the questions after identification -read the learning context -answer the questions from the teacher	Pictures/realias -voice	<u>Unité 1</u> : At School <u>Leçon 1</u> : Discover my school <u>Session 1</u>
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat	- listen carefully -Repeat, individually, per row and in chorus	Pictures/realias/ demonstrations	I-Vocabulary related to places in a school -A grammar school/secondary school: realia –a gate: picture – a school yard : realia – a classroom : realia – a staffroom/ teachers' room : picture – a headmaster's office : picture – a science laboratory : picture – a library: picture

B-LANGUAGE FUNCTION (12 min)	Introduces new grammar points or structures	-Present the questions and answers -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 : Locating places in a school • <u>Can you show</u> me the canteen? == » It <u>behind</u> the science laboratory. • Where is the principal's laboratory? == »It's <u>next to</u> the library.
II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 11 Let's practise 1 and 2 ACTIVITY 1 (Exercise book) ACTIVITY 2 (Exercise book) Homework	Check students' comprehension	- give the exercises' pages and set the timing -Ask for the answers	-Do the activities -they provide answers	Blackboard/ Exercise book	BLACKBOARD TRACES Expected answers : 1- Staffroom / 2- Classroom / 3- Laboratory / 4-Gate / 5-Library / 6-Office Expected answers : 1- A : Can you show me where the library is ? B : It is next to the gate. 2- A : Can you show me where the staffroom is ? B : It is in front of the administration building. 3- A : Can you show me where the headmaster's office is ? B : It is in the administration building. 4- A : Can you show me where the science laboratory is ? B : It is behind the library. <u>Homework</u> Students' workbook, let's take home page 11
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> <u>Unité 1</u> : At School <u>Leçon 1</u> : Discover my school <u>SESSION 2</u>
II-INPUT PHASE A-VOCABULARY (15min)	Learning phase that introduces new items	-Presents the items and make students repeat	- listen carefully -Repeat, individually, per row and in chorus	Pictures	I-Vocabulary relate to places in aschool -A canteen : picture – an infirmary : picture – the secretary office : picture – a computer room : picture – toilets : picture – a bursar's office : picture

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 -Std1 puts the question and the Std2 answer	- demonstration -individual and choral repetition	II-LANGUAGE FUNCTION Asking and giving directions • Show me the best way to the canteen? == » yes, go straight along the way, then turn left. • Where are the toilets? == » there are on the left of the administration
II-ACTIVATION PHASE (15min) ACTIVITY 1 (Exercise book) ACTIVITY 2 (Exercise book)	Check students' comprehension	- give the references of the activities and set the timing and set the timing -Ask for the answers	-Do the activities -they provide answers	Exercise book / blackboard	BLACKBOARD TRACES ACTIVITY 1 Expected answers : 1-b / 2-d / 3-e / 4-f / 5-c / 6-a ACTIVITY 2 1- A : Can you show me where the restrooms are ? B : Turn left, after this building. 2- A : Can you show me where the teachers' room is ? B : It is on your left. 3- A : Can you show me where the science laboratory is ? B : It is on the first floor. 4- A : Can you show me where the library is ? B : Go downstairs, it is next to the infirmary. 5- A : Can you show me where the principal's office is ? B : Go upstairs, it is on your left. <u>Homework</u> Students' workbook, <i>let's take home</i> page 13
NOTE TAKING (10min)					

FRONT PAGE SESSION 3

COLLEGE MODERNE DE NIEDIEKAHA

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

Number of pupils :..... Boys :.....

Girls :.....

Class :5è.....

Contact

days :.....

Unité 1 : At School

Leçon 1 : Discover my school

Session 3

Duration : 55mins

Skill : SPEAKING

Source :English for All – Win skills

HABILETES

HABILETES

Connaître

Prononcer

Utiliser

Construire

CONTENUS

CONTENUS

-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

-Les mots, les formules de salutations et de présentations

-Des intonations correctes, des mots et expressions liés aux formules de salutations et de présentations

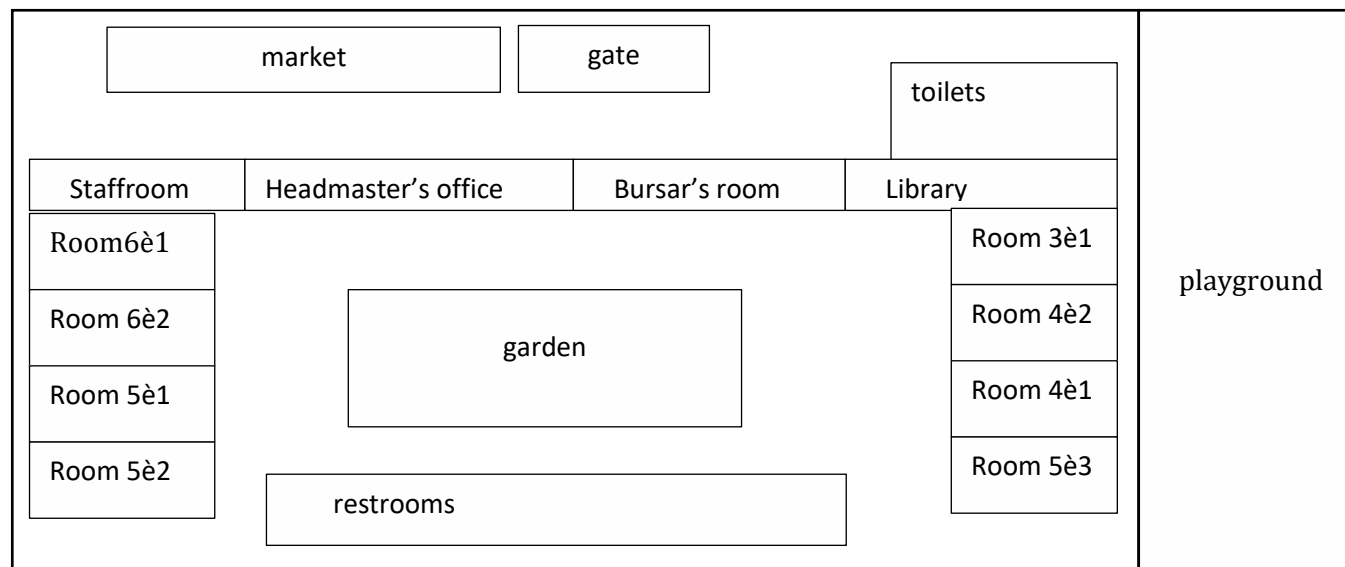
-Les formules de salutations et de présentations

TEACHING POINTS

SITUATION D'EVALUATION

Tu reçois la visite de ton ami Ghanéen, Abedi, chez toi à la maison. Il souhaite avoir des informations sur ton école. A partir du plan ci-dessous,

1. *Cite lui les différents lieux de ton école*
2. *Complète le dialogue ci-dessous en utilisant les mots et expressions entre parenthèses, puis pratique-le avec ton voisin*



(Do all activities on WIN SKILLS page 14 COMMUNICATION ACTIVITY)

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
PREPARING					
I- INTRODUCTION a-Warm Up (2min) b-Revision (3min)	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 -Voice	-Date <u>Unité 1</u> : At School <u>Leçon 1</u> : Discover my school <u>Session 3</u>
SETTING THE TASK					
Preliminary activities (05 min) Setting the task		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		Equip students with the necessary tools to solve the communication situation.
SOLVING THE PROBLEM					
Solving the problem (20 min)		Monitors, helps if necessary,	Students do the task following teacher's instructions	Interactions in groups/pairs	Practice the competence

PERFORMING					
Presentation (10 min)		Jots down recurring mistakes.	- Present their work to the class - Listen and evaluate	Role-play / individual presentations	Perform publicly / Show the outcome of their work.
Feedback (10 min)		-Conducts a consensual production	Listen and react	T/S interaction	Evaluate the outcome.
NOTE TAKING (10min)					

FRONT PAGE

UNIT 1 : LESSON 2 : LIFE AT SCHOOL KASSERE

COLLEGE MODERNE DE NIEDIEKAHA Date :.....// Number of pupils :..... Boys :..... Girls :..... Class : Contact days :..... Unité 1 : At School Leçon 2 : Life at Collège Kasseré Session 1 Duration : 55mins Skills : SPEAKING Source :English for All – Win skills <u>Situation d’apprentissage</u> Les élèves de la 5è..... du Collège Moderne de Niédiékaha reçoivent leur correspondant Nigériens. En vue d’échanger leurs expériences sur le fonctionnement de l’école dans leurs différents pays, ils se racontent les actions que les élèves accomplissent dans chacun de ces pays.	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
	<u>Session 1</u> Line up – sing the national anthem – to clean the school yard – to take a test – to have a lesson – to practice sports – to copy lesson – to revise	Talking about what people are doing at the moment	What are the students doing ? == » they’re lining up
	<u>Session 2</u> To put on – to be late – to work on project – to write – to draw – to give a presentation – to take an exam – to work hard.	Asking for permission	May I go out, please? == » Yes you may ! /No you may not. - Can I go out please! ==» Yes , you can ! No, you can’t

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	-Ask questions about the pictures/realias -Ask a student to read the Learning context -Ask question about the Learning context (who ; where ; when ; what ; why)	-Answer the questions after identification -read the learning context -answer the questions from the teacher	Pictures/realias -voice	<u>Unité 1</u> : At School <u>Leçon 2</u> : Life at Collège Kasseré <u>Session 1</u>
II-INPUT PHASE A- VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat	- listen carefully -Repeat, individually, per row and in chorus	Pictures/realias/ demonstrations	I-Vocabulary related to school life -Line up: demonstration – sing the national anthem demonstration – to clean the school yard: picture – to take a test : to have a quiz – to have a lesson : demonstration – to practice sports: picture – to copy lesson: demonstration – to revise: picture

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 : Talking about what people are doing at the moment • What are the students doing ? = » they're <u>lining up</u>
II-ACTIVATION PHASE (15min) ACTIVITY 1 (exercise book p17) ACTIVITY 2 (exercise book p17) Homework	Check students' comprehension	- give the exercises' pages and set the timing - Ask for the answers	- Do the activities - they provide answers	Blackboard and exercise book	BLACKBOARD Expected dialogues : <i>A : What are the students doing in picture 1 ?</i> <i>B : They are lining up.</i> <i>A : What are the students doing in picture 2 ?</i> <i>B : They are singing the national anthem.</i> <i>A : What are the students doing in picture 3 ?</i> <i>B : They are cleaning the school yard.</i> Expected answers : 1- <i>A : What is Naomie wearing ?</i> <i>B : She is wearing a mask.</i> 2- <i>A : What is Jack doing ?</i> <i>B : He is listening to the teacher.</i> <u>Homework</u> Students' workbook, <u>let's take home</u> page 17
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> <u>Unité 1</u> : At School <u>Leçon 2</u> : Life at Collège Kasseré <u>SESSION 2</u>
II-INPUT PHASE A- VOCABULARY (15min)	Learning phase that introduces new items	-Presents the items and make students repeat	- listen carefully -Repeat, individually, per row and in chorus	Pictures/realias/ demonstrations	I-Vocabulary related to school life -To put on: demonstration – to be late : demonstration – to work on project :picture – to write : demonstration – to draw : demonstration – to give a presentation : picture – to take an exam : demonstration – to work hard: demonstration

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 1 puts the question and the Std 2 answer	-demonstration -individual and choral repetition	II-LANGUAGE FUNCTION :Asking for permission • May I go out, please? == » Yes you <u>may</u> ! /No you <u>may not</u>. • Can I go out please! ==» Yes , you <u>can</u> ! No, you <u>can't</u>
II-ACTIVATION PHASE (15min) ACTIVITY 1 (exercise book) ACTIVITY 2 (exercise book)	Check students' comprehension	-give the references of the activities and set the timing -Ask for the answers	-Do the activities -provide answers		BLACKBOARD TRACES Feedback (5mins) Expected answers : activity 2 1-B : Yes, of course. 2-B : No, you may not. 3-B : Yes, feel free to 4-B : Sorry, I am afraid you can't. Expected answers : activity 2 1- May I take the pencil ? 2- May I come in ? 3- May I open the door ? 4- Sorry, not right now. 5- Yes, you may. <u>Homework</u> <u>Homework</u> Students' workbook, <i>let's take home</i> page 19
NOTE TAKING (10min)					

FRONT PAGE SESSION 3

COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : Contact days :..... Unité 1 : At School Leçon 2 : Life at Collège Kasseré Session 3 Duration : 55mins Source :English for All – Win skills .	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	
	<u>SITUATION D’EVALUATION</u>	
	Dans une conversation téléphonique avec ton correspondant Nigérian, il te fait remarquer qu’il souhaiterait comprendre ce qui se passe dans ton école afin de mieux cerner le fonctionnement du système éducatif ivoirien. Dans votre échange, <i>1. décris-lui comment vous accédez à la salle de classe ;</i> <i>2. parle-lui de ce qui se passe en classe, pendant les cours ;</i> <i>3. explique-lui comment demander la permission.</i>	

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
PREPARING					
I- INTRODUCTION a-Warm Up (2min) b-Revision (3min)	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 : <u>Unité 1</u> : At School <u>Leçon 2</u> : Life at Collège Kasseré <u>Session 3</u>
SETTING THE TASK					
Preliminary activities (05 min) Setting the task		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		Equip students with the necessary tools to solve the communication situation.
SOLVING THE PROBLEM					
Solving the problem (20 min)		Monitors, helps if necessary, <i>TASK : Complete the dialogue by answering the questions (15min)</i>	Students do the task following teacher's instructions	Interactions in groups/pairs	Practice the competence

Performing					
Presentation (10 min)		Jots down recurring mistakes.	- Present their work to the class - Listen and evaluate	Role-play / individual presentations	Perform publicly / Show the outcome of their work.
Feedback (10 min)		-Conducts a consensual production	Listen and react	T/S interaction	Evaluate the outcome.
NOTE TAKING (10min)					

COMPLETE THE DIALOGUE

Nigerian penfriend : Hello, my friend. Tell me how do you get to the classroom in your country ?

You : 1.....

Nigerian penfriend : What do you do during classes ?

You : 2.....

Nigerian penfriend : What are there ?

You : 3.....

Nigerian penfriend : Wow, we can say, you work hard at school. Now, tell me ; how do you ask for permission in different situations ?

You : We can say : 4.....

Nigerian penfriend : Cool. We do exactly the same things in our schools. Goodbye, my friend. See you next time.

You : See you !

FRONT PAGE

UNIT 1 : LESSON 3 WHAT DO YOU LEARN AT SCHOOL ?

COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : Contact days :..... Unité 1 : At school Leçon 3 : What do you learn at school ? Session 1 Duration : 55mins Skills : SPEAKING Source :English for All – Win skills SITUATION D'APPRENTISSAGE Les élèves de la 5è..... du Collège Moderne de Niédiékaha ont reçu l’emploi du temps de leur correspondant Ghanéen. Ne comprenant pas le contenu, ils décident d’en discuter avec leur professeur d’Anglais pour s’y familiariser.	HABILETES	CONTENUS		
	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 English – Mathematics – Geography – History – French – Civics – Biology – Chemistry – Physical training – Arts – Physics -	Naming school subjects	• <i>What subject do</i> you <i>have</i> on Tuesdays <i>at</i> 8 O'clock? == » I’ve (I have) Mathematics • What do you have on Tuesdays from 14:00 to 1600 o'clock? == » I’ve (I have) Physics	
	Session 2 Easy – difficult – interesting – break time – to learn – favourite – to resume class – to end class – lazy – marks – boring- fun – tiring - exciting	Asking and giving opinions	• How do you find English ? == » I find it easy/ it’s easy. • Do you like mathematics? == » No, I find it boring.	

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	-Ask questions about the pictures/realias -Ask a student to read the Learning context -Ask question about the Learning context (who ; where ; when ; what ; why)	-Answer the questions after identification -read the learning context -answer the questions from the teacher	Pictures/realias -voice	Unité 1 : At school Leçon 3 : What do you learn at school ? SESSION 1
II-INPUT PHASE A- VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat	- listen carefully -Repeat, individually, per row and in chorus	Pictures/realias/ demonstrations	I-VOCABULARY related to school subjects -English -Mathematics -Geography -History -French -Civics -Biology -Chemistry - Physical training -Arts -Physics -

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 : Naming school subjects <u>What subject do</u> you <u>have</u> on Tuesdays <u>at</u> 8 O'clock? == » I've (I have) Mathematics • What do you have on Tuesdays from 14:00 to 16:00 o'clock? == » I've (I have) Physics
II-ACTIVATION PHASE (15min) ACTIVITY 1 (Exercisebook) ACTIVITY 2 (Exercisebook) (From Students' workbook, WIN SKILLS page 23 Activity 1 and 2) Homework	Check students' comprehension	- give the exercises' pages and set the timing -Ask for the answers	-Do the activities -they provide answers	Blackboard/ Exercisebook	BLACKBOARD TRACES Expected answers of activity 1: 1- History / 2- Biology / 3- Chemistry / 4- Mathematics / 5- Geography / 6- Civics / 7- Physical training Note : this exercise focuses on students' real timetable. So, they should answer accordingly <u>Homework</u> Students' workbook, let's take home page 23
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> <u>Unité 1</u> : At school <u>Leçon 3</u> : What do you learn at school ? <u>SESSION 2</u>
II-INPUT PHASE A-VOCABULARY (15min)	Learning phase that introduces new items	-Presents the items and make students repeat	- listen carefully -Repeat, individually, per row and in chorus	Pictures/realias/ demonstrations	I-Vocabulary related to schol subjects Easy !=difficult - interesting!= boring - break time : a pause - to resume class = to start again after a break - to end class = to stop class - favourite = preferred - lazy != courageous - tiring !=exciting

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 1 puts the question and the Std 2 answer	-demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : Asking and giving opinions • How do you find English ? == » I find it easy/ it's easy. • Do you like mathematics? == » No, I find it boring.
II-ACTIVATION PHASE (15min) ACTIVITY 1 (Exercise book) ACTIVITY 2 (Exercisebook) (Students' workbook, WIN SKILLS page 24-25 Activity 1 and 2) <u>Homework</u>	Check students' comprehension	-Distribute the worksheets and set the timing -Ask for the answers	-Do the activity -they provide answers	Exercisebook / blackboard	BLACKBOARD TRACES Expected answers Activity 1 : 1- A : How do you find English ? B : I find it interesting. 2- A : How do you find Physics ? B : I find it difficult. 3- A : How do you find Civics ? B : I find it easy. 4- A : How do you find Physical training ? B : I find it tiring. 5- A : How do you find Arts ? B : I find them boring. Expected answers Activity 2: 1- favourite / 2 – boring / 3- interesting / 4- learn / 5- marks / 6- dislike <u>Homework</u> Students' workbook, <i>let's take home</i> page 25
NOTE TAKING (10min)					

FRONT PAGE SESSION 3

COLLEGE MODERNE DE NIEDIEKAHA	HABILETES	CONTENUS
Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : Contact days :..... Unité 1 : At school Leçon 3 : What do you learn at school ? Session 3 Duration : 55mins Skills : SPEAKING Source :English for All – Win skills	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	
	<u>SITUATION D’EVALUATION</u> Les élèves de la 5è du collège moderne de Niédiékaha reçoivent la visite de leur correspondant Libérien. Celui-ci souhaite connaître leur emploi du temps. Faisant partie de ces élèves, en regardant ton emploi du temps de l’année scolaire en cours, <i>cite-lui les matières que tu fais à l’école</i> <i>Donne-lui les jours et les heures auxquelles tu fais Anglais, Maths, Physique et Français ;</i> <i>Donne-lui ton opinion sur les disciplines suivantes : Anglais, Français, Maths et Physique.</i>	

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
PREPARING					
I- INTRODUCTION a-Warm Up (2min) b-Revision (3min)	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 Unité 1 : At school Leçon 3 : What do you learn at school ? Session 3
SETTING THE TASK					
Preliminary activities (05 min) Setting the task		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		Equip students with the necessary tools to solve the communication situation.
SOLVING THE PROBLEM					
Solving the problem (20 min)		Monitors, helps if necessary,	Students do the task following teacher's instructions	Interactions in groups/pairs	Practice the competence

Performing					
Presentation (10 min)		Jots down recurring mistakes.	- Present their work to the class - Listen and evaluate	Role-play / individual presentations	Perform publicly / Show the outcome of their work.
Feedback (10 min)		-Conducts a consensual production	Listen and react	T/S interaction	Evaluate the outcome.
NOTE TAKING (10min)					

Task : Complete the dialogue

Liberian penfriend : Hello, my friend. Tell me. What subjects do you study at school ?

You : I study many subjects.

Liberian penfriend : What are they ?

You : They are (1).....

Liberian penfriend : When do you have English ?

You : I (2).....

Liberian penfriend : When do you have Maths?

You : I (3).....

Liberian penfriend : When do you have Physics?

You : I (4).....

Liberian penfriend : When do you have French?

You : I (5).....

Liberian penfriend : How do you find English, French, Maths and Physics ?

You : I (6).....

Liberian penfriend : Great ! like me !

You : Cool.

UNIT 2

AT HOME

SKILL: SPEAKING

FRONT PAGE

Unité 2 : At home

Leçon 1 : My family tree

COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : Contact days :..... Unité 2 : At home Leçon 1 : My family tree Session 1 Skill : speaking Duration : 55mins Source :English for All – Win skills Situation d'apprentissage Les élèves de 5è... du Lycée Moderne de Bangolo reçoivent leurs amis Libériens. Ils échangent sur leurs familles élargies respectives en vue de mieux faire connaissance. .	HABILETES	CONTENUS		
	Connaître	-Les relations familiales -Les nombres de 21 a 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 Grandchildren – grandfather –grandmother - grandparents – granddaughter – grandson	Asking and answering questions about family relationship	<i>Who is Zouh to Harold?/ What relation is between Zouh and Harold?</i> == » She’s Harold’s grandmother	
	Session 2 Uncle – aunt – niece –nephew – cousin – brother-in-law – sister-in-law	Expressing future plans	We are visiting our grandparents tomorrow	

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	-Ask questions about the pictures/realias -Ask a student to read the Learning context -Ask question about the Learning context (who ; where ; when ; what ; why)	-Answer the questions after identification -read the learning context -answer the questions from the teacher	Pictures/realias -voice	Unité 2 : At home Leçon 1 : My family tree Session 1
II-INPUT PHASE A- VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat	- listen carefully -Repeat, individually, per row and in chorus	Pictures/realias/ demonstrations	I-Vocabulary related to extended family -Grandchildren: children of children – grandfather: father of father – grandmother : mother of mother - grandparents : parents of parents – granddaughter : daughter of daughter or of son - grandson: son of daughter or of son

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 family relationship <i>Who is Zouh to Harold?/ What relation is between Zouh and Harold?</i> == » She's Harold's grandmother
II-ACTIVATION PHASE (15min) ACTIVITY 1 (Exercise book) Students' workbook, WIN SKILLS page 31 Activity 1 and 2 ACTIVITY 2 (Exercise book) <u>Homework</u>	Check students' comprehension	- give the exercises' pages and set the timing -Ask for the answers	-Do the activities -they provide answers	Blackboard/ Exercise book	BLACKBOARD TRACES Expected answers of activity 1: 1- Son / 2- Grandfather / 3- Grandmother / 4- Husband / 5- Grandparents / 6- Wife / 7- Daughter / 8- Grandsons Expected answers of activity 2 : oral <u>Homework</u> Students' workbook, let's take home page 31
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 Answers <u>Unité 2</u> : At home <u>Leçon 1</u> : My family tree <u>SESSION 2</u>
II-INPUT PHASE A- VOCABULARY (15min)	Learning phase that introduces new items	-Presents the items and make students repeat	- listen carefully -Repeat, individually, per row and in chorus	Pictures/realias/ demonstrations	I-VOCABULARY relate to extended family - Uncle : brother of father or of mother – aunt : sister of father or mof mother – niece : daughter of brother or of sister – nephew : son of brother or of sister – cousin : son or daughter of uncle or aunt – brother-in-law : husband of sister – sister-in-law : wife of sister

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 -Std1 puts the question and the Std2 answer	-demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : Expressing future plans We are visiting our grandparents tomorrow .
II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 33 Activity 1 and 2 ACTIVITY 1 (Exercise book) ACTIVITY 2 (Exercise book) Homework	Check students' comprehension	-Distribute the worksheets and set the timing -Ask for the answers	-Do the activity -they provide answers	Exercise book/ blackboard	BLACKBOARD TRACES Expected answers activity 1: 1-cousin / 2-niece / 3- nephew / 4-sister-in-law / 5-brother-in-law / 6-aunt / 7-uncle Expected answers activity 2: oral 1- Your parents' parents / 2- the daughter of your parents / 3- the father of your father / 4- your female parent / 5- the son of your mother / 6- the children of your children <u>Homework</u> Students' workbook, let's take home page 33
NOTE TAKING (10min)					

FRONT PAGE SESSION 3

COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : Contact days :..... Unité 2 : At home Leçon 1 : My family tree Session 3 Skill : speaking Duration : 55mins Source :English for All – Win skills	HABILETES	CONTENUS
	Connaître	-Les relations familiales -Les nombres de 21 a 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	
	SITUATION D’EVALUATION (see win skills student’s book page 35) Tu reçois ton ami Sud-Africain, Zuma. Une fois à la maison, tu lui présentes les membres de ta famille élargie. Ci-dessous se trouve votre conversation. Complète-la avec ton voisin, et tous les deux présentez-la au reste de la classe.	

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
PREPARING					
I- INTRODUCTION a-Warm Up (2min) b-Revision (3min)	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 <u>QUIZ</u> <u>Unité 2</u> : At home <u>Leçon 1</u> : My family tree <u>Session 3</u>
SETTING THE TASK					
Preliminary activities (05 min) Setting the task		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 moni -toring	1-Listen to teacher's instructions 2-Start working with peers		Equip students with the necessary tools to solve the communication situation.
SOLVING THE PROBLEM					
Solving the problem (20 min)		Monitors, helps if necessary,	Students do the task following teacher's instructions	Interactions in groups/pairs	Practice the competence

Performing					
Presentation (10 min)		Jots down recurring mistakes.	- Present their work to the class - Listen and evaluate	Role-play individual presentations /	Perform publicly / Show the outcome of their work.
Feedback (10 min)		-Conducts a consensual production	Listen and react	T/S interaction	Evaluate the outcome.
NOTE TAKING (10min)					

COMPLETE THE DIALOGUE

You : My friend, this is my home. All the members of my extended family are present. This is Ibo, my grandfather.

Zuma : What is the name of this old woman and who is she to you ?

You (1) :

Zuma : Who are your aunt and uncle ?

You (2) :

Zuma : Who is your brother-in-law and who is his wife ?

You (3) :

Zuma : I see that your whole family is present. Is there something special ?

You (4) :

Zuma : Great !

FRONT PAGE

UNIT 2: AT HOME

LESSON 2: A SUNDAY WITH MY FAMILY

COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : Contact days :..... Unité 2 : At home Leçon 2 : A Sunday with my family Session 1 Duration : 55mins Source :English for All – Win skills SITUATION D'APPRENTISSAGE Durant le weekend, tu reçois un appel téléphonique de ton correspondant Américain qui souhaite s'informer sur tes activités quotidiennes ainsi que celles de la semaine écoulée. Vous engagez une conversation pour connaitre les activités menées par chacun de vous.	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	
	TEACHING POINTS		
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
	Session 1 Church – mosque - to brush one's teeth – to iron the clothes – to cut nails – to mow the lawn – to read newspaper –to have dinner – to sweep the floor	Talking about daily activities	What does Chris usually do on Sundays? == »He usually goes to church
	Session 2 To cook the meal – to wash the dish – to go to the market – to tidy the bedroom – to watch TV – to do homework – to wash clothes	Use the past tense to talk about past activities	A : What did Dessegnon do last week ? B : She tidied the bedroom A : Did Sekou go to the mosque last Friday ? B : Yes, he did/ No, he didn't

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	-Ask questions about the pictures/realias -Ask a student to read the Learning context -Ask question about the Learning context (who ; where ; when ; what ; why)	-Answer the questions after identification -read the learning context -answer the questions from the teacher	Pictures/realias -voice	Unité 2 : At home Leçon 2 : A Sunday with my family Session 1 Duration : 55mins
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat	- listen carefully -Repeat, individually, per row and in chorus	Pictures/realias/ demonstrations	I-Vocabulary related to daily activities -Church : picture – mosque : picture - to brush one's teeth : picture – to iron the clothes: picture – to cut nails: picture – to mow the lawn: picture – to read newspaper : picture –to have dinner : picture – to sweep the floor: picture

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 : Talking about daily activities *What does Chris usually do on Sundays? == »He usually goes to church
II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 38 Activity 1 and 2 ACTIVITY 1 (Exercise book) ACTIVITY 2 (Exercise book) Homework	Check students' comprehension	- Distribute the worksheets ./ give the exercises' pages and set the timing - Ask for the answers	- Do the activity - they provide answers	Blackboard/ Exercise book	BLACKBOARD TRACES Expected answers activity 1 : a- to mow the lawn / b- Mosque / c- To brush teeth / d- To iron the clothes / e- To sweep the floor / f- Church / g- To read the newspaper / h- To have dinner / i- To cut nails Expected answers activity 2 : a- iron / b- mows the lawn / c- sweeps the floor / d- reads a newspaper / e- brush my teeth / f- has dinner / g- cutting <u>Homework</u> <u>Homework</u> Students' workbook, <i>let's take home</i> page 38
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	-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 <u>Unité 2</u> : At home <u>Leçon 2</u> : A Sunday with my family <u>Session 2</u> <u>Duration</u> : 55mins
II-INPUT PHASE A- VOCABULARY (15min)	Learning phase that introduces new items	-Presents the items and make students repeat	- listen carefully -Repeat, individually, per row and in chorus	Pictures/realias/ demonstrations	I-Vocabularyrelated to daily activities To cook the meal – to wash the dish – to go to the market – to tidy the bedroom – to watch TV – to do homework – to wash clothes

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 -Std1 puts the question and the Std2 answer	-demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : Use the past tense to talk about past activities A : What did Dessegnon do last week ? B : She tidied the bedroom A : Did Sekou go to the mosque last Friday ? B : Yes, he did/ No, he didn't
II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 40 Activity 1 and 2 ACTIVITY 1 (Exercise book) ACTIVITY 2 (Exercise book) Homework	Check students' comprehension	-Distribute the worksheets and set the timing -Ask for the answers	-Do the activity -they provide answers	Exercise book/ blackboard	BLACKBOARD TRACES Expected answers Activity 1: oral Expected answers activity 2: 1- cooked / 2- tidied / 3- washed / 4- did / 5- watched / 6- went <u>Homework</u> <u>Homework</u> Students' workbook, <i>let's take home</i> page 40
NOTE TAKING (10min)					

FRONT PAGE SESSION 3

COLLEGE MODERNE DE NIEDIEKAHA Date :// Number of pupils : Boys : Girls : Class : Contact days : Unité 2 : At home Leçon 2 : A Sunday with my family Session 1 Duration : 55mins Skills: SPEAKING Source : English for All – 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
	TEACHING POINTS	
	SITUATION D’EVALUATION Tu rends visite à ton ami Ghanéen pendant le week-end. Il souhaiterait en savoir davantage sur les activités que tu as déjà menées. Dans ta réponse, 1. cite quelques activités que tu mènes habituellement les jours ou tu vas à l’école ; 2. dis ce que tu fais habituellement pendant le week-end ; 3. décris-lui tes activités de la semaine écoulée.	

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
PREPARING					
I- INTRODUCTION a-Warm Up (2min) b-Revision (3min)	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 Unité 2 : At home Leçon 2 : A Sunday with my family SESSION 3
SETTING THE TASK					
Preliminary activities (05 min) Setting the task		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 moni -toring	1-Listen to teacher's instructions 2-Start working with peers		Equip students with the necessary tools to solve the communication situation.
SOLVING THE PROBLEM					
Solving the problem (20 min)		Monitors, helps if necessary,	Students do the task following teacher's instructions	Interactions in groups/pairs	Practice the competence

Performing					
Presentation (10 min)		Jots down recurring mistakes.	- Present their work to the class - Listen and evaluate	Role-play individual presentations /	Perform publicly / Show the outcome of their work.
Feedback (10 min)		-Conducts a consensual production	Listen and react	T/S interaction	Evaluate the outcome.
NOTE TAKING (10min)					

COMPLETE THE DIALOGUE

Ghanaian friend : Welcome home, my friend. I guess you had a busy week. What do you usually do during the week ?

You : (1) *list 5 activities you do*(5mins)

Ghanaian friend : Wow, I can see that you are very busy. But, what do you do at weekends?

You : (2) *List 3 activities*(5mins)

Ghanaian friend : Great. Now, tell me what you did as special last week.

You : Last week, (2) *List 3 activities*(5mins)

Ghanaian friend : Thank you, my friend. You are a good boy / girl.

You : You are welcome. But, next time you will tell me your daily activities, too.

Ghanaian friend : It will be with pleasure.

FRONT PAGE

Unit 2 / Lesson 3 : The « Tchonron soup »

COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : Contact days :..... <u>Unité 2</u> : At home <u>Leçon 3</u> : The ‘‘Tchonron ‘‘ soup <u>Session 1</u> <u>Duration</u> : 55mins <u>Skills</u> : SPEAKING <u>Source</u> :English for All – Win skills <u>SITUATION D’APPRENTISSAGE</u> Ton amie Ghanéenne vient passer quelques jours chez toi, dans la maison familiale. Pendant qu’elle t’aide à faire la vaisselle, vous échangez sur le role de chaque ustensile de cuisine afin de mieux les ranger.	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	
	TEACHING POINTS			
	VOCABULARY		GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
	<u>Session 1</u> Knife – spoon – fork-skimmer – cooking pot – sauce pan – frying pan - cooker		Expressing obligations and prohibitions	- We must wash our hands before cooking - You must/mustn’t fry the groundnuts in a pot
	<u>Session 2</u> To filter – to filter- to chop – to bake –to taste – to grind- lunch – breakfast		Talking about ongoing actions	- Mum is frying some meat in the kitchen. - She is not filtering the juice.

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	-Ask questions about the pictures/realias -Ask a student to read the Learning context -Ask question about the Learning context (who ; where ; when ; what ; why)	-Answer the questions after identification -read the learning context -answer the questions from the teacher	Pictures/realias -voice	Unité 2 : At home Leçon 3 : The ‘‘Tchonron ‘’ soup Session 1
II-INPUT PHASE A- VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat	- listen carefully -Repeat, individually, per row and in chorus	Pictures/realias/ demonstrations	I-Vocabulary related to kitchen ustensils -Knife : picture – spoon : picture – fork : picture - skimmer : picture – cooking pot : picture – sauce pan : picture – frying pan : picture - cooker : picture

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 Expressing obligations and prohibitions - We must wash our hands before cooking - You must/mustn't fry the groundnuts in a pot
II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 44 Activity 1 and 2 ACTIVITY 1 (Exercise book) ACTIVITY 2 (Exercise book) Homework	Check students' comprehension	-Distribute the worksheets ./ give the exercises' pages and set the timing -Ask for the answers	-Do the activities -they provide answers	Blackboard/ Exercisebook Feedback:	BLACKBOARD TRACES Expected answers of activity 1: a-glass / b-frying pan / c- cooking pot / d- spoon, fork, knife / e- skimmer Expected answers of activity 1 : oral <u>Homework</u> Students' workbook, activity 3 page 44
NOTE TAKING (10min)					

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 Answers <u>Unité 2</u> : At home <u>Leçon 3</u> : The ‘Tchonron ‘ soup <u>Session 2</u>
II-INPUT PHASE A- VOCABULARY (15min)	Learning phase that introduces new items	-Presents the items and make students repeat	- listen carefully -Repeat, individually, per row and in chorus	Pictures/realias/ demonstrations	I-Vocabulary related to kitchen actions To boil : image To filter : image -to chop : image – to bake : image -to fry : image – breakfast : image – lunch : image – to grind : image – to taste : image

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 1 puts the question and the Std 2 answer	- demonstration - individual and choral repetition	II-LANGUAGE FUNCTION : Talking about ongoing actions - Mum is frying some meat in the kitchen. - She is not filtering the juice.
II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 46 Activity 1 and 2 ACTIVITY 1 (worksheet/BB) ACTIVITY 2 (worksheet/BB)	Check students' comprehension	- Distribute the worksheets and set the timing - Ask for the answers	- Do the activity - they provide answers	Worksheet/ blackboard	BLACKBOARD TRACES Expected answers Activity 1 : 1- boil / 2- chops / 3- fry / 4- lunch / 5- grinds Expected answers Activity 2 : 1- is cooking / 2- are watching : 3- is doing / is repairing / 4- are helping <u>Homework</u> Students' workbook, activity 3 page 46
NOTE TAKING (10min)					

FRONT PAGE SESSION 3

COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : Contact days :..... Unité 2 : At home Leçon 3 : The ‘’Tchonron ‘’ soup Session 3 Duration : 55mins Skills : SPEAKING Source :English for All – Win skills	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
	TEACHING POINTS	
	<u>SITUATION D'EVALUATION</u>	
	Un concours culinaire est organisé par l’ambassade des USA à l’occasion de la fête des mères à l’attention des élèves de la 5 ^{ème} de toutes les écoles de la ville Katiola. En tant que participant au concours et soucieux de faire gagner ton école, dans ta présentation,	
	<i>1. Donne le nom du plat que tu as choisi de cuisiner ;</i>	
	<i>2. Cite les ingrédients que l'on doit obligatoirement avoir pour préparer ce plat ;</i>	
<i>3. Décris les étapes de la préparation de ce plat.</i>		

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
PREPARING					
I- INTRODUCTION a-Warm Up (2min) b-Revision (3min)	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 <u>Unité 2</u> : At home <u>Leçon 3</u> : The ‘’Tchonron ‘’ soup <u>Session 3</u>
SETTING THE TASK					
Preliminary activities (05 min) Setting the task		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 moni -toring	1-Listen to teacher's instructions 2-Start working with peers		Equip students with the necessary tools to solve the communication situation.
SOLVING THE PROBLEM					
Solving the problem (20 min)		Monitors, helps if necessary,	Students do the task following teacher's instructions	Interactions in groups/pairs	Practice the competence

Performing					
Presentation (10 min)		Jots down recurring mistakes.	- Present their work to the class - Listen and evaluate	Role-play individual presentations /	Perform publicly / Show the outcome of their work.
Feedback (10 min)		-Conducts a consensual production	Listen and react	T/S interaction	Evaluate the outcome.
NOTE TAKING (10min)					

Complete the dialogue

Your friend: Hello my friend.

You : Hello

Your friend: Tell me, what are the different utensils in your kitchen? (6 utensils)

You At home we (1)

Your friend: What food do you prefer?

You I prefer (Nom du plat)

Your friend: What are the ingredients you need?

You The ingredients are.....

Your friend: How do you prepare it?

You First, I.....

.....

Your friend: Thanks it must be delicious

You of course: let's taste it

UNIT 3

DATE AND TIME

SKILL: WRITING

FRONT PAGE

Unit 3/ Lesson 1 : What's the weather like ?

COLLEGE MODERNE DE NIDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : Contact days :..... <u>Unité 3</u> : Time and date <u>Leçon 1</u> : What’s the weather like in December ? <u>Session 1</u> <u>Duration</u> : 55mins Skill: WRITING <u>Source</u> :English for All – Win skills <u>SITUATION D’APPRENTISSAGE</u> En vue d’échanger avec ton correspondant Ghanéen sur le temps qu’il fait dans vos pays respectifs, tu rédige une lettre pour décrire le temps et les saisons.	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	
	<u>Session 1</u> rainy – Sunny – hot – cloudy – stormy – windy – Bad – fine – cold -	Describing the weather	What’s the weather like? == » The weather is sunny/ it’s sunny	
	<u>Session 2</u> snow – rainy season – dry season – autumn/fall – winter – spring - summer	Describing the weather using prepositions of time	In December/ On Monday / In the morning / At night /From May to June	

SITUATION D'APPRENTISSAGE

En vue d'échanger avec ton correspondant Ghanéen sur le temps qu'il fait dans vos pays respectifs, tu rédige une lettre pour décrire le temps et les saisons.

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	-Ask questions about the pictures/realias -Ask a student to read the Learning context -Ask question about the Learning context (who ; where ; when ; what ; why)	-Answer the questions after identification -read the learning context -answer the questions from the teacher	Pictures/realias -voice	Unité 3 : Time and date Leçon 1 : What's the weather like in December ? Session 1
II-INPUT PHASE A- VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat	- listen carefully -Repeat, individually, per row and in chorus	Pictures/realias/ demonstrations	I-VOCABULARY related to weather – Sunny : picture – Cloudy : picture – Stormy : picture – Bad weather : picture – Snowy : picture – Rainy : picture – Hot : picture – Cold : picture – windy : picture

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 : Describing the weather • What's the weather like? == » The weather is sunny/ it's sunny
II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 53 Activity 1 and 2 ACTIVITY 1 (Exercise book) ACTIVITY 2 (Exercise book) Homework	Check students' comprehension	-Distribute the worksheets ./ give the exercises' pages and set the timing -Ask for the answers	-Do the activities -they provide answers	Blackboard/ Exercise book	BLACKBOARD TRACES Expected answers of activity 1: 1-sunny / 2-cloudy / 3-rainy / 4-cold / 5-hot / 6-windy Expected answers of activity 1 : oral <u>Homework</u> Students' workbook, let's take home page 54
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	-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 <u>Unité 3</u> : Time and date <u>Leçon 1</u> : What's the weather like in December ? <u>SESSION 2</u>
II-INPUT PHASE A- VOCABULARY (15min)	Learning phase that introduces new items	-Presents the items and make students repeat	- listen carefully -Repeat, individually, per row and in chorus	Pictures/realias/ demonstrations	I-VOCABULARY related to seasons <u>In cote d'ivoire we have 2 season</u> dry season: hot, cold (harmattan)and windy Rainy season: Rain a lot and humid <u>In Europe we have 4 seasons</u> -Spring: warm and cold (<i>from March to may</i>) -Summer: sunny and hot (<i>from July to September</i>) -Winter: cold and snowy (<i>From December to January</i>) -Autumn or fall: windy and leave falls (<i>from September to December</i>)

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 -Std1 puts the question and the Std2 answer	-demonstration -individual and choral repetition	II-LANGUAGE FUNCTION Expressing preferences *I prefer taking the red shirt *They would rather pay cash.
II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 56 Activity 1 and 2 ACTIVITY 1 (Exercise book) ACTIVITY 2 (Exercise book) HOMEWORK	Check students' comprehension	-Distribute the worksheets and set the timing -Ask for the answers	-Do the activities -they provide answers	Exercise book/ blackboard	BLACKBOARD TRACES Expected answers of activity 1: 1-autumn (fall) / 2-winter / 3- spring / 4-summer / 5-dry season / 6-rainy season Expected answers of activity 2: 1-D / 2-F / 3-E / 4-A / 5-B / 6-C <u>Homework</u> Students' workbook, <i>let's take home</i> page 57
NOTE TAKING (10min)					

FRONT PAGE SESSION 3

COLLEGE MODERNE DE NIEDIEKAHA	HABILETES	CONTENUS
Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : Contact days :..... <u>Unité 3</u> : Time and date <u>Leçon 1</u> : What's the weather like in December ? <u>Session 3</u> <u>Skill : WRITING</u> <u>Duration</u> : 55mins <u>Source</u> :English for All – Win skills	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 <u>SITUATION D'EVALUATION</u> Ton correspondant Ghanéen désire venir passer les prochaines vacances en Côte d'Ivoire. Pour éviter d'être victime des intempéries lors de son séjour, il t'écrit un message, via WhatsApp, pour te demander des informations sur les différentes saisons dans ton pays en vue de mieux se préparer. Dans ta réponse à son message, <i>1. cite les différentes saisons en Côte d'ivoire ;</i> <i>2. mentionne les moments précis de ces saisons au cours de l'année ;</i> <i>3. décris quel temps il fait au cours de chaque saison.</i>		

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
PREPARING					
I- INTRODUCTION a-Warm Up (2min) b-Revision (3min)	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 QUIZ Unité 3 : Time and date Leçon 1 : What's the weather like in December ? Session 3
SETTING THE TASK					
Preliminary activities (05 min) Setting the task		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 moni -toring	1-Listen to teacher's instructions 2-Start working with peers		Equip students with the necessary tools to solve the communication situation.
SOLVING THE PROBLEM					
Solving the problem (20 min)		Monitors, helps if necessary, 1. <i>Citez les différentes saisons en Côte d'ivoire ; (5mins)</i> 2. <i>Mentionnez les moments précis de ces saisons au cours de l'année ;(5mins)</i> 3. <i>Décrivez quel temps il fait au cours de chaque saison. (5mins)</i> 4. <i>Ecrivez une lettre de 6 lignes maximum suivant l'exemple (5mins)</i>	Students do the task following teacher's instructions	Interactions in groups/pairs	Practice the competence

Performing					
Presentation (10 min)		Jots down recurring mistakes.	- Present their work to the class - Listen and evaluate	Role-play / individual presentations	Perform publicly / Show the outcome of their work.
Feedback (10 min)		-Conducts a consensual production	Listen and react	T/S interaction	Evaluate the outcome.
NOTE TAKING (10min)					

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UNIT 3/ LESSON 2 : TIME IS MONEY

COLLEGE MODERNE DE NIEDIEKAHA Date :/...../..... Number of pupils : Boys : Girls : Class : Contact days : UNIT 3. :Time and date LESSON 2 :Time is money SESSION 1 <u>Skill : WRITING</u> <u>Duration</u> : 55mins <u>Source</u> : English for All – Win skills <u>SITUATION D’APPRENTISSAGE</u> Les élèves de 5è du Collège Moderne de Niédiekaha souhaitent mieux gerer les moments d’échanges avec leurs correspondants Americains. Pour ce faire, ils leur envoient un message, via whatsapp, pour décrire leur emploi du tempset leur programme de la semaine.	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
	<u>Session1</u> Schedule – to get up - midday (noon) – dinner – breakfast – lunch – to whatch cartoons		Describing daily activities	A :What do you do in the morning ? B :In the morning, I usually go to school
	<u>Session 2</u> Birthday party – cake – guests – presents/gifts – invitation card – to cut – to share			
		Asking and answering questions about time and date	A : When is your birthday ? B : My birthday’s on March 20/ It’s on March 20th A : What time is your birthday party ? B : It’s at 03 :00 in the afternoon	

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	-Ask questions about the pictures/realias -Ask a student to read the Learning context -Ask question about the Learning context (who ; where ; when ; what ; why)	-Answer the questions after identification -read the learning context -answer the questions from the teacher	Pictures/realias -voice	<u>UNIT</u> 3. :Time and date <u>LESSON</u> 2 :Time is money <u>SESSION</u> 1										
II-INPUT PHASE A- VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat	- listen carefully -Repeat, individually, per row and in chorus	Pictures/	I-VOCABULARY related to daily activities -Schedule : program <table><tr><th>Moment of the day</th><th>Daily acitivity</th></tr><tr><td>Morning (6:00 – 12:00)</td><td>I get up; I have breakfast and I go to school.</td></tr><tr><td>Midday (12:00)</td><td>I have lunch (midday food).</td></tr><tr><td>In afternoon 13:00-18:00</td><td>I help at home.</td></tr><tr><td>In evening 18:00-21:00</td><td>I do exercise and have dinner.</td></tr></table> To watch cartoon: Watch mangas	Moment of the day	Daily acitivity	Morning (6:00 – 12:00)	I get up ; I have breakfast and I go to school .	Midday (12:00)	I have lunch (midday food).	In afternoon 13:00-18:00	I help at home .	In evening 18:00-21:00	I do exercise and have dinner .
Moment of the day	Daily acitivity														
Morning (6:00 – 12:00)	I get up ; I have breakfast and I go to school .														
Midday (12:00)	I have lunch (midday food).														
In afternoon 13:00-18:00	I help at home .														
In evening 18:00-21:00	I do exercise and have dinner .														

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 daily activities A :What do you do in the morning ? B :In the morning, I usually go to school
II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 61 Activity 1 and 2 ACTIVITY 1 (Exercise book) ACTIVITY 2 (Exercise book) Homework	Check students' comprehension	- Distribute the worksheets ./ give the exercises' pages and set the timing - Ask for the answers	- Do the activity - they provide answers	Blackboard/ Exercisebook	BLACKBOARD TRACES Expected answers activity 1 : 1- get up / 2- have breakfast / 3- go to school / 4- have lunch / 5- go home / 6- do his homework / 7- have dinner / 8- sleep Expected answers activity 2 : oral <u>Homework</u> Students' workbook, let's take home page 61
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> <u>UNIT 3.</u> :Time and date <u>LESSON 2</u> : Time is money <u>SESSION 2</u>
II-INPUT PHASE A- VOCABULARY (15min)	Learning phase that introduces new items	-Presents the items and make students repeat	- listen carefully -Repeat, individually, per row and in chorus	Pictures/realias/ demonstrations	I-Vocabulary related to a birthday party -Birthday party : celebration of an anniversary – cake : picture – guests : invitees – presents/gifts : picture – invitation card : picture – to cut : picture – to share : to divide and give

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 1 puts the question and the Std 2 answer	-demonstration -individual and choral repetition	II-LANGUAGE FUNCTION Asking and answering questions about time and date A : When is your birthday ? B : My birthday's on March 20/ It's on March 20th A : What time is your birthday party ? B : It's at 03 :00 in the afternoon
II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 63 Activity 1 and 2 ACTIVITY 1 (Exercise book) ACTIVITY 2 (Exercise book) HOMEWORK	Check students' comprehension	-Distribute the worksheets and set the timing -Ask for the answers	-Do the activity -they provide answers	Exercise book/ blackboard	BLACKBOARD TRACES Expected answers of activity 1: 1- cake cutting / 2- cake sharing / 3- guests / 4- gifts /5- singing happy birthday song / 6- birthday cake Expected answers of activity 1 : oral <u>Homework</u> Students' workbook, let's take home page 63
NOTE TAKING (10min)					

FRONT PAGE SESSION 3

COLLEGE MODERNE DE NIEDIEKAHA Date :/...../..... Number of pupils : Boys : Girls : Class : Contact days : <u>UNIT 3</u> : Time and date <u>LESSON 2</u> : Time is money <u>SESSION 1</u> <u>Skill : WRITING</u> <u>Duration</u> : 55mins <u>Source</u> : English for All – Win skills	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 <u>SITUATION D'EVALUATION</u> Pour la célébration de ton anniversaire, tu rédiges une lettre d'invitation aux membres du club d'anglais de ton école en précisant le programme des activités de cette journée. Dans ton invitation, <i>1. Indique la date de ton anniversaire ;</i> <i>2. Donne l'heure de début et de fin de la cérémonie ;</i> <i>3. Précise les activités de ladite cérémonie et le moment précis pour chaque activité.</i>	

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	MATERIAL & TECHNICS	BB traces
PREPARING					
I- INTRODUCTION a-Warm Up (2min) b-Revision (3min)	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 <u>QUIZ</u> <u>UNIT 3</u> :Time and date <u>LESSON 2</u> :Time is money <u>SESSION 3</u>
SETTING THE TASK					
Preliminary activities (05 min) Setting the task		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 moni -toring	1-Listen to teacher's instructions 2-Start working with peers		Equip students with the necessary tools to solve the communication situation.
SOLVING THE PROBLEM					
Solving the problem (20 min)		Monitors, helps if necessary, -Task 1 : Indique la date de ton anniversaire ;(2mins) -Task 2 : Donne l'heure de début et de fin de la cérémonie ; (5mins) -Task 3 : Précise les activités de ladite cérémonie et le moment précis pour chaque activité. (10mins) -Task 4 : Write a 5 lines letter. (3mins)	Students do the task following teacher's instructions	Interactions in groups/pairs	Practice the competence

Performing					
Presentation (10 min)		Jots down recurring mistakes.	- Present their work to the class - Listen and evaluate	Role-play / individual presentations	Perform publicly / Show the outcome of their work.
Feedback (10 min)		-Conducts a consensual production	Listen and react	T/S interaction	Evaluate the outcome.
NOTE TAKING (10min)					

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Unit 3/ Lesson 3 : Elie's Schedule

COLLEGE MODERNE DE NIEDIEKAHA Date :// Number of pupils : Boys : Girls : Class : Contact days : UNIT 3. :Time and date LESSON 3 :Elie’s schedule SESSION 1 Skill : WRITING Duration : 55mins Source : English for All – Win skills <u>SITUATION D’APPRENTISSAGE</u> L’ambassade des Etats unis, en partenariat avec le Ministère de l’Education Nationale et de l’Alphatbetisation, organise un concours intitulé “ENGLISH DAYS”. Pour y participer, les élèves de 5è du Collège Moderne de Niédiékaha rédigent un paragraphe dans lequel ils décrivent leur programme d’activités pour la semaine à venir.	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
	<u>SESSION 1</u> Physical education – to take a test – to travel – to play video games – to go to church – to do homework – to visit grandmother	Talking about future plans	- What Are you going to do next week? == » I’m going to take an English test. - When are you going to have an English test? == » On Wednesday.
	<u>SESSION 2</u> Messy –tidy – planning – to resume – to take a quiz – to sit for an exam – to pass an exam	Describing sequences	Firtst , I have breakfast – Second , I go to school – next , I take a test. Finally , I go home.

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	-Ask questions about the pictures/realias -Ask a student to read the Learning context -Ask question about the Learning context (who ; where ; when ; what ; why)	-Answer the questions after identification -read the learning context -answer the questions from the teacher	Pictures/realias -voice	UNIT 3. :Time and date LESSON 3 :Elie's schedule SESSION 1
II-INPUT PHASE A- VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat	- listen carefully -Repeat, individually, per row and in chorus	Pictures/realias/ demonstrations	I-VOCABULARY related to daily activities -Physical education : Sport training – to take a test: to rest – to travel : to voyage – to play video games: : demonstration – to go to church/mosque : demonstration – to do homework : to exercises – to visit grandmother: : pay visit

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 : Talking about future plans - What Are you going to do next week? == » I'm going to take an English test. - When are you going to have an English test? == » On Wednesday.
II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 66-67 Activity 1 and 2 ACTIVITY 1 (Exercise book) ACTIVITY 2 (Exercise book) Homework	Check students' comprehension	-Distribute the worksheets ./ give the exercises' pages and set the timing -Ask for the answers	-Do the activities -they provide answers	Blackboard/ Exercise book	BLACKBOARD TRACES Expected answers of activity 1 : 1- COMPUTER GAME / 2- PHYSICAL EDUCATION / 3- HOMEWORK / 4- VISIT Expected answers of activity 2 : oral <u>Homework</u> Students' workbook, <i>let's take home</i> page 67
NOTE TAKING (10min)					

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	-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 UNIT 3. :Time and date LESSON 2 :What a busy weekend ! SESSION 2
II-INPUT PHASE A- VOCABULARY (15min)	Learning phase that introduces new items	-Presents the items and make students repeat	- listen carefully -Repeat, individually, per row and in chorus	Pictures/realias/ demonstrations	I-Vocabulary related to a daily activities – tidy = well organized (Ordered) - Messy != untidy/ disorderd – planning : programmation – to resume : start again after a pause – to take a quiz : to take an evaluation – to sit for an exam : to participate in an exam – to pass an exam : to succeed in an exam

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 1 puts the question and the Std 2 answer	-demonstration -individual and choral repetition	II-LANGUAGE FUNCTION Describing sequences Firstst , I have breakfast – Second , I go to school – next , I take a test. Finally , I go home.
II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 69 Activity 1 and 2 ACTIVITY 1 (Exercise book) ACTIVITY 2 (Exercise book) HOMEWORK	Check students' comprehension	-Distribute the worksheets and set the timing -Ask for the answers	-Do the activities -they provide answers	Exercise book/ blackboard	BLACKBOARD TRACES Expected answers of activity 1 : 1- tidy / 2- sit for / 3- pass / 4- resume / 5- messy Expected answers of activity 2 : 1- first / 2-second / 3- then / 4- after that / 5- next / 6 - finally <u>Homework</u> Students' workbook, <i>let's take home</i> page 69
NOTE TAKING (10min)					

FRONT PAGE SESSION 3

COLLEGE MODERNE DE NIEDIEKAHA	HABILETES	CONTENUS
Date :// Number of pupils : Boys : Girls : Class : Contact days : UNIT 3. : Time and date LESSON 3 : Elie's schedule SESSION 3 Duration : 55mins Source : English for All – Win skills	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 SITUATION D'EVALUATION Au cours d'une compétition organisée par l'Ambassade des Etats-Unis en Côte d'Ivoire à l'intention des élèves du Collège Moderne of Niédiekaha, l'ambassadeur demande aux élèves de 5^{ème} de rédiger un paragraphe dans lequel ils décrivent à leurs correspondants anglophones leurs différentes activités de la semaine à venir. Faisant partie de ces élèves, <i>1. Présente ton programme d'activités de la semaine à venir dans un tableau,</i> <i>2. Décris-le dans un paragraphe de six (6) lignes.</i>		

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
PREPARING					
I-INTRODUCTION a-Warm Up (2min) b-Revision (3min)	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 UNIT 3. :Time and date LESSON 3 :Elie's schedule SESSION 3
SETTING THE TASK					
Preliminary activities (05 min) Setting the task		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		Equip students with the necessary tools to solve the communication situation.
SOLVING THE PROBLEM					
Solving the problem (20 min)		Monitors, helps if necessary,	Students do the task following teacher's instructions	Interactions in groups/pairs	Practice the competence
Performing					

Presentation (10 min)		Jots down recurring mistakes.	- Present their work to the class - Listen and evaluate	Role-play / individual presentations	Perform publicly / Show the outcome of their work.
Feedback (10 min)		-Conducts a consensual production	Listen and react	T/S interaction	Evaluate the outcome.
NOTE TAKING (10min)					

Give a model and ask them to fill it

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning	- Breakfast - School	- Breakfast - School	- Breakfast - School	- Breakfast - School	- Breakfast - School	- Breakfast - Meetfriends	- Breakfast - Washing
Noon	Lunch	Lunch	Lunch	Lunch	Lunch	- Lunch - Siesta	- Lunch - Siesta
Afternoon	School	School	Common test	School	School	- Sports - Computer games	- Homechores - Watch -TV
Evening	- Dinner - Homework - Bed	- Dinner - Homework - Bed	- Dinner - Homework - Bed	- Dinner - Homework - Bed	- Dinner - Homework - Bed	- Homechores - Visit to family - Bed	- Dinner - Homework - Bed

UNIT 4

JOBS AND

OCCUPATIONS

SKILL: WRITING

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Unit 4/ Lesson 1 : What's your mother's job ?

COLLEGE MODERNE DE NIDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : Contact days :..... UNIT4 : JOBS AND OCCUPATIONS LESSON 1. : what’s your mother’s job ? SESSION 1 Duration : 55mins Source :English for all – 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	-Ask questions about the pictures/realias -Ask a student to read the Learning context -Ask question about the Learning context (who ; where ; when ; what ; why)	-Answer the questions after identification -read the learning context -answer the questions from the teacher	Pictures/realias -voice	UNIT4 : JOBS AND OCCUPATIONS LESSON 1. : what's your your mother's job ? SESSION 1
II-INPUT PHASE A- VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat	- listen carefully -Repeat, individually, per row and in chorus	Pictures/realias/ demonstrations	I-VOCABULARY related to jobs and occupations -A Cashier : picture - a waiter : picture - a barber : picture - an architect : picture - a housemaid : picture - a plumber : picture - a waiter : picture - a dentist: picture

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 people's jobs A : What does your mother do ? B : She's a housemaid A : What does a housemaid do ? B : She cleans and sweeps people's houses
II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 75 Activity 1 and 2 ACTIVITY 1 (Exercise book) ACTIVITY 2 (Exercise book) Homework	Check students' comprehension	-Distribute the worksheets ./ give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Worksheet/ Blackboard/ Exercisebook	BLACKBOARD TRACES Expected answers of activity 1 : 1-Dentist / 2-Architect / 3-Plumber / 4-Waiter / 5-Housemaid / 6-Waitress Expected answers of activity 1 : oral <u>Homework</u> Students' workbook, let's take home page 75
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	-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 UNIT4 : JOBS AND OCCUPATIONS LESSON 1. : what's your mother's job ? SESSION 2
II-INPUT PHASE A- VOCABULARY (15min)	Learning phase that introduces new items	-Presents the items and make students repeat	- listen carefully -Repeat, individually, per row and in chorus	Pictures/realias/ demonstrations	I-Vocabulary related to jobs and occupations -Car washer : picture – a cook : picture - a lawyer : picture – a flight attendant : picture – an engineer : picture – a greengrocer : picture – a computer scientist : picture – a houswife: picture

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 1 puts the question and the Std 2 answer	-demonstration -individual and choral repetition	II-LANGUAGE FUNCTION <i>Expressing possessions with possessive pronouns</i> - <u>My</u> mother like <u>her</u> job. -You like <u>your</u> job, I like <u>mine</u> .
II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 77 Activity 1 and 2 ACTIVITY 1 (Exercise book) ACTIVITY 2 (Exercise book) HOMEWORK	Check students' comprehension	-Distribute the worksheets and set the timing -Ask for the answers	-Do the activities -they provide answers	Exercise book/ blackboard	BLACKBOARD TRACES Expected answers of activity 1: 1-a flight attendant / 2-a lawyer / 3- a cook / 4-a computer scientist / 5-a greengrocer / 6-a car washer Expected answers of activity 2: 1- our / 2-mine / 3- your / 4- their / 5- theirs / 6- hers. <u>Homework</u> Students' workbook, let's take home page 77
NOTE TAKING (10min)					

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SESSION 3

COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : Contact days :..... UNIT4 : JOBS AND OCCUPATIONS LESSON 1. : what's your your mother's job ? SESSION 3 Skill : WRITING Duration : 55mins Source :English for all – win skills	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	
	<u>SITUATION D'EVALUATION</u>	
	A l'occasion de la fête des mères, le journal du Club d'Anglais du Collège moderne de Niédiékaha veut dédier les pages spéciales à la mère. Le président du Club demande donc aux élèves de la 5^{ème} de rédiger un paragraphe qui décrit les métiers et professions de leurs mères en vue de rendre hommage à ces valeureuses mamans. Faisant partie des élèves de 5^{ème}, dans ta production de cinq (5) lignes maximum, <i>1. Donne le nom de ta maman ;</i> <i>2. Précise sa profession ;</i> <i>3. Décris les activités qu'elle mène dans le cadre de son travail.</i>	

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
PREPARING					
I-INTRODUCTION a-Warm Up (2min) b-Revision (3min)	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 UNIT4 : JOBS AND OCCUPATIONS LESSON 1. : what's your your mother's job ? SESSION 3
SETTING THE TASK					
Preliminary activities (05 min) Setting the task		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 moni -toring	1-Listen to teacher's instructions 2-Start working with peers		Equip students with the necessary tools to solve the communication situation.
SOLVING THE PROBLEM					
Solving the problem (20 min)		Monitors, helps if necessary, -Task 1 : What's your mother name ? (2mins) -Task 2: What does your mother ? (5mins) -Task 3: Describe her job. (8mins) -Task 4: Write a 5 line article (5mins)	Students do the task following teacher's instructions	Interactions in groups/pairs	Practice the competence

Performing

Presentation (10 min)		Jots down recurring mistakes.	- Present their work to the class - Listen and evaluate	Role-play individual presentations /	Perform publicly / Show the outcome of their work.
Feedback (10 min)		-Conducts a consensual production	Listen and react	T/S interaction	Evaluate the outcome.
NOTE TAKING (10min)					

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UNIT 4 / LESSON 2: WHAT DO YOU USE A MAP FOR?

COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : 5è..... Contactdays :..... UNIT 4: Jobs and Occupations. LESSON 2. : What do you use a map for ? SKILL : WRITING SESSION 1 Duration : 55mins Source :English for All – Win skills <u>SITUATION D’APPRENTISSAGE</u> En vue de produire un article pour le compte du magazine du club d’anglais du Collège Moderne de Niédiékaha, les élèves de 5è rédigent un paragraphe pour décrire les outils utilisés dans différentes professions.	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 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		LANGUAGE FUNCTION	STRUCTURE
	<u>Session 1</u> Camera –ladle – whistle – syringe – handsaw – hoe – electric clipper - trowel		Talking about worktools	What’s an electric clipper used for? == »It’s used for cutting hair. What does your father use an electric clipper for? == » He uses an electric clipper for cutting hair.
	<u>Session 2</u> A law book – scales – sewing machining – tray – cash register –plunger – sponge - broom		expressing possessions	Whose law book is this ? == » It’s the lawyer’s (law book) Whose scales are these ? == » They are the greengrocer’s (scales)

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	-Ask questions about the pictures/realias -Ask a student to read the Learning context -Ask question about the Learning context (who ; where ; when ; what ; why)	-Answer the questions after identification -read the learning context -answer the questions from the teacher	Pictures/realias -voice	UNIT 4: Jobs and Occupations. LESSON 2. : What do you use a map for ? SESSION 1
II-INPUT PHASE A- VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat	- listen carefully -Repeat, individually, per row and in chorus	Pictures/realias/ demonstrations	I-VOCABULARY related to worktools - Camera :picture - ladle :picture - whistle :picture - syringe :picture - handsaw : picture - hoe :picture - electric clipper :picture - trowel :picture

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 Talking about worktools What's an electric clipper used for? == »It's used for cutting hair. What does your father use an electric clipper for? == » He uses an electric clipper for cutting hair.
II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 81Activity 1 and 2 ACTIVITY 1 (Exercise book) ACTIVITY 2 (Exercise book) Homework	Check students' comprehension	-Distribute the worksheets ./ give the exercises' pages and set the timing -Ask for the answers	-Do the activities -they provide answers	Worksheet/ Blackboard/ Exercise book	BLACKBOARD TRACES Expected answers: oral <u>Homework</u> Students' workbook, <i>let's take home</i> page 81
NOTE TAKING (10min)					

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	-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 UNIT 4: Jobs and Occupations. LESSON 2. : What do you use a map for ? SESSION 2
II-INPUT PHASE A- VOCABULARY (15min)	Learning phase that introduces new items	-Presents the items and make students repeat	- listen carefully -Repeat, individually, per row and in chorus	Pictures/realias/ demonstrations	I-VOCABULARY : related to worktools -A law book : picture – scales : picture – sewing maching : picture – tray : picture – cash register: picture –plunger : picture – sponge : picture - broom : picture

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 -Std1 puts the question and the Std2 answer	-demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : expression possessions Whose law book is this ? == » It's the lawyer's (law book) Whose scales are these ? == » They are the greengrocer's (scales)
II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 82 Activity 1 and 2 ACTIVITY 1 (Exercise book) ACTIVITY 2 (Exercise book) <u>Homework</u>	Check students' comprehension	-Distribute the worksheets and set the timing -Ask for the answers	-Do the activity -they provide answers	Exercise book/ blackboard	BLACKBOARD TRACES Expected answers of activity 1: 1- law book / 2- scales / 3- sewing machine / 4-plunger/ 5- cash register / 6- broom Expected answers of activity 1 : oral <u>Homework</u> Students' workbook, <i>let's take home</i> page 82
NOTE TAKING (10min)					

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COLLEGE MODERNE DE NIEDIEKAHA

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

Number of pupils :..... **Boys** :.....

Girls :.....

Class :

Contact days :

.....

UNIT 4: Jobs and Occupations.

LESSON 2. : What do you use a map for ?

SESSION 3.

SKILL : WRITING

Duration : 55mins

Source : English for All – Win skills

HABILETES

Connaître

Ecrire

Construire

Appliquer

Rédiger

CONTENUS

- Les noms des outils et instruments utilisés dans les différents métiers/professions
- Le cas possessif
- Les structures grammaticales pour demander et exprimer la possession

-Les noms de métiers/professions
-Les adjectifs possessifs
-Les questions pour identifier les métiers/professions

Des phrases relatives aux métiers/professions

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

Un texte simple pour décrire les métiers et les professions

TEACHING POINTS

SITUATION D'EVALUATION

Lors d'une compétition organisée par le Club d'anglais du Collège Moderne de Niédiékaha, le président demande aux élèves de 5è de rédiger un paragraphe de six lignes sur les outils ou objets de travail de leurs parents, en vue d'échanger sur les métiers et professions de ceux-ci. En tant qu'élève de cette classe,

1. *Dis les métiers qu'exercent ton père et ta mère ;*
2. *Cite les outils ou objets utilisés par chacun d'eux ;*
3. *Décris le rôle de chaque outil*

PERFORMING					
Presentation (10 min)		Jots down recurring mistakes.	- Present their work to the class - Listen and evaluate	Role-play / individual presentations	Perform publicly / Show the outcome of their work.
Feedback (10 min)		-Conducts a consensual production	Listen and react	T/S interaction	Evaluate the outcome.
NOTE TAKING (10min)					

Task 1: Do the following task
Fill the table

Parents	Jobs	Worktools
Father		
Mother		

Task 2: Answer the questions

What does your father do?

What does your mother do?

What are your father's worktools?

What are your mother's worktool?

Task 3: Write a 5line paragraph

FRONT PAGE

Unit 3/ Lesson 3 : Where does Enoh work ?

COLLEGE MODERNE DE NIEDIEKAHA Date :// Number of pupils : Boys : Girls : Class : Contact days : UNIT 4 :Jobs and Occupations LESSON 3 : Where does Enoh work ? SESSION 1 Skill : WRITING Duration : 55mins Source :English for All – Win skills SITUATION D'APPRENTISSAGE Lors d'un concours de rédaction organisé par le Club d'anglais de ton école, les élèves de 5è rédigent un paragraphe sur les noms des lieux de travail de différentes professions.	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		
	Greengrocer's shop – car wash – office – law court – restaurant – building site – fire station - supermarket	Asking and answering questions about workplaces	A :Where does a cook work ? B : He works in a kitchen A :Where do cooks work ? B : They work in kitchens
	Session 2		
	Library – pharmacy – fragrant – market – kitchen – hotel – smelly – good smelling – air-conditioned	Describing workplaces	A : What's a pharmacy like ? B : It is clean and air-conditioned.

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	-Ask questions about the pictures/realias -Ask a student to read the Learning context -Ask question about the Learning context (who ; where ; when ; what ; why)	-Answer the questions after identification -read the learning context -answer the questions from the teacher	Pictures/realias -voice	UNIT 4 :Jobs and Occupations LESSON 3 : Where does Enoh work ? SESSION 1
II-INPUT PHASE A- VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat	- listen carefully -Repeat, individually, per row and in chorus	Pictures/realias/ demonstrations	I-VOCABULARY : related to workplaces -A greengrocer's shop : image - A Car wash : image - An office : image -A law court : image - A restaurant : image - A building site : image - A fire station : image -A supermarket: 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	-demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : Asking and answering questions about workplaces A :Where does a cook work ? B : He works in a kitchen A :Where do cooks work ? B : They work in kitchens
II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page109 Activity 1 and 2 ACTIVITY 1 (Exercisebook) ACTIVITY 2 (Exercisebook) Homework	Check students' comprehension	-Distribute the worksheets ./ give the exercises' pages and set the timing -Ask for the answers	-Do the activity -they provide answers	Worksheet/ Blackboard/ Exercisebook	BLACKBOARD TRACES Expected answers of activity 1: 1- c / 2- d / 3- e / 4- b / 5- f : 6- a Expected answers of activity 2 : oral <u>Homework</u> Students' workbook, let's take home page 109
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	-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 UNIT 4 :Jobs and Occupations LESSON 3 : Where does Enoh work ? SESSION 2
II-INPUT PHASE A- VOCABULARY (15min)	Learning phase that introduces new items	-Presents the items and make students repeat	- listen carefully -Repeat, individually, per row and in chorus	Pictures/realias/ demonstrations	I-VOCABULARY : related to workplaces -Library : picture – pharmacy : picture – fragrant : picture –market : picture –kitchen : picture – hotel : picture – smelly : picture – good smelling : picture – air-conditioned: picture

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 1 puts the question and the Std 2 answer	-demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : Describing workplaces A : What's a pharmacy like ? B : It is clean and air-conditioned .
II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 110-111 Activity 1 and 2 ACTIVITY 1 (Exercise book) ACTIVITY 2 (Exercise book) <u>Homework</u>	Check students' comprehension	-Distribute the worksheets and set the timing -Ask for the answers	-Do the activities -they provide answers	Exercise book/ blackboard	BLACKBOARD TRACES Expected answers of activity 1 : oral Expected answers of activity 2 : 1- crowded / 2-fragrant / 3- conditioned / 4- smelly / 5- comfortable <u>Homework</u> Students' workbook, let's take home page 111
NOTE TAKING (10min)					

FRONT PAGE SESSION 3

COLLEGE MODERNE DE NIEDIEKAHA	HABILETES	CONTENUS
Date :/...../..... Number of pupils : Boys : Girls : Class : Contact days : UNIT 4 : Jobs and Occupations LESSON 3 : Where does Aunt Enoh work ? SESSION 3 Duration : 55mins Source : English for All – Win skills	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	
	<u>SITUATION D'EVALUATION</u> C'est la célébration de la fête du travail au Collège moderne de niédiékaha. Pour agrémenter la cérémonie, l'Ambassadeur des Etats unis en Côte d'ivoire, parrain de la cérémonie, demande aux élèves de 5è de rédiger un paragraphe sur les professions et lieux de travail de leurs parents, en vue de partager cela avec des invités venus de l'Amérique. Faisant partie de ces élèves, dans ta production de 6 lignes maximum, <i>1. Présente les métiers ou professions de trois membres de ta famille ;</i> <i>2. Indique le lieu de travail de chaque membre ;</i> <i>3. Décris le lieu de travail de chacun.</i>	

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
PREPARING					
I- INTRODUCTION a-Warm Up (2min) b-Revision (3min)	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 UNIT 4 :Jobs and Occupations LESSON 3 : Where does Aunt Enoh work ? SESSION 3
SETTING THE TASK					
Preliminary activities (05 min) Setting the task		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 moni -toring	1-Listen to teacher's instructions 2-Start working with peers		Equip students with the necessary tools to solve the communication situation.
SOLVING THE PROBLEM					
Solving the problem (20 min)		Monitors, helps if necessary,	Students do the task following teacher's instructions	Interactions in groups/pairs	Practice the competence
Performing					

Presentation (10 min)		Jots down recurring mistakes.	- Present their work to the class - Listen and evaluate	Role-play / individual presentations	Perform publicly / Show the outcome of their work.
Feedback (10 min)		-Conducts a consensual production	Listen and react	T/S interaction	Evaluate the outcome.
NOTE TAKING (10min)					

Task 1: Do the following task
Fill the table

Parents	Jobs	Worktools	Workplaces
Father			
Mother			

Task 2: Answer the questions

What does your father do?

What does your mother do?

What are your father's worktools?

What are your mother's worktool?

Where does your father work?

Where does your mother work?

Task 3: Write a 5line paragraph

UNIT 5
CLOTHES AND
COLOURS
SKILL: LISTENING

FRONT PAGE
UNIT 5 : CLOTHES AND COLOURS
LESSON 1 : AT THE MARKET

COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : Contact days :..... Unité 5 : CLOTHES AND COLOURS Leçon 1 : At the market place Session 1 Skill : LISTENING Duration : 55mins Source :English for All – Win skills <u>SITUATION D’APPRENTISSAGE</u> In order to prepare their excursion to Ghana, the students of 5è of CMN listen to a text describing clothes and what people are wearing.	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 1 Suit – jacket – pyjamas (pajamas) – dress – pants – boxer shorts- socks - hat	Describing what people are wearing	What’re you wearing ? == »I’m wearing a jacket.
	Session 2 Trainers – handbag – rings – necklace – scarf – sandals – earrings - tie	Asking and answering questions about what people are wearing	Do you wear a jacket to go to a party ? == » Yes, I do/ No, I don’t

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	-Ask questions about the pictures/realias -Ask a student to read the Learning context -Ask question about the Learning context (who ; where ; when ; what ; why)	-Answer the questions after identification -read the learning context -answer the questions from the teacher	Pictures/realias -voice	Unité 5 : CLOTHES AND COLOURS Leçon 1 : At the market place <u>SESSION 1</u>
II-INPUT PHASE A- VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat	- listen carefully -Repeat, individually, per row and in chorus	Pictures/realias/ demonstrations	I-VOCABULARY related to clothes -Suit : picture – jacket : picture – pyjamas (pajamas) : picture – dress : picture – pants : picture – boxer shorts: picture - socks : picture - hat: picture

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 what people are wearing What're you wearing ? == »I'm wearing a jacket
II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 95 Activity 1 and 2 ACTIVITY 1 (Exercisebook) ACTIVITY 2 (Exercisebook) Homework	Check students' comprehension	-Distribute the worksheets ./ give the exercises' pages and set the timing -Ask for the answers	-Do the activities -they provide answers	Worksheet/ Blackboard/ Exercisebook	BLACKBOARD TRACES Expected answers of activity 1 : 1- Shirt / 2- Pants / 4- Coat / 5- Socks / 6- Shoes / 7- Hat Expected answers of activity 2 : am wearing / is wearing / are wearing / is wearing <u>Homework</u> Students' workbook, <i>let's take home</i> page 95
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	-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 Unité 5 : CLOTHES AND COLOURS Leçon 1 : At the market place SESSION 2
II-INPUT PHASE A- VOCABULARY (15min)	Learning phase that introduces new items	-Presents the items and make students repeat	- listen carefully -Repeat, individually, per row and in chorus	Pictures/realias/ demonstrations	I-VOCABULARY related to accessories -Trainers : picture – handbag : picture – rings : picture – necklace : picture – scarf : picture – sandals : picture – earrings : picture - tie: picture

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 1 puts the question and the Std 2 answer	-demonstration -individual and choral repetition	II-LANGUAGE FUNCTION Asking and answering questions about what people are wearing Do you wear a jacket to go to a party ? == » Yes, I do/ No, I don't
II-ACTIVATION PHASE (15min) ACTIVITY 1 (Exercise book) ACTIVITY 2 (Exercise book)	Check students' comprehension	-Distribute the worksheets and set the timing -Ask for the answers	-Do the activities -they provide answers	Exercise book/ blackboard	BLACKBOARD TRACES Expected answers of activity 1 : oral Expected answers of activity 2: 1- Mimi / 2- Franck / 3- Mary / 4- Paul and Jeanne <u>Homework</u>
NOTE TAKING (10min)					

FRONT PAGE SESSION 3

COLLEGE MODERNE DE NIEDIEKAHA Date :// Number of pupils : Boys : Girls : Class : Contact days : Unité 5 : CLOTHES AND COLOURS Leçon 1 : At the market place Session 1 Skill: LISTENING Duration : 55mins Source : English for All – Win skills	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	
	<u>SITUATION D’EVALUATION</u>	
	A schoolboy i shaving a phone conversation with his Ghanéen pen friend. The pen friend asks questions about what people regularly wear in the boy’s country for school and work. Listen to their conversation and do the activities that follow.	
	1. Answer questions 1. What clothes do boys wear for school ? 2. What clothes do girls wear for school ? 3. What clothes do teachers wear for school ? -men : -women : 2. Now answer this personal question What do your father and your mother wear at home ? at work ? -At home : -At work : Expected answers : A- 1- (B) / 1-C / 2- A / 3- B	

A schoolboy i shaving a phone conversation with his Ghanéen pen friend. The pen friend asks questions about what people regularly wear in the boy's country for school and work. Listen to their conversation and do the activities that follow.

1. Answer questions
 1. What clothes do boys wear for school ?
 2. What clothes do girls wear for school ?
 3. What clothes do teachers wear for school ?

-men :
-women :
2. Now answer this personal question
 What do your father and your mother wear at home ? at work ?
 -At home :
 -At work :
Expected answers :
 A- 1- (B) / 1-C / 2- A / 3- B

	LISTENING PASSAGE John : Hello, Curtis ! Can I ask you some questions ? Curtis : Hi, John. Yes, you can. John : What clothes do boys and girls wear at school ? Curtis : Well, boys wear khaki uniforms and girls wear blue skirts and white blouses. John : And what do teachers wear for school ? Curtis : It depends. Men wear trousers or jeans, shirts, t-shirts or suits with ties and a watch. Women wear, skirts, wrappers, blouses and earrings
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STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
PREPARING					
I- INTRODUCTION a-Warm Up (2min) b-Revision (3min)	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 <u>Unité 5</u> : CLOTHES AND COLOURS <u>Leçon 1</u> : At the market place <u>SESSION 3</u>
SETTING THE TASK					
Preliminary activities (05 min) Setting the task		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		Equip students with the necessary tools to solve the communication situation.

SOLVING THE PROBLEM					
Solving the problem (20 min)		Monitors, helps if necessary,	Students do the task following teacher's instructions	Interactions in groups/pairs	Practice the competence
Performing					
Presentation (10 min)		Jots down recurring mistakes.	- Present their work to the class - Listen and evaluate	Role-play individual presentations /	Perform publicly / Show the outcome of their work.
Feedback (10 min)		-Conducts a consensual production	Listen and react	T/S interaction	Evaluate the outcome.
NOTE TAKING (10min)					

FRONT PAGE

LESSON 2 : MY FAVOURITE CLOTHES

COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : Contact days :..... <u>Unité 5</u> : CLOTHES AND COLOURS <u>Leçon 2</u> : My favourite clothes <u>Session 1</u> <u>Skill: LISTENING</u> <u>Duration</u> : 55mins <u>Source</u> :English for All – Win skills <u>SITUATION D'APPRENTISSAGE</u> Visiting Kumasi (Ghana) with their english teacher, the students of 5è of CMN come accross a Ghanaian clothes seller. They listen to him describing his colourful underwear and accessories in order to make their choices.	HABILETES	CONTENUS	
	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	STRUCTURE
	<u>Session 1</u> Belt – bra – gloves – tank top – bracelet –watch – swimsuit – sunglasses	Asking and answering questions about accessories and underwears	<i>A-What do girls wear to swim?</i> == » they wear swimsuits
	<u>Session 2</u> Yellow – green – blue – black – purple – grey – pink – brown	Describing colours of clothes	A-what colour is the skirt ? => It’s blue/ It’s a blue skirt

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	-Ask questions about the pictures/realias -Ask a student to read the Learning context -Ask question about the Learning context (who ; where ; when ; what ; why)	-Answer the questions after identification -read the learning context -answer the questions from the teacher	Pictures/realias -voice	Unité 5 : CLOTHES AND COLOURS Leçon 2 : My favourite clothes <u>SESSION 1</u>
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat	- listen carefully -Repeat, individually, per row and in chorus	Pictures/realias/ demonstrations	I-VOCABULARY related to accessories and underwears –A watch (picture) – A bracelet (picture) – gloves (picture) -A belt (picture) – sunglasses: (picture) – bra (picture) – tank top (picture) – swimsuit (picture)

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 accessories and underwears <i>What do girls wear to swim?</i> == » they wear swimsuits
II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 102 Activity 1 and 2 ACTIVITY 1 (Exercisebook) ACTIVITY 2 (Exercisebook) Homework	Check students' comprehension	-Distribute the worksheets ./ give the exercises' pages and set the timing -Ask for the answers	-Do the activities -they provide answers	Worksheet/ Blackboard/ Exercisebook	BLACKBOARD TRACES Feedback: <u>Activity1: (5mins)</u> 1-b: a bracelet 2-a : a bra 3-a : gloves 4-b: a swimsuit <u>Activity1: (5mins)</u> 1-it is a belt 2- it is a bra 3-it is a bracelet/watch 4-they are gloves 5-it is a tank top <u>Homework</u> Students' workbook, let's take home page 102
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	-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 Unité 5 : CLOTHES AND COLOURS Leçon 2 : Look at my blue watch ! SESSION 2
II-INPUT PHASE A- VOCABULARY (15min)	Learning phase that introduces new items	-Presents the items and make students repeat	- listen carefully -Repeat, individually, per row and in chorus	Pictures/realias/ demonstrations	I-VOCABULARY <i>related to accessories</i> Yellow (picture) – green (picture) – blue (picture) – black (picture) – purple (picture) – grey (picture) – pink (picture) – brown: (picture)

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 1 puts the question and the Std 2 answer	- demonstration - individual and choral repetition	II-LANGUAGE FUNCTION : <i>Describing colours of clothes</i> A-What colour is the skirt ? => It's blue/ It's a blue skirt
II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 104 Activity 1 and 2 ACTIVITY 1 (Exercise book) ACTIVITY 2 (Exercise book <u>Homework</u>	Check students' comprehension	- Distribute the worksheets and set the timing - Ask for the answers	- Do the activities - they provide answers	Exercise book/ Blackboard	BLACKBOARD TRACES Feedback : Activity 1 : 5 minutes 1-yellow 2-black 3-grey and black 4-brown 5-blue 6-black 7-grey 8- red and yellow <u>Activity 2 oral : 7 minutes</u> <u>Homework</u> Students' workbook, let's take home page 104
NOTE TAKING (10min)					

FRONT PAGE SESSION 3

COLLEGE MODERNE DE NIEDIEKAHA	HABILETES	CONTENUS
Date :// Number of pupils : Boys : Girls : Class : Contact days : Unité 5 : CLOTHES AND COLOURS Leçon 2 : My favourite clothes Session 3 Skill: LISTENING Duration : 55mins Source : English for All – Win skills	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 SITUATION D'EVALUATION You want to know the clothes people wear in Ghana. You listen to recording about a Ghanaian seller who is advertising his clothes items. Your English teacher asks you the questions below. Answer them. 1. List the clothes the Ghanaian trader is selling, -for men : -for women : -for young people 2. What is the colour of each clothes? 3. What clothes do you prefer? Expected answers : (A)-2 (B)- a - shoes b- black c- green and white dscarves e- pink f- grey LISTENING PASSAGE Hi, everybody. I have got a lot of nice clothes for you. I have trousers and jeans, shirts, pyjamas and shoes for men .The trousers are black, the jeans are blue, the shirts are green and white, and the shoes are black. For women I have underwears, handbags, skirts and scarves. The scarves are brown, the handbags are red and the skirts are pink. I also have T-shirts, sweaters, shorts and socks for young people. The T-shirts and sweaters are green, red, and pink. The shorts and socks are grey. Do you like them?		

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	SUDENTS' AVTIVITIES	MATERIAL & TECHNICS	BB traces
PREPARING					
I- INTRODUCTION a-Warm Up (2min) b-Revision (3min)	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 Unité 5 : CLOTHES AND COLOURS Leçon 2 : My favourite clothes SESSION 3
SETTING THE TASK					
Preliminary activities (05 min) Setting the task		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 moni -toring	1-Listen to teacher's instructions 2-Start working with peers		Equip students with the necessary tools to solve the communication situation.
SOLVING THE PROBLEM					
Solving the problem (20 min)		Monitors, helps if necessary,	Students do the task following teacher's instructions	Interactions in groups/pairs	Practice the competence

Performing					
Presentation (10 min)		Jots down recurring mistakes.	- Present their work to the class - Listen and evaluate	Role-play individual presentations /	Perform publicly / Show the outcome of their work.
Feedback (10 min)		-Conducts a consensual production	Listen and react	T/S interaction	Evaluate the outcome.
NOTE TAKING (10min)					

FRONT PAGE

Lesson 3 : Can i help you ?

COLLEGE MODERNE DE NIEDIEKAHA	HABILETES		CONTENUS	
Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : Contact days :.....	Connaître	- Les nombres au-delà de 100. - Les prix des articles de vêtements - Les mots relatifs au shopping. - Les structures grammaticales pour : • demander le prix d'un article /donner le prix d'un article - Les mots et les expressions relatifs aux vêtements - Les structures grammaticales pour exprimer les préférences		
<u>Unité 5</u> : CLOTHES AND COLOURS <u>Leçon 3</u> : Can I help you ? <u>Session 1</u> <u>Skill</u> : LISTENING <u>Duration</u> : 55mins <u>Source</u> :English for All – Win skills <u>SITUATION D'APPRENTISSAGE</u> Visiting Kumasi (Ghana) with their english teacher, the students of CMN get in a clothes shop. As they want to buy some articles, they listen to the salesperson who gives the prices of the different items of clothing.	Ecouter	- Les prononciations des mots relatifs au shopping - Les prononciations nombres au-delà de 100 - Les structures grammaticales pour : • demander le prix d'un article /donner le prix d'un article - Les mots et les expressions relatifs aux vêtements - Les structures grammaticales pour exprimer les préférences		
	Identifier	- Les prononciations des mots relatifs au shopping - Les prononciations nombres au-delà de 100. - Les structures grammaticales pour : • demander le prix d'un article /donner le prix d'un article - Les mots et les expressions relatifs aux vêtements. - Les structures grammaticales pour exprimer les préférences		
	Distinguer	L'intonation correcte		
	Comprendre	Des informations relatives aux achats/shopping (vêtements)		
	TEACHING POINTS			
VOCABULARY		GRAMMAR/ LANGUAGE FUNCTION		STRUCTURE
<u>Session 1</u> 2,500 (two thousand, five hundred) - 30,400 (thirty thousand, four hundred) – 88,600 (eighty-eight thousand, six hundred) – 170,000 – 208,510 – 500,000 – 690,000 – 1,000,000		Asking and giving prices		<i>How much does the dress cost?</i> == » It costs 20,000 francs <i>How much do the trainers cost?</i> == » They cost 25,000 francs.

	<u>Session 2</u> Clothes shop – receipt – shop assistant – mannequin –till (cash desk) - receipt – to try on – to pay cash	Expressing preferences	*I prefer taking the red shirt *They would rather pay cash.
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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	-Ask questions about the pictures/realias -Ask a student to read the Learning context -Ask question about the Learning context (who ; where ; when ; what ; why)	-Answer the questions after identification -read the learning context -answer the questions from the teacher	Pictures/realias -voice	<u>Unité 5</u> : CLOTHES AND COLOURS <u>Leçon 3</u> : Can I help you ? <u>SESSION 1</u>
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat	- listen carefully -Repeat, individually, per row and in chorus	Pictures/realias/ demonstrations	I-VOCABULARY related to big numbers 2,500 (two thousand, five hundred) - 30,400 (thirty thousand, four hundred) – 88,600 (eighty-eight thousand, six hundred) – 170,000 : one hundred and seventy thousand – 208,510 : Two hundred and eight thousand, five hundred and ten – 500,000 : five hundred thousand – 690,000 : six hundred and ninety thousand

					– 1,000,000: one million
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>Asking and giving prices</i> <i>How much does the dress cost?</i> == » It costs 20,000 francs <i>How much do the trainers cost?</i> == » They cost 25,000 francs.
II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 109 Activity 1 and 2 ACTIVITY 1 (Exercisebook) ACTIVITY 2 (Exercisebook) Homework	Check students' comprehension	-Distribute the worksheets ./ give the exercises' pages and set the timing -Ask for the answers	-Do the activities -they provide answers	Worksheet/ Blackboard/ Exercisebook	BLACKBOARD TRACES Feedback: <u>Activity 1: 5 minutes</u> Expected answers : d. Four thousand, nine hundred and forty / e. Nine hundred thousand / c. Thirty-five thousand eight hundred / f. One million, five hundred thousand / b. Ten thousand, six hundred and seventy <u>Activity 2: 5 minutes</u> Expected answers : Namy : Scarf (3,890 fr) / Elisabeth : Panties (1,200 fr) / Blue tank top (5,450 fr) <u>Homework</u> Students' workbook, let's take home page 109
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	-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 Unité 5 : CLOTHES AND COLOURS Leçon 3 : Can I help you ? SESSION 2
II-INPUT PHASE A-VOCABULARY (15min)	Learning phase that introduces new items	-Presents the items and make students repeat	- listen carefully -Repeat, individually, per row and in chorus	Pictures/realias/ demonstrations	I-VOCABULARY relate to accessories -Clothes shop :picture – receipt :picture – shop assistant :picture – mannequin :picture –till (cash desk) :picture - receipt :picture – to try on :picture

					– to pay cash: :picture
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 1 puts the question and the Std 2 answer	-demonstration -individual and choral repetition	II-LANGUAGE FUNCTION Expressing preferences *I prefer taking the red shirt *They would rather pay cash.

II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 110-111 Activity 1 and 2 ACTIVITY 1 (Exercise book) ACTIVITY 2 (Exercise book) <u>Homework</u>	Check students' comprehension	-Distribute the worksheets and set the timing -Ask for the answers	-Do the activities -they provide answers	Exercise book/ blackboard	BLACKBOARD TRACES Expected answers of activity 1: 2- The girls prefer going to the clothes shop. The girls would rather go to the clothes shop / 3- Amira prefers trying the dress on before buying it. Amira would rather try the dress on before buying it / 4-Fathen prefers buying the grey socks. Fathen would rather buy the grey socks. Possible answers of activity 2 : 1- Tina. / 2- 13 years old. / 3- A dress and a scarf. / 4- Swimsuit and hat. / 5- Anna. / 6- Love Clothes <u>Homework</u> Students' workbook, let's take home page 111
NOTE TAKING (10min)					

FRONT PAGE SESSION 3		
COLLEGE MODERNE DE NIEDIEKAHA	HABILETES	CONTENUS
Date :// Number of pupils : Boys : Girls : Class : 5ème..... Contact days :	Connaître	- Les nombres au-delà de 100. - Les prix des articles de vêtements - Les mots relatifs au shopping. - Les structures grammaticales pour : • demander le prix d'un article • donner le prix d'un article - Les mots et les expressions relatifs aux vêtements - Les structures grammaticales pour exprimer les préférences
	Ecouter	- Les prononciations des mots relatifs au shopping - Les prononciations nombres au-delà de 100

Unité 5 : CLOTHES AND COLOURS Leçon 3 : Can I help you ? Session 3 Duration : 55mins Source : English for All – Win skills		- Les structures grammaticales pour : • demander le prix d'un article • donner le prix d'un article - Les mots et les expressions relatifs aux vêtements - Les structures grammaticales pour exprimer les préférences
	Identifier	- Les prononciations des mots relatifs au shopping - Les prononciations nombres au-delà de 100. - Les structures grammaticales pour : • demander le prix d'un article • donner le prix d'un article - Les mots et les expressions relatifs aux vêtements. - Les structures grammaticales pour exprimer les préférences
	Distinguer	L'intonation correcte
	Comprendre	Des informations relatives aux achats/shopping (vêtements)
	TEACHING POINTS	

SITUATION D'EVALUATION

Youe English Club is preparing for a trip in Ghana to buy clothes. In order to know what people sell there and the different prices, you listen to a recording about a Ghanaian cloth seller and customer.

Now you are asked to answer these questions about the recording :

1. Name the clothes mentioned in the recording.
2. Give the price of each clothing item
3. Say what clothes you prefer and specify their colours

Expected answers : (A) False (B) 1- B 2- C 3- A 4- C

LISTENING PASSAGE

Seller : Come and buy, everybody ! There are clothes for you ! Men and women can wear them, come and buy !

Customer : Hello, how much are these clothes ?

Seller : Which ? These black suits are 10,500 cfa, the caps are 1,000 cfa, and the grey pair of trainers is 6,000 cfa. They are cheap !

Customer : And how much is an underwear for a woman ?

Seller : Only 1,300 cfa. Women can have other clothes : handbags, skirts and scarves. The skirts are brown, green and grey. The brown skirts are 2,000 cfa, the green ones are 3,000 cfa ; and the grey scarves are 25,000 cfa. Here are coloured wrappers for women.

Costumer : And how much do they cost ? **Seller :** 12,000 cfa each. Which one would you prefer ?

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
PREPARING					
I- INTRODUCTION a-Warm Up (2min) b-Revision (3min)	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 Unité 5 : CLOTHES AND COLOURS Leçon 3 : Can I help you ? SESSION 3
SETTING THE TASK					
Preliminary activities (05 min) Setting the task		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		Equip students with the necessary tools to solve the communication situation.
SOLVING THE PROBLEM					
Solving the problem (20 min)		Monitors, helps if necessary,	Students do the task following teacher's instructions	Interactions in groups/pairs	Practice the competence

Performing					
Presentation (10 min)		Jots down recurring mistakes.	- Present their work to the class - Listen and evaluate	Role-play / individual presentations	Perform publicly / Show the outcome of their work.
Feedback (10 min)		-Conducts a consensual production	Listen and react	T/S interaction	Evaluate the outcome.
NOTE TAKING (10min)					

UNIT 6
FOODS AND DRINKS
SKILL: LISTENING

FRONT PAGE

UNIT 6/ LESSON 1 : WHAT'S ON THE MENU TODAY ?

COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : Contact days :..... <u>Unité 6</u> : FOOD AND DRINKS <u>Leçon 1</u> : What’s on the menu today ? <u>Session 1</u> <u>Skill</u> : Listening <u>Duration</u> : 55mins <u>Source</u> :English for All – Win skills <u>SITUATION D’APPRENTISSAGE</u> Soon, you are going to visit your liberian penfriend in Monrovia. In order to be able to interact with people in restaurants there, you listen to a podcast about ordering food and expressing preferences.	HABILETES	CONTENUS	
	Connaître	- Les noms de mets, de repas et de boissons - Les structures grammaticales pour exprimer les préférences en matière de repas	
	Ecouter	- Les prononciations des mots relatifs aux mets, aux repas et aux boissons - Les prononciations des structures grammaticales pour exprimer les préférences en matière de repas	
	Identifier	- Les noms de plats, de repas et de boissons -Les prononciations des mots relatifs aux mets, aux repas et aux boissons - Les prononciations des structures grammaticales pour exprimer les préférences en matière de repas	
	Distinguer	L’intonation correcte	
	Comprendre	Un message oral simple relatif à la nourriture et aux boissons	
	TEACHING POINTS		
	VOCABULARY	GRAMMAR/ LANGUAGE FUNCTION	STRUCTURE
	<u>Session 1</u> Mixed vegetables – bread and salad – avocado puree –meatballs – pounded plantain and palm nut soup – pounded yam and groundnut soup – french fries and fried chicken – fried rice and grilled fish	Ordering foods	-Can I have fried rice and grilled fish? -I would like to have fried rice and grilled fish
	<u>Session 2</u> Coffee – tea – wine – soft drinks – ice cream – milkshake – cake - cookies	Expressing preferences	A-What food do you prefer? B-I prefer coffee to tea A-What does Ahouré prefer? B-Ahouré prefers drining coffee to eating cakes.

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	-Ask questions about the pictures/realias -Ask a student to read the Learning context -Ask question about the Learning context (who ; where ; when ; what ; why)	-Answer the questions after identification -read the learning context -answer the questions from the teacher	Pictures/realias -voice	Unité 6 : FOOD AND DRINKS Leçon 1 : What's on the menu today ? Session 1
II-INPUT PHASE A-VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat	- listen carefully -Repeat, individually, per row and in chorus	Pictures/realias/ demonstrations	I-VOCABULARY related to meals Mixed vegetables (picture) – bread and salad (picture) – avocado puree (picture) – meatballs (picture) – pounded plantain and palm nut soup (picture) – pounded yam and groundnut soup (picture) – french fries and fried chicken (picture) – fried rice and grilled fish _(picture)

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 ordering foods . Can I have fried rice and grilled fish? . I would like to have fried rice and grilled fish
II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 119 Activity 1 and 2 ACTIVITY 1 (Exercisebook) ACTIVITY 2 (Exercisebook) Homework	Check students' comprehension	-Distribute the worksheets ./ give the exercises' pages and set the timing -Ask for the answers	-Do the activities -they provide answers	Worksheet/ Blackboard/ Exercisebook	BLACKBOARD TRACES Feedback: Expected answers of activity 1(5mins): 1- Bread / 2- Fried rice / 3- Mixed vegetables / 4- Pounded plantain / 6- Avocado puree / 7- Palm nut soup Expected answers of activity 2: (5mins) 1- you / 2- would / 3- pounded / 4- Can / 5- nut / 6- have <u>Homework</u> Students' workbook, <i>let's take home</i> page 119
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	-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 Unité 6 : FOOD AND DRINKS Leçon 1 : What's on the menu today ? SESSION 2
II-INPUT PHASE A-VOCABULARY (15min)	Learning phase that introduces new items	-Presents the items and make students repeat	- listen carefully -Repeat, individually, per row and in chorus	Pictures/realias/ demonstrations	I-Vocabulary related to drinks -Coffee (picture) – Cup of Tea (picture) – Wine (picture) – Soft drinks (picture) – A cake (picture) - Cookies (picture) – An ice cream (picture) – A milkshake (picture)

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 1 puts the question and the Std 2 answer	-demonstration -individual and choral repetition	II-LANGUAGE FUNCTION : Ordering foods . Can I have fried rice and grilled fish? . I would like to have fried rice and grilled fish
II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 121 Activity 1 and 2 ACTIVITY 1 (Exercise book) ACTIVITY 2 (Exercise book)	Check students' comprehension	-Distribute the worksheets and set the timing -Ask for the answers	-Do the activities -they provide answers	Exercise book/ blackboard	BLACKBOARD TRACES Expected answers of activity 1 : 2-Christelle prefers ice cream to cookies. / 3- Students prefer soft drinks to wine. / 4- Children prefer milkshake to cake. / 5- Camille prefers cake to tea. / 6- I prefer cookies to soft drinks. Expected answers of activity 2 : 1- Coffee / 3- Milkshake / 4- Soft drinks Homework Students' workbook, <i>let's take home</i> page 121
NOTE TAKING (10min)					

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COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : Contact days :..... Unité 6 : FOOD AND DRINKS Leçon 1 : What’s on the menu today ? Session 3 Skill : Listening Duration : 55mins Source :English for All – Win skills	HABILETES	CONTENUS
	Connaître	- Les noms de mets, de repas et de boissons - Les structures grammaticales pour exprimer les préférences en matière de repas
	Ecouter	- Les prononciations des mots relatifs aux mets, aux repas et aux boissons - Les prononciations des structures grammaticales pour exprimer les préférences en matière de repas
	Identifier	- Les noms de plats, de repas et de boissons -Les prononciations des mots relatifs aux mets, aux repas et aux boissons - Les prononciations des structures grammaticales pour exprimer les préférences en matière de repas
	Distinguer	L’intonation correcte
	Comprendre	Un message oral simple relatif à la nourriture et aux boissons
	TEACHING POINTS	
	SITUATION D’EVALUATION	
	During a trip in Takoradi (Ghana), with other members of your English Club, you go to a restaurant to have a meal. You listen to the Ghanaian waiter give you the menu of the day. As you listen, 1. List the meals that you hear ; 2. From the list below circle (o) the drinks that are available : Water, coke, beer, wine, orang juice, sada, milk, apple juice, jinger juice. 3. Order your meal and drink and the ones of your partner Koffi.	
	Expected answers : A- Best Dishes B- 1- A / 2- C / 3- B / 4- C LISTENING PASSAGE Good morning and welcome to “Best Dishes”. “Best Dishes” is the best restaurant in the city. Please, let me give you the menu of the day. As starters, there are avocado puree, mixed vegetables and meatballs. In “Best Dishes”, we also have delicious main dishes. There are fried rice and grilled fish, french fries and fried chicken, pounded plantain and palmnut soup. For dessert, “Best Dishes” proposes milkshakes, cakes and ice creams. As drinks, we have soft drinks and wine. So, what would you like to order as an appetizer ?	

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
PREPARING					
I- INTRODUCTION a-Warm Up (2min) b-Revision (3min)	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 Unité 6 : FOOD AND DRINKS Leçon 1 : What's on the menu today ? Session 3
SETTING THE TASK					
Preliminary activities (05 min) Setting the task		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		Equip students with the necessary tools to solve the communication situation.
SOLVING THE PROBLEM					
Solving the problem (20 min)		Monitors, helps if necessary,	Students do the task following teacher's instructions	Interactions in groups/pairs	Practice the competence

Performing					
Presentation (10 min)		Jots down recurring mistakes.	- Present their work to the class - Listen and evaluate	Role-play / individual presentations	Perform publicly / Show the outcome of their work.
Feedback (10 min)		-Conducts a consensual production	Listen and react	T/S interaction	Evaluate the outcome.
NOTE TAKING (10min)					

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LESSON 2 : KEEP FIT WITH YOUR DIET !

COLLEGE MODERNE DE NIEDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : Contact days :..... <u>Unité 6</u> : FOODS AND DRINKS <u>Leçon 2</u> : Keep fit with your diet ! <u>Session 1</u> <u>Skill : LISTENING</u> <u>Duration</u> : 55mins <u>Source</u> :English for All – Win skills <u>SITUATION D'APPRENTISSAGE</u> An American dietician is giving a presentation at your next English club meeting. In order to get prepared for the event, you listen to a text about fruit and vegetables.	HABILETES	CONTENUS	
	Connaître	- Les noms des fruits et légumes. - Le comparatif. - Les mots et expressions pour exprimer la quantité.	
	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> Tangerine – soursop – guava c- cashew – lemon – strawberry – grapes – watermelon	Expressing quantities	• Aissata eats a lot of angerines • Watermelon provides a great deal of energy. • I always eat a few strawberries in the morning • A little guava tree is growing in the yard
	<u>Session 2</u> Cabbage – cassava – eggplant – pumpkin – spring – onion – spinach – French bean - cucumber	Making comparisons	Cucumber is Sweeter than pumpkin

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
c-Lead in Activity & Learning Context (8min)	Prepares students to the learning process	-Ask questions about the pictures/realias -Ask a student to read the Learning context -Ask question about the Learning context (who ; where ; when ; what ; why)	-Answer the questions after identification -read the learning context -answer the questions from the teacher	Pictures/realias -voice	Unité 6 : FOODS AND DRINKS Leçon 2 : Keep fit with your diet ! Session 1 Duration : 55mins
II-INPUT PHASE A- VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat	- listen carefully -Repeat, individually, per row and in chorus	Pictures/realias/ demonstrations	I-VOCABULARY related to fruits and vegetables - Tangerine (picture) – soursop (picture) – guava (picture) - cashew (picture) – lemon (picture) – strawberry (picture) – grapes (picture) – watermelon (picture)

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 Expressing quantities • Aissata eats a lot of angerines • Watermelon provides a great deal of energy. • I always eat a few strawberries in the morning • A little guava tree is growing in the yard
II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 128 Activity 1 and 2 ACTIVITY 1 (Exercisebook) ACTIVITY 2 (Exercisebook) Homework	Check students' comprehension	-Distribute the worksheets ./ give the exercises' pages and set the timing -Ask for the answers	-Do the activities -they provide answers	Blackboard/ Exercisebook	BLACKBOARD TRACES Feedback: Activity 1: (5mins) Expected answers : 1- g / 2- c / 3- e / 4- f / 5- d / 6- b / 7- a Activity 2: (5mins) Expected answers : 1- b / 2- b / 3- a / 4- a <u>Homework</u> Students' workbook, <i>let's take home</i> page 128
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 ANSWERS <u>Unité 6</u> : FOODS AND DRINKS <u>Leçon 2</u> : Keep fit with your diet ! <u>Session 2</u> <u>Duration</u> : 55mins
II-INPUT PHASE A- VOCABULARY (15min)	Learning phase that introduces new items	-Presents the items and make students repeat	- listen carefully -Repeat, individually, per row and in chorus	Pictures/realias/ demonstrations	I-Vocabulary related to fruits and vegetables - Cabbage (picture) - Eggplant (picture) - Pumpkin (picture) - Cucumber (picture) - Spinach (picture) - French bean (picture) - Spring onion (picture) - Cassavas (picture)

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 1 puts the question and the Std 2 answer	-demonstration -individual and choral repetition	II-LANGUAGE FUNCTION making comparisons Cucumber is Sweeter than pumpkin
II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 128 Activity 1 and 2 ACTIVITY 1 (Exercisebook) ACTIVITY 2 (Exercisebook)	Check students' comprehension	-Distribute the worksheets and set the timing -Ask for the answers	-Do the activities -they provide answers	Exercisebook / blackboard	BLACKBOARD TRACES Expected answers of activity 1: 5mins 1- cabbage / 3- eggplant / 6- Spring onions / 7- French beans Possible answers of activity 2: 5mins 1- bigger / 2- better / 3- sourer / 4- lower / 5- worse <u>Homework</u> Students' workbook, <i>let's take home</i> page 128
NOTE TAKING (10min)					

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COLLEGE MODERNE DE NIEDIEKAHA	HABILETES	CONTENUS
Date :// Number of pupils : Boys : Girls : Class : Contact days : Unité 6 : FOODS AND DRINKS Leçon 2 : Keep fit with your diet ! Session 3 Skill : LISTENING Duration : 55mins Source : English for All – Win skills	Connaître	- Les noms des fruits et légumes. - Le comparatif. - Les mots et expressions pour exprimer la quantité.
	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.
	SITUATION D'EVALUATION Your Liberian penfriend is a cook in a restaurant. During a phone call, he tells you what fruit and vegetables he buys everyday to prepare the food in the restaurant. Listen to him answer the questions below. As you listen, 1. <i>List the fruit and vegetables your friend buys at the market ;</i> 2. <i>List what he buys in the shop ;</i> 3. <i>Compare the following :</i> <i>-meat at the market and meat in the shop (cheap, expensive)</i> <i>-vegetables at the market and vegetables in the shop (expensive, cheap)</i> 4. <i>Talk about what your mother buys at the market place to prepare food for the family</i> Expected answers : A- 1- F 2- T B- 1- A / 2- C / 3- B / 4- C LISTENING PASSAGE Come and buy ! Come and buy fruit and vegetables produced here in Ghana! There are a lot of watermelons and lemons. I also sell fruit coming from Europe. There are a few strawberries and grapes. I sell fresh and delicious fruit juice. There is a great deal of tangerine juice and a little guava juice. I have vegetables from the whole African continent. There are pumpkins, cucumbers and French beans. My pumpkins are bigger than the pumpkins in supermarkets. My cucumbers are longer and my French beans are sweeter than the ones in supermarkets. So come and buy them because fruit and vegetables contain a lot of vitamins. Eat 5 kinds of fruit and vegetable every day for a good health	

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
PREPARING					
I- INTRODUCTION a-Warm Up (2min) b-Revision (3min)	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 Unité 6 : FOODS AND DRINKS Leçon 2 : Keep fit with your diet ! <u>SESSION 3</u>
SETTING THE TASK					
Preliminary activities (05 min) Setting the task		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 moni -toring	1-Listen to teacher's instructions 2-Start working with peers		Equip students with the necessary tools to solve the communication situation.
SOLVING THE PROBLEM					
Solving the problem (20 min)		Monitors, helps if necessary,	Students do the task following teacher's instructions	Interactions in groups/pairs	Practice the competence

Performing					
Presentation (10 min)		Jots down recurring mistakes.	- Present their work to the class - Listen and evaluate	Role-play / individual presentations	Perform publicly / Show the outcome of their work.
Feedback (10 min)		-Conducts a consensual production	Listen and react	T/S interaction	Evaluate the outcome.
NOTE TAKING (10min)					

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LESSON 3 : WHAT'S YOUR FAVOURITE MEAL ?

COLLEGE MODERNE DE NIDIEKAHA Date :...../...../..... Number of pupils :..... Boys :..... Girls :..... Class : Contact days :..... Unité 6 : CLOTHES AND COLOURS Leçon 3 : What’s your favourite meal ? Session 1 Skill : LISTENING Duration : 55mins Source :English for All – Win skills SITUATION D’APPRENTISSAGE In order to prepare for a lunch at a liberian restaurant, the students of 5è from CMN listen to a podcast about giving food recipes.	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 To peel – to add up – to bake- to crack – to pour – to crush – to beat – to shop	Expressing a necessity	- You have to peel the potatoes - You need to crack the eggs
	Session 2 Mustard – sugar – butter – oil – honey – milk –cheese – yeast – seasoning cube	Describing a process	First of all,.. after that, ... after a while, .. later, ... at last, ...

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	-Ask questions about the pictures/realias -Ask a student to read the Learning context -Ask question about the Learning context (who ; where ; when ; what ; why)	-Answer the questions after identification -read the learning context -answer the questions from the teacher	Pictures/realias -voice	Unité 6 : CLOTHES AND COLOURS Leçon 3 : What's your favourite meal ? Session 1
II-INPUT PHASE A- VOCABULARY (13min)	Learning phase introducing new items	-Presents the items and make students repeat		Pictures/realias/ demonstrations	I-VOCABULARY related to recipes -To peel (picture) – to add up (picture) – to bake (picture) – to crack (picture) – to crush (picture) – to beat (picture) – to shop (picture) – to pour (picture)

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 Expressing a necessity - You have to peel the potatoes - You need to crack the eggs
II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 132 Activity 1 and 2 ACTIVITY 1 (Exercisebook) ACTIVITY 2 (Exercisebook) Homework	Check students' comprehension	-Distribute the worksheets ./ give the exercises' pages and set the timing -Ask for the answers	-Do the activities -they provide answers	Worksheet/ Blackboard/ Exercisebook	BLACKBOARD TRACES Feedback: Activity 1: 5mins 2. You need to crack the eggs. / 3. You have to beat the eggs. / 4. You need to chop the onions. / 5. You have to crush the potatoes and the onions. / 6. You have to add up some salt. / 7. You need to pour some oil. / 8. You need to bake the whole Activity 2: 5mins 1- H / 2- E / 3- A / 4-D / 5- C / 6- F / 7- G / 8- B Homework Students' workbook, let's take home page 132
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> <u>Unité 6 : CLOTHES AND COLOURS</u> <u>Leçon 3 : Welcome to the cooking show !</u> <u>Session 2</u>
II-INPUT PHASE A- VOCABULARY (15min)	Learning phase that introduces new items	-Presents the items and make students repeat	- listen carefully -Repeat, individually, per row and in chorus	Pictures/realias/ demonstrations	I-VOCABULARY related to recipes – seasoning cube (picture) – sugar (picture) – butter (picture) – cheese (picture) – yeast (picture) – Mustard (picture) – honey (picture) – oil (picture) – milk (picture)

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 -Std1 puts the question and the Std2 answer	-demonstration -individual and choral repetition	II-LANGUAGE FUNCTION Describing a process -First of all ,.. you need a big bowl; after that , ... you have to add up flour; eggs; salt ; after a while , .. you need to mix the whole; later , ... you have to use butter ; at last , ...you need to fry the pancakes in a frying pan
II-ACTIVATION PHASE (15min) Students' workbook, WIN SKILLS page 134 Activity 1 and 2 ACTIVITY 1 (Exercise book) ACTIVITY 2 (Exercise book)	Check students' comprehension	-Distribute the worksheets and set the timing -Ask for the answers	-Do the activity -they provide answers	Exercise book/ blackboard	BLACKBOARD TRACES Expected answers of activity 1: 2- After that / 3- After a while / 4-Later / 5- At last Possible answers of activity 2 : 2- milk / 3- sugar / 4-honey / 5-mustard. <u>Homework</u> Students' workbook, let's take home page 134
NOTE TAKING (10min)					

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COLLEGE MODERNE DE NIEDIEKAHA	HABILETES	CONTENUS
Date :.....//		
Number of pupils :..... Boys :..... Girls :.....	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
Class :	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
Contact		
days :.....		
.....		
Unité 6 : CLOTHES AND COLOURS	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
Leçon 3 : What's your favourite meal ?	Distinguer	L'intonation correcte
Session 3	Comprendre	Un message oral simple relatif à la nourriture et aux boissons
Skill : LISTENING		
Duration : 55mins		
Source :English for All – Win skills		
	<u>SITUATION D'EVALUATION</u> On the occasion of a cooking competition, lidwin, a Liberian cook is describing a special recipe. Listen to her and answer the following questions. A. What is the name of the recipe ? B. What ingredients are needed to cook it ? <i>She needs.....</i> C. How does she cook it ? complete the steps : 1. First, wash the ingredients. 2. 3. 4. 5. 6. Expected answers : A- Alloco B- 1- A / 2- B / 3- C / 4- B / 5- C / 6-A LISTENING PASSAGE The ingredients for the recipe are three ripe plantains, some salt and oil. Ok now, first of all, you have to peel and chop the plantains in cubes. After that, add some salt to the plantains. Later, boil the oil in a large frying pan for about 10 minutes. Finally, fry the plantain until each side is golden brown. Your alloco is ready ! You can eat it with eggs or fish. Enjoy your meal !	

STAGES & TIMING	AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	MATERIAL & TECHNICS	BB traces
PREPARING					
I- INTRODUCTION a-Warm Up (2min) b-Revision (3min)	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 Unité 6 : CLOTHES AND COLOURS Leçon 3 : What's your favourite meal ? Session 3
SETTING THE TASK					
Preliminary activities (05 min) Setting the task		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 moni -toring	1-Listen to teacher's instructions 2-Start working with peers		Equip students with the necessary tools to solve the communication situation.
SOLVING THE PROBLEM					

Solving the problem (20 min)		Monitors, helps if necessary,	Students do the task following teacher's instructions	Interactions in groups/pairs	Practice the competence
Performing					
Presentation (10 min)		Jots down recurring mistakes.	- Present their work to the class - Listen and evaluate	Role-play / individual presentations	Perform publicly / Show the outcome of their work.
Feedback (10 min)		-Conducts a consensual production	Listen and react	T/S interaction	Evaluate the outcome.
NOTE TAKING (10min)					