

ENGLISH	
Card N°1A	School :
Duration : 20'	Class : JE
Date :	Number of learners :
Sequence : Week1	Teacher

Unit 1 : Introduction to school

Theme : Greeting in English.

Spécific objective : at the end of this lesson, the learners should be able to :

- Greet themselves
- Sing hello song

Ressources : Flash card and video : Links : <https://www.youtube.com/watch?v=9BmvvC9ge2s>

Documents : Anglais, programmes des JE

Learning situation : Present a situation to introduce learners to greeting

Teaching materials : video

Lesson course

Steps	Activities of teacher	Activities of learner	Notes for teacher
Warm up	Sing and ask the learners to sing with you	-Sing a song	Sing with the students
révision			
Introduction of lesson	-Play a video to introduce greeting. Aske question : how to greet : In all time ? In the morning ? Afternoon ? Evening ?	-Watch and listen Hello !, hi Good morning Good afternoon Good evening	Announce the objet and the objective of lesson
Repetition of words and structures	-Say the words and ask learners to repeat : hello, hi, good morning, good afternoon, goog evening. How are you ? I'm fine. And you ?	-Repeat : hi, hello, good morning, good afternoon good evening. How are you ? I'm fine. And you ?	Individual repetition by the majority of learners
Knowledge application.	-Greet one learner : Good mornin/afternoon/evening How ara you ? I'm fine too/ I'm also fine. -Repeat the exercise with several learners -Ask the learners to greet you -Teach the hello song : Hello, hello, how are you ?(trois fois) How are you today ? I'm fine, I'am great I'am fine, I'am Just great I'm fine, I'am great I'm very well to day. * Hello, hello, how are you ?(trois fois) How are you today ? I am hungry, I am tired / trois fois	-Greet Good morning sir I'm fine. And you ? -Participate -Greet the teacher -Listen and repeat	Ephasis on correct pronunciation

	I am not good today.		
Assessment	<p>-Let learners to greet each other. Use hello, hi, good morning, good afternoon, good evening, sir, father, mother.</p> <p>-Asks learners to sing hello song</p>	<p>-Greet A : hello. B : hello AA : hi ! BB : hi ! A : god morning sir/father/mother. B : good morning, how are you ? A : I'm fine. And you ? B : I'm fine to. AA : good afternoon sir/teacher/father/mother. BB : good afternoon, how are you ? A A: I'm fine, and you ? BB : I'm fine to.</p> <p>-Sing the hello song</p>	Ephasis on correct pronunciation
Recapitulation.	<p>-Asks the questions : How to greet In the morning ? Afternoon ? Evening ? All times ?</p>	<p>-Answers : Good morning Good afternoon Good evening Hello ! Hi !</p>	
Warm down	Asks the learners to sing a song	Sing a song	Sing with the students

ENGLISH	
Card N°1B	School :
Duration : 20'	Class : JE
Date :	Number of learners :
Sequence :Week 2	Teacher :

Unit 1 : Introduction to school

Theme : Introducing themselves

Specific objective : at the end of this lesson, the learners should be able to introduce themselves

Ressources : Flash card and video : Links : <https://www.youtube.com/watch?v=9BmvvC9ge2s>

Documents : Anglais, programmes des JE

Learning situation : Show flash cards or watch video on the alphabets song

Teaching materials : video

Lesson course

STEPS	Activities of teacher	Activities of learner	Notes for teacher
Warm up	- Ask the learners to sing a song	Sing a song	Sing with the students
révision	Asks the learners to greet each other	Hi !	
Introduction of lesson	Play a video to introduce the lesson	Watch and listen	Announce the objet and the objective of lesson
Repetition of words and structures	Repeat : Hello ! Hello ! My name is...and you? My name is... Googbye!	Repeat	Individual repetition by the majority of learners
Knowladge application.	Teach the greeting word	Learn the greeting word	Ephasis on correct pronunciation
assessment	-Ask the learners to repeat the greeting word - Ask the learners to sing the alphabets song	Repeat the alphabets song -Sing the alphabets song	Ephasis on correct pronunciation
Recapitulation.	-Ask one learner to give the alphabets in English	-Give the alphabets in English	
Warm down	Ask the learners to sin a song	Sing a song	Sing with the students

ENGLISH	
Card N°2A	School :
Duration : 20'	Class : JE
Date :	Number of learners :
Sequence : Week3	Teacher :

Unit1 : Introduction to school

Theme : alphabet song

Specific objective : at the end of this lesson, the learners should be able to name some letters of the alphabets in English.

Ressources : Flash card and video : Links : <https://www.youtube.com/watch?v=9BmvvC9ge2s>

Documents : Anglais, programmes des JE

Learning situation : Show flash cards or watch video on the alphabets song

Teaching materials : video

Lesson course

STEPS	Activities of teacher	Activities of learner	Notes for teacher
Warm up	- Ask the learners to sing a song	Sing a song	Sing with the students
révision	Asks to use « Hi » to greet each other.	Hi !	
Introduction of lesson	Play a video to introduce the alphabets in English	Watch and listen	Announce the objet and the objective of lesson
Repetition of words and structures	Repeat : A (ei), B (bi), C (si), D (di), E (i), F (ef), G (dzi), H (eich), I (ai), J (dze), K (key), L (el), M (èm), N (èn), O (ou), P (pi), Q (kiw), R (ar), S (ès), T (ti), U (you), V (vi), W (dobllyu), X (ecs), Y (uai), Z (zi) one by one and ask to repeat.	Repeat	Individual repetition by the majority of learners
Knowladge application.	Teach the alphabets song	Learn the alphabets song	Ephasis on correct pronunciation
assessment	-Ask the learners to repeat the English alphabet - Ask the learners to sing the alphabets song	Repeat the alphabets song -Sing the alphabets song	Ephasis on correct pronunciation
Recapitulation.	-Ask one learner to give the alphabets in English	-Give the alphabets in English	
Warm down	Ask the learners to sin a song	Sing a song	Sing with the students

ENGLISH	
Card N°2A	School :
Duration : 20'	Class : JE
Date :	Number of learners :
Sequence : Week4	Teacher :

Unit1 : Introduction to school

Theme : Assessment of learning outcome(revision des 3 week)

Specific objective :

Ressources : Flash card and video : Links : <https://www.youtube.com/watch?v=9BmvvC9ge2s>

Documents : Anglais, programmes des JE

situation : Show flash cards or watch video on the alphabets song

Teaching materials : video

Lesson course

STEPS	Activities of teacher	Activities of learner	Notes for teacher
Warm up	- Ask the learners to sing a song	Sing a song	Sing with the students
révision	Asks to use « Hi » to greet each other.	Hi !	
Introduction of lesson	Play a video to introduce the alphabets in English	Watch and listen	Announce the objet and the objective of lesson
Repetition of words and structures	Repeat : A (ei), B (bi), C (si), D (di), E (i), F (ef), G (dzi), H (eich), I (ai), J (dze), K (key), L (el), M (èm), N (èn), O (ou), P (pi), Q (kiw), R (ar), S (ès), T (ti), U (you), V (vi), W (dobllyu), X (ecs), Y (uai), Z (zi) one by one and ask to repeat.	Repeat	Individual repetition by the majority of learners
Knowladge application.	Teach the alphabets song	Learn the alphabets song	Ephasis on correct pronunciation
assessment	-Ask the learners to repeat the English alphabet - Ask the learners to sing the alphabets song	Repeat the alphabets song -Sing the alphabets song	Ephasis on correct pronunciation
Recapitulation.	-Ask one learner to give the alphabets in English	-Give the alphabets in English	
Warm down	Ask the learners to sin a song	Sing a song	Sing with the students

ENGLISH	
Card N°3A	School :
Duration : 20'	Class : JE
Date :	Number of learners :
Sequence : Week3	Teacher :

Unit1 : *Nursery rhymes for alphabets and numbers from 0 to 10*

Theme : Sing the Alphabet nursery rhymes songs

Specifics objectifs : at the end of this lesson, the learners should be able to :

Sing the Alphabets nursery rhymes songs

Ressources Flash card and video, Course manual and teachers guide class JE and LONGMAN DICTIONARY.

- **Document** : Anglais, programmes des JE

- **Learning situation** : Present a situation to introduce learners to Alphabets.

Show flash cards and watch video on Alphabets nursery rhymes songs

Teaching materials : The classroom objects

Lesson course

STEPS	TEACHER'S ACTIVITIES	LEARNER'S ACTIVITIES	INSTRUCTIONS
Warm up	Sings/dances/Greets learners Asks learners to sing a song	-sing/dance/greet	The teacher sings/greets/dances with learners
Revision	-Greetings.	-Greet.	
Introduction of lesson	-Shows a video/flash cards on the Alphabets rhymes and songs	-Watch, observe and listen	Announce the objective of watching the video and flash cards.
Repetition of words and structures	-Sings the Alphabets song (a to g) and asks learners to repeat. -Plays the Alphabets nursery rhymes video	-Repeat -listen, sing and dance to the Alphabets song	Individual repetition by all learners.
Knowledge application	-Asks the learners to sing along, dancing to the Alphabets song	-Sing , dance and recite	
Assessment	- Asks the learners to sing the Alphabets song (a to g)	-sing -dance - recite	
Recapitulation	-Sums up the lesson on the Alphabets nursery rhymes (a to g) -Repeats the Alphabets nursery rhymes (a to g)	-listen. - Repeat the Alphabets nursery rhymes (a to g)	Repetition by all learners

ENGLISH	
Card N°7A	School :
Duration : 20'	Class : JE
Date :	Number of learners :
Sequence : Week1	Teacher :

Unit3 : Food

Theme : Identifiy specimens of fruits

Specifics objectifs : at the end of this lesson, the learners should be able to :

- name differents fruits
- answer questions regarding names of fruits
- express preferences of fruit
- point to different fruits

Ressources : Song : il like to eat apples and bananas

Document : Anglais, programmes des JE

Learning situation : Show flash cards

Teaching material : Flash cards

Lesson course

STEPS	TEACHER'S ACTIVITIES	LEARNER'S ACTIVITIES	NOTES FOR TEACHERS
Warm up	Ask the learners to sing a song	Sing a song	Sing with the students
Revision	Ask each learners to give the items relating to meal time routine	Give the items : Wash hand, sit down, sit at a table, eat together, eat alone, drink, set a table, use a spoon, use a hand, a fork, a knife, breakfast, lunch, dinner	
Introduction of lesson	Show flash card	- Observe	Announce the objet and the objective of lesson
Repetition of words and structures	-Point to different fruits and ask students to repeat the words : apple, banana, mango, orange, pineapple, lemon, papaya, melon, water melon	-Listen and repeat : apple, banana, mango, orange, pineapple, lemon, papaya, melon, water melon	Individual repetition by the majority of learners

<p>Knowlage application</p>	<p>-Point to fruits one by one and ask students to give their names</p> <p>-Teach the song : I like to eat, apples and bananas</p> <p>I like to eat, eat, eat apples and bananas I like to eat, eat, eat apples and bananas I like to eat, eat, eat apples and bananas</p>	<p>-Observe and give their names : apple, banana, mango, orange, pineapple, lemon, papaya, melon, water melon</p> <p>-Learn the song</p>	<p>Ephasis on correct pronunciation</p>
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	<p>I like to eat, eat, eat apples and bananas</p> <p>Now let's make a long « a » sound ay-ples and ba-nay-nays I like to ate, ate, ate ay-ples and ba-nay-nays I like to ate, ate, ate ay-ples and ba-nay-nays</p> <p>Let's try a long « e » sound ee-ples and ba-nee-nees I like to eat, eat, eat ee-ples and ba-nee-nees I like to eat, eat, eat ee-ples and ba-nee-nees</p> <p>How about a long « i » sound i-ples and ba-nigh-nighs I like to ite, ite, ite i-ples and ba-nigh-nighs I like to ite, ite, ite i-ples and ba-nigh-nighs</p> <p>Great, let's sing it with a long « o » sound oo-ples and ba-no-nos I like to ote, ote, ote oh-ples and ba-no-nos I like to ote, ote, ote oh-ples and ba-no-nos</p> <p>I know let's make an « oo » sound....oo-ples and ba-noo-noos I like to oot, oot, oot, ooples and ba-noo-noos I like to oot, oot, oot, ooples and ba-noo-noos</p> <p>Apples and bananas, one more time ! I like to eat, eat, eat apples and bananas I like to eat, eat, eat apples and bananas I like to eat, eat, eat apples and bananas I like to eat, eat, eat apples and bananas</p>		
Assessment	- Ask the learners to point to differents fruits	-Point to differents fruits : apple, banana, mango,	Ephasis on correct pronunciation

		orange, pineapple, lemon, papaya, melon, water melon	
Recapitulation	Ask learners to sing the song : I like to eat apples and bananas	Sing the song	
Warm down	Ask the learners to sing a song	Sing a song	Sing with the students

ENGLISH	
Card N°7B	School :
Duration : 20'	Class : JE
Date :	Number of learners :
Sequence : Week2	Teacher :

Unit3 : Food

Theme : Identifiy specimens of vegetables

Specifics objectifs : at the end of this lesson, the learners should be able to :

-name differents vegetables

-point to different fruits

Ressources : Flash cards

Document : Flash card and video, Course manual and teachers guide class JE and LONGMAN DICTIONARY.

- **Learning situation** : Present a situation to introduce learners to Fruits and Vegetables.

Show flash cards and sing a song on Fruits and Vegetables.

Teaching material : Flash card

Lesson course

STEPS	TEACHER'S ACTIVITIES	LEARNER'S ACTIVITIES	NOTES FOR TEACHERS
Warm up	Ask the learners to sing a song	Sing a song	Sing with the students
Revision	Ask the learners to point to differents fruits	-Point to differents fruits : apple, banana, mango, orange, pineapple, lemon, papaya, melon, water melon	
Introduction of lesson	Show flash card	- Observe	Announce the objet and the objective of lesson
Repetition of words and structures	-Point to different vegetables and ask students to repeat the words : tomato, carrot, onion, pepper, cucumber, okra, cabbage, lettuce	-Listen and repeat : tomato, carrot, onion, pepper, cucumber, okra, cabbage, lettuce	Individual repetition by the majority of learners
Knowlage application	-Point to vegetables one by one and ask students to give their names -Express preferences of vegetables and repeat the sentences : I like cabbages I like carrots I like cucumbers I like onions	-Observe and give their names : tomato, carrot, onion, pepper, cucumber, okra, cabbage, lettuce -Repeat : I like cabbages I like carrots I like cucumbers I like onions	Ephasis on correct pronunciation
Assessment	- Ask the learners to point to differents vegetables	-Point to differents vegetables : tomato, carrot, onion, pepper, cucumber, okra, cabbage, lettuce	Ephasis on correct pronunciation

Recapitulation	Ask learners to express preferences of vegetables	Express : I like cabbages I like carrots I like cucumbers I like onions	
Warm down	Ask the learners to sing a song	Sing a song	Sing with the students

ENGLISH	
Card N°8	School :
Duration : 20'	Class : CP
Date :	Number of learners :
Sequence : Week2	Teacher : ABOTSI Yayra

Unit 3: Food

Theme : local and world foods.

Spécific objective : at the end of this lesson, the learners should be able to classify local and world foods.

Ressources : video : Links : <https://www.youtube.com/watch?v=9BmvvC9ge2s>

Documents : Anglais, programmes des JE

Learning situation : Play a video to introduce local and world foods

Teaching material : Video

Lesson course

STEPS	Activities of teacher	Activities of learner	Notes for teacher
Warm up	Asks the learners to sing a song	Sing a song	Sing with the students
révision	Name different fruits	Orange, banana, papaya, mango	
Introduction of lesson	Play a video to introduce local and world foods.	Watch and listen	Announce the objet and the objective of lesson
Repetition of words and structures	Say the words and ask learners to repeat : local, food, rice, chicken, bread, soup, salad, fish, yam, cassava, bean, dough. World, cheese, curry rice, pizza, hamburger, noodles, french fries.	Repeat the words.	Individual repetition by the majority of learners
Knowledge application.	teaches local foods a part and say to observe : rice, chicken, bread, soup, salad, fish. Do the some for world foods : cheese, curry rice, pizza, hamburger, noodles, french fries.	learns local food and learns world foods.	Ephasis on correct pronunciation
assessment	Asks to name a local foods Asks to name world foods	1 Local food : salad, rice, bread, Fish, chicken. 2 world foods : pizza, cheese, noodles, french fries, hamburger.	Ephasis on correct pronunciation
Récapitulation.	<ul style="list-style-type: none"> - Our local foods are : rice, dough, salad, bread, fish, chicken, yam, cassava, bean..... - World foods are : pizza, cheese, noodles, hamburger, french fries 	Taks note	

Warm down	Ask the learners to sing a song	Sing a song	Sing with the students
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ENGLISH	
Card N°8	School :
Class : JE	
Date :	Number of learners :
Sequence : Week2	Teacher :

Unit 3: Food

Theme : local and world foods.

Spécific objective : at the end of this lesson, the learners should be able to classify local and world foods.

Ressources : video : Links : <https://www.youtube.com/watch?v=9BmvC9ge2s>

Documents : Flash card and video, Course manual and teachers guide class JE and LONGMAN DICTIONARY.

- **Learning situation** Present a situation to introduce learners to Fruits and Vegetables.

Show flash cards and sing a song on Fruits and Vegetables.

Teaching material : Video

Lesson course

STEPS	Activities of teacher	Activities of learner	Notes for teacher
Warm up	Asks the learners to sing a song	Sing a song	Sing with the students
révision	Name different fruits	Orange, banana, papaya, mango	
Introduction of lesson	Play a video to introduce local and world foods.	Watch and listen	Announce the objet and the objective of lesson
Repetition of words and structures	Say the words and ask learners to repeat : local, food, rice, chicken, bread, soup, salad, fish, yam, cassava, bean, dough. World, cheese, curry rice, pizza, hamburger, noodles, french fries.	Repeat the words.	Individual repetition by the majority of learners
Knowledge application.	teachs local foods a part and say to observe : rice, chicken, bread, soup, salad, fish. Do the some for world foods : cheese, curry rice, pizza, hamburger, noodles, french fries.	learns local food and learns world foods.	Ephasis on correct pronunciation
assessment	Asks to name a local foods Asks to name world foods	3 Local food : salad, rice, bread, Fish, chicken. 4 world foods : pizza, cheese, noodles, french fries, hamburger.	Ephasis on correct pronunciation

Récapitulation.	<ul style="list-style-type: none"> - Our local foods are : rice, dough, salad, bread, fish, chicken, yam, cassava, bean..... - World foods are : pizza, cheese, noodles, hamburger, french fries 	Taks note	
Warm down	Ask the learners to sing a song	Sing a song	Sing with the students

ENGLISH	
Card N°9	School :
Duration : 20'	Class : JE
Date :	Number of learners :
Sequence : Week3	Teacher :

Unit3 : Food

Theme : Talk about meal time routines

Specifics objectifs : at the end of this lesson, the learners should be able to :

- identify breakfast, lunch and dinner
- point to various items relating to meal time
- describe meal time routine

Ressources : Song : this is the way i eat my food

Document : Anglais, programmes des JE

Learning situation : Play a video on meal time routine

Teaching material : Video

Lesson course

STEPS	TEACHER'S ACTIVITIES	LEARNER'S ACTIVITIES	NOTES FOR TEACHERS
Warm up	Ask the learners to sing a song	Sing a song	Sing with the students
Revision	-Ask to name a local foods -Ask to name world foods	1 Local food : salad, rice, bread, Fish, chicken. 2 world foods : pizza, cheese, noodles, french fries, hamburger.	
Introduction of lesson	Show a video on meal time routine	- Observe and listen	Announce the objet and the objective of lesson
Repetition of words and structures	-Say the words and ask the learners to repeat : Wash hand, sit down, sit at a table, eat together, eat alone, drink, set a table, use a spoon, use a hand, a fork, a knife, breakfast, lunch, dinner	-Listen and repeat : : Wash hand, sit down, sit at a table, eat together, eat alone, drink, set a table, use a spoon, use a hand, a fork, a knife, breakfast, lunch, dinner	Individual repetition by the majority of learners
Knowlage application	-Illustrates the meal time routine -Ask the learners to illustre the meal time routine -Ask to give the name of : Morning food Noon food Evening food -Ask the learners to make sentences with the expression under study	-Observe and lesten -Illustrated -Breakfast -lunch -dinner -Make sentences : I wash my hands. I sit down. Kofi and Afi eat together. He eat alone. I drink water after the meal. You eat with the hand.	Ephasis on correct pronunciation

	<p>-Teach the meal time routine : Song : La la la la. La la la. La la la la. La la la. La la la la. La la. La la.</p> <p>This is the way we wash our hands, Wash our hands, Wash our hands. This is the way we wash our hands, Before we have a meal. Wash our hands, Wash our hands. Wash, wash, wash !</p> <p>This is the way we take our seats, Take our seats, take our seats. This is the way we take our seats, Before we have a meal. Take our seats, Take our seats. Seats, seats, seats.</p> <p>This is the way we use our forks use our forks, use our forks. This is the way we use our forks While we have a meal. use our forks, use our forks. Forks, forks, forks !</p> <p>This is the way we eat at all, eat at all, eat at all. This is the way we eat at all, While we have a meal. eat at all, eat at all. Eat, eat, eat !</p> <p>This is the way we chew our food, chew our food, chew our food. This is the way we chew our food, While we have a meal. chew our food, chew our food. Chew, chew, chew !</p> <p>This is the way we clean our dishes, clean our dishes, clean our dishes. This is the way we clean our dishes, After we have a meal.</p>	<p>My teacher eat with the spoon. -Learn the meal time routine song</p>	
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	clean our dishes, clean our dishes. Clean, clean, clean !		
Assessment	- Ask the learners to make sentences with the expressions under study -Ask the learners to describe meal time routine - Ask the learners to sing the meal time routine song	-Make sentences -Describe -Sing a song	Ephasis on correct pronunciation
Recapitulation	Ask each learners to give the items relating to meal time routine	-Give the items : -Give the items : Wash hand, sit down, sit at a table, eat together, eat alone, drink, set a table, use a spoon, use a hand, a fork, a knife, breakfast, lunch, dinner	
Warm down	Ask the learners to sing a song	Sing a song	Sing with the students

ENGLISH	
Card N°7A	School :
Duration : 20'	Class : JE
Date :	Number of learners :
Sequence : Week1	Teacher :

Unit3 : Food

Theme : Identifiy specimens of fruits

Specifics objectifs : at the end of this lesson, the learners should be able to :

- name differents fruits
- answer questions regarding names of fruits
- express preferences of fruit
- point to different fruits

Ressources : Song : il like to eat apples and bananas

Document : Anglais, programmes des JE

Learning situation : Show flash cards

Teaching material : Flash cards

Lesson course

STEPS	TEACHER'S ACTIVITIES	LEARNER'S ACTIVITIES	NOTES FOR TEACHERS
Warm up	Ask the learners to sing a song	Sing a song	Sing with the students
Revision	Ask each learners to give the items relating to meal time routine	Give the items : Wash hand, sit down, sit at a table, eat together, eat alone, drink, set a table, use a spoon, use a hand, a fork, a knife, breakfast, lunch, dinner	

Introduction of lesson	Show flash card	- Observe	Announce the objet and the objective of lesson
Repetition of words and structures	-Point to different fruits and ask students to repeat the words : apple, banana, mango, orange, pineapple, lemon, papaya, melon, water melon	-Listen and repeat : apple, banana, mango, orange, pineapple, lemon, papaya, melon, water melon	Individual repetition by the majority of learners
Knowlage application	-Point to fruits one by one and ask students to give their names -Teach the song : I like to eat, apples and bananas I like to eat, eat, eat apples and bananas I like to eat, eat, eat apples and bananas I like to eat, eat, eat apples and bananas	-Observe and give their names : apple, banana, mango, orange, pineapple, lemon, papaya, melon, water melon -Learn the song	Ephasis on correct pronunciation

	<p>I like to eat, eat, eat apples and bananas</p> <p>Now let's make a long « a » sound ay-ples and ba-nay-nays I like to ate, ate, ate ay-ples and ba-nay-nays I like to ate, ate, ate ay-ples and ba-nay-nays</p> <p>Let's try a long « e » sound ee-ples and ba-nee-nees I like to eat, eat, eat ee-ples and ba-nee-nees I like to eat, eat, eat ee-ples and ba-nee-nees</p> <p>How about a long « i » sound i-ples and ba-nigh-nighs I like to ite, ite, ite i-ples and ba-nigh-nighs I like to ite, ite, ite i-ples and ba-nigh-nighs</p> <p>Great, let's sing it with a long « o » sound oo-ples and ba-no-nos I like to ote, ote, ote oh-ples and ba-no-nos I like to ote, ote, ote oh-ples and ba-no-nos</p> <p>I know let's make an « oo » sound....oo-ples and ba-noo-noos I like to oot, oot, oot, ooples and ba-noo-noos I like to oot, oot, oot, ooples and ba-noo-noos</p> <p>Apples and bananas, one more time ! I like to eat, eat, eat apples and bananas I like to eat, eat, eat apples and bananas I like to eat, eat, eat apples and bananas I like to eat, eat, eat apples and bananas</p>		
Assessment	- Ask the learners to point to differents fruits	-Point to differents fruits : apple, banana, mango,	Ephasis on correct pronunciation

		orange, pineapple, lemon, papaya, melon, water melon	
Recapitulation	Ask learners to sing the song : I like to eat apples and bananas	Sing the song	
Warm down	Ask the learners to sing a song	Sing a song	Sing with the students

ENGLISH	
Card N°7B	School :
Duration : 20'	Class : JE
Date :	Number of learners :
Sequence : Week3	Teacher :

Unit3 : Food

Theme : Identifiy specimens of vegetables

Specifics objectifs : at the end of this lesson, the learners should be able to :

-name differents vegetables

-point to different fruits

Ressources : Flash cards

Document : Anglais, programmes des JE

Learning situation : Show flash cards

Teaching material : Flash card

Lesson course

STEPS	TEACHER'S ACTIVITIES	LEARNER'S ACTIVITIES	NOTES FOR TEACHERS
Warm up	Ask the learners to sing a song	Sing a song	Sing with the students
Revision	Ask the learners to point to differents fruits	-Point to differents fruits : apple, banana, mango, orange, pineapple, lemon, papaya, melon, water melon	
Introduction of lesson	Show flash card	- Observe	Announce the objet and the objective of lesson
Repetition of words and structures	-Point to different vegetables and ask students to repeat the words : tomato, carrot, onion, pepper, cucumber, okra, cabbage, lettuce	-Listen and repeat : tomato, carrot, onion, pepper, cucumber, okra, cabbage, lettuce	Individual repetition by the majority of learners
Knowlage application	-Point to vegetables one by one and ask students to give their names -Express preferences of vegetables and repeat the sentences : I like cabbages I like carrots I like cucumbers I like onions	-Observe and give their names : tomato, carrot, onion, pepper, cucumber, okra, cabbage, lettuce -Repeat : I like cabbages I like carrots I like cucumbers I like onions	Ephasis on correct pronunciation
Assessment	- Ask the learners to point to differents vegetables	-Point to differents vegetables : tomato, carrot, onion, pepper, cucumber, okra, cabbage, lettuce	Ephasis on correct pronunciation

Recapitulation	Ask learners to express preferences of vegetables	Express : I like cabbages I like carrots I like cucumbers I like onions	
Warm down	Ask the learners to sing a song	Sing a song	Sing with the students

ENGLISH	
Card N°8	School :
Duration : 20'	Class : JE
Date :	Number of learners :
Sequence : Week2	Teacher :

Unit 3: Food

Theme : local and world foods.

Spécific objective : at the end of this lesson, the learners should be able to classify local and world foods.

Ressources : video : Links : <https://www.youtube.com/watch?v=9BmvvC9ge2s>

Documents : Anglais, programmes des JE

Learning situation : Play a video to introduce local and world foods

Teaching material : Video

Lesson course

STEPS	Activities of teacher	Activities of learner	Notes for teacher
Warm up	Asks the learners to sing a song	Sing a song	Sing with the students
révision	Name different fruits	Orange, banana, papaya, mango	
Introduction of lesson	Play a video to introduce local and world foods.	Watch and listen	Announce the objet and the objective of lesson
Repetition of words and structures	Say the words and ask learners to repeat : local, food, rice, chicken, bread, soup, salad, fish, yam, cassava, bean, dough. World, cheese, curry rice, pizza, hamburger, noodles, french fries.	Repeat the words.	Individual repetition by the majority of learners
Knowledge application.	teaches local foods a part and say to observe : rice, chicken, bread, soup, salad, fish. Do the some for world foods : cheese, curry rice, pizza, hamburger, noodles, french fries.	learns local food and learns world foods.	Ephasis on correct pronunciation
assessment	Asks to name a local foods Asks to name world foods	5 Local food : salad, rice, bread, Fish, chicken. 6 world foods : pizza, cheese, noodles, french fries, hamburger.	Ephasis on correct pronunciation
Récapitulation.	<ul style="list-style-type: none"> - Our local foods are : rice, dough, salad, bread, fish, chicken, yam, cassava, bean..... - World foods are : pizza, cheese, noodles, hamburger, french fries 	Taks note	
Warm down	Ask the learners to sing a song	Sing a song	Sing with the students

ENGLISH	
Card N°9	School :
Duration : 20'	Class : JE
Date :	Number of learners :
Sequence : Week3	Teacher :

Unit3 : Food

Theme : Talk about meal time routines

Specifics objectifs : at the end of this lesson, the learners should be able to :

- identify breakfast, lunch and dinner
- point to various items relating to meal time
- describe meal time routine

Ressources : Song : this is the way i eat my food

Document : Anglais, programmes des JE

Learning situation : Play a video on meal time routine

Teaching material : Video

Lesson course

STEPS	TEACHER'S ACTIVITIES	LEARNER'S ACTIVITIES	NOTES FOR TEACHERS
Warm up	Ask the learners to sing a song	Sing a song	Sing with the students
Revision	-Ask to name a local foods -Ask to name world foods	3 Local food : salad, rice, bread, Fish, chicken. 4 world foods : pizza, cheese, noodles, french fries, hamburger.	
Introduction of lesson	Show a video on meal time routine	- Observe and listen	Announce the objet and the objective of lesson
Repetition of words and structures	-Say the words and ask the learners to repeat : Wash hand, sit down, sit at a table, eat together, eat alone, drink, set a table, use a spoon, use a hand, a fork, a knife, breakfast, lunch, dinner	-Listen and repeat : : Wash hand, sit down, sit at a table, eat together, eat alone, drink, set a table, use a spoon, use a hand, a fork, a knife, breakfast, lunch, dinner	Individual repetition by the majority of learners
Knowlage application	-Illustrates the meal time routine -Ask the learners to illustre the meal time routine -Ask to give the name of : Morning food Noon food Evening food -Ask the learners to make sentences with the expression under study	-Observe and lesten -Illustrated -Breakfast -lunch -dinner -Make sentences : I wash my hands. I sit down. Kofi and Afi eat together. He eat alone. I drink water after the meal. You eat with the hand.	Ephasis on correct pronunciation

	<p>-Teach the meal time routine : Song : La la la la. La la la. La la la la. La la la. La la la la. La la.</p> <p>This is the way we wash our hands, Wash our hands, Wash our hands. This is the way we wash our hands, Before we have a meal. Wash our hands, Wash our hands. Wash, wash, wash !</p> <p>This is the way we take our seats, Take our seats, take our seats. This is the way we take our seats, Before we have a meal. Take our seats, Take our seats. Seats, seats, seats.</p> <p>This is the way we use our forks use our forks, use our forks. This is the way we use our forks While we have a meal. use our forks, use our forks. Forks, forks, forks !</p> <p>This is the way we eat at all, eat at all, eat at all. This is the way we eat at all, While we have a meal. eat at all, eat at all. Eat, eat, eat !</p> <p>This is the way we chew our food, chew our food, chew our food. This is the way we chew our food, While we have a meal. chew our food, chew our food. Chew, chew, chew !</p> <p>This is the way we clean our dishes, clean our dishes, clean our dishes. This is the way we clean our dishes, After we have a meal.</p>	<p>My teacher eat with the spoon. -Learn the meal time routine song</p>	
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	clean our dishes, clean our dishes. Clean, clean, clean !		
Assessment	<ul style="list-style-type: none"> - Ask the learners to make sentences with the expressions under study -Ask the learners to describe meal time routine - Ask the learners to sing the meal time routine song 	<ul style="list-style-type: none"> -Make sentences -Describe -Sing a song 	Ephasis on correct pronunciation
Recapitulation	Ask each learners to give the items relating to meal time routine	-Give the items : -Give the items : Wash hand, sit down, sit at a table, eat together, eat alone, drink, set a table, use a spoon, use a hand, a fork, a knife, breakfast, lunch, dinner	
Warm down	Ask the learners to sing a song	Sing a song	Sing with the students

ENGLISH	
Card N°10	School :
Duration : 20'	Class : JE
Date :	Number of learners :
Sequence : Week1	Teacher :

Unit 4: physical activities.

Theme : a body parts.

Specific objective : at the end of this lesson, the learners should be able to identify and name a body parts.

Ressources : Flash card and video : Links : <https://www.youtube.com/watch?v=9BmvvC9ge2s>

Document : Anglais, programmes des JE

Learning situation : Play a video on meal time routine

Teaching material : Video

Lesson course

STEPS	Activities of teacher	Activities of learner	Notes for teacher
Warm up	Asks to sing a song	Sing a song	Sing with the students
révision	At what time of the day do you have : a) breakfast ?(le petit déjeuner) b) lunch ? (le déjeuner) c) dinner ?	a) breakfast in the morning. b) lunch at noon. c) dinner in the evening.	
Introduction of lesson	Play a video to introduce a body parts..	Watch and listen carefully.	Announce the objet and the objective of lesson
Repetition of words and structures	Say the words and ask learners to repeat : head, shoulder, eye, ear, knee, toes, foot.	Repeat the words.	Individual repetition by the majority of learners
Knowledge application.	Teaches a body parts. Have a student come up to the front of the class. Point to their head and say : head. Point to their shoulders and say : shoulder. Point to their knees and say : knee Point to their toes and say : toes Do the some for : foot, eye, ear, mouth, nose. - Teaches a body song : Head a shoulders knees and toes, knees and toes. Head a shoulders knees and toes, knees and toes. Eyes and ears, mouth and nose. Head a shoulders knees and toes, knees and toes. March march march Let us all march Get your body charged Head a shoulders knees and toes, knees and toes.	Learns a body parts Learns a body song.	Ephasis on correct pronunciation

	<p>Head a shoulders knees and toes, knees and toes. Eyes and ears, mouth and nose. Head a shoulders knees and toes, knees and toes. Jup jup jup Let's all jup Jup jup jup Make your muscle jupe.</p>		
assessment	<p>Asks them individually to point to : their head, shoulders, knee, toes, foot, eyes ears, mouth, nose. Have the whole class sing a body song.</p>	<p>Points their head, shoulders, knees, toes, foot, eyes, ears, mouth, nose. Sing a body parts</p>	<p>Ephasis on correct pronunciation</p>
Récapitulation.	<p>Body parts are : head, shoulders, knees, toes, foot, eyes, ears, mouth, nose.</p>	<p>Taks note</p>	
Warm down	<p>Ask the learners to sing a song</p>	<p>Sing a song</p>	<p>Sing with the students</p>

ENGLISH	
Card N°11A	School :
Duration : 20'	Class : JE
Date :	Number of learners :
Sequence : Week2	Teacher :

Unit4 : Physical activities

Theme : Identify pyisical activities

Specifics objectifs : at the end of this lesson, the learners should be able to :

-identify some different physical activities

-demonstrate different activities

Ressources : Video : links : <https://youtu.be/oc4QS2UKmk> ;
<https://www.youtube.com/watch?v=LhQy1Cy4IDw> ; <https://www.youtube.com/watch?v=OnaPNbOJrMQ>

Document : Anglais, programmes des JE

Learning situation : Watch video on physical activities

Teaching material : Video

Lesson course

STEPS	TEACHER'S ACTIVITIES	LEARNER'S ACTIVITIES	NOTES FOR TEACHERS
Warm up	Ask the learners to sing a song	Sing a song	Sing with the students
Revision	Ask the learners to name five body part	Name : head, eye, ear, arm hand, leg, eyebrow, nose, mouth, foot	
Introduction of lesson	Show a video on physical activities	- Observe and listen	Announce the objet and the objective of lesson
Repetition of words and structures	-Say the words and asks the learners to repeat : Back turn, jumping jacks, side bends	-Listen and repeat	Individual repetition by the majority of learners
Knowlage application	-Demonstrates the physical exercises one by one -Ask learners to demonstrate the physical exercises one by one and noming them -Demonstrates a physical exercises and then ask the learners to give the name of the exercise	-Listen -Demonstrates and name : Back turn, jumping jacks, side bends -Listen and give the name	Ephasis on correct pronunciation
Assessment	- Ask each learner to give the name of physical exercises and demonstrate it	-Executed	Ephasis on correct pronunciation
Recapitulation	Ask learners to give the name of physical exercises	-Name the name of physical exercises : Back turn, jumping jacks, side bends	
Warm down	Ask the learners to sing a song	Sing a song	Sing with the students

ENGLISH	
Card N°11B	School :
Duration : 20'	Class : JE
Date :	Number of learners :
Sequence : Week2	Teacher :

Unit4 : Physical activities

Theme : Name different kinds of sports

Specifics objectifs : at the end of this lesson, the learners should be able to name different kinds of sports.

Ressources : Video : links : <https://www.youtube.com/watch?v=OnaPNbOJrMQ>

Document : Anglais, programmes des JE

Learning situation : Watch video on kinds of sports

Teaching material : video

Lesson course

STEPS	TEACHER'S ACTIVITIES	LEARNER'S ACTIVITIES	NOTES FOR TEACHERS
Warm up	Ask the learners to sing a song	Sing a song	Sing with the students
Revision	Ask learners to give the name of physical exercises	-Give the name of physical exercises : Back turn, jumping jacks, side bends	
Introduction of lesson	Show a video on kinds of sports	- Observe and listen	Announce the objet and the objective of lesson
Repetition of words and structures	-Say the words and ask the learners to repeat : Football, volleyball, basketball, rugby, tennis, Swimming, Cricket, Bowling	-Listen and repeat : Football, volleyball, basketball, rugby, tennis, Swimming, Cricket, Bowling	Individual repetition by the majority of learners
Knowlage application	-Play the video them ask learners to give the name of each sport	-Observe and give the name of each sport : Football, volleyball, basketball, rugby, tennis, Swimming, Cricket, Bowling	Ephasis on correct pronunciation
Assessment	- Ask each learner to give the name of five sports	-Name : Football, volleyball, basketball, rugby, tennis, Swimming, Cricket, Bowling	Ephasis on correct pronunciation
Recapitulation	Ask learners to give the name of different kinds of sports	-Give the name of different kinds of sports : Football, volleyball, basketball, rugby, tennis, Swimming, Cricket, Bowling	
Warm down	Ask the learners to sing a song	Sing a song	Sing with the students

ENGLISH	
Card N°12	School :
Duration : 20'	Class : JE
Date :	Number of learners :
Sequence : Week3	Teacher :

Unit4 : Physical activities

Theme : Name item related to sport

Specifics objectifs : at the end of this lesson, the learners should be able to :

-identify items related to sport

-differentiate various items related to sports

Resources : Video : Links : <https://www.google.com/search?q=things+related+to+sports&rlz=1C1YUUh en TG1059TG1059&sxsrf=APwXEdcOXMeAz1hbTHJJXNNR7rl-a9iQQ :1686581012059&source=Inms&tbm=isch&sa=X&ved=2ahUKEwit6e7w-73AhU8SkEAHbFuAZIQUAoAXoECAEQAw&cshidz16865810202749221&biw=1366&bih=617&dpr=1>

Document : Anglais, programmes des JE

Learning situation : Watch the video related to sport articles

Teaching material : Video

Lesson course

STEPS	TEACHER'S ACTIVITIES	LEARNER'S ACTIVITIES	NOTES FOR TEACHERS
Warm up	Ask the learners to sing a song	Sing a song	Sing with the students
Revision	Ask learners to name different kind of sports	Name : football ; volleyball ; basketball ; rugby ; swimming ; tennis	
Introduction of lesson	Show the video related to sport articles	- Observe	Announce the objet and the objective of lesson
Repetition of words and structures	Repeat :shirt ;gloves ;helmet ;cramp ; pleinsoll ;net ;tennis racket ;table-tennis bat ;soccer ball ;tennis ball ;volley ball ;basket ball ;golf ball -Ask learners to repeat the words	-Listen -Repeat : shirt ;gloves ;helmet ;cramp ; pleinsoll ;net ;tennis racket ;table-tennis bat ;soccer ball ;tennis ball ;volley ball ;basket ball ;golf ball	Individual repetition by the majority of learners
Knowlage application	-What article in the sport do we use for football? -What article in the sport do we use for basket? -What article in the sport do we use for tennis?	-Name : shirt ; soccer ball ; cramp ; gloves -Name : basket ball ; net ; shirt -Name : tennis ball ; table-tennis bat ; shirt ; tennis racket	Ephasis on correct pronunciation

Assessment	- Ask the learners : what article in the sport do we use for football?	-Name : shirt ; soccer ball ; cramp ; gloves	Ephasis on correct pronunciation
Recapitulation	Ask learners to quote sport related items	Quote : shirt ;gloves ;helmet ;cramp ; pleinsoll ;net ;tennis racket ;table-tennis bat ;soccer ball ;tennis ball ;volley ball ;basket ball ;golf ball	
Warm down	Ask the learners to sing a song	Sing a song	Sing with the students

ENGLISH	
Card N°13	School :
Duration : 20'	Class : JE
Date :	Number of learners :
Sequence : Week1	Teacher :

Unit5 : Healthy habits

Theme : Praticice body hygiene

Specifics objectifs : at the end of this lesson, the learners should be able to know the body hygiene

Ressources : Song : personal hygiene

Document : Anglais, programmes des JE

Learning situation : Wash the hands

Teaching material : water, soap

Lesson course

STEPS	TEACHER'S ACTIVITIES	LEARNER'S ACTIVITIES	NOTES FOR TEACHERS
Warm up	Ask the learners to sing a song	Sing a song	Sing with the students
Revision	Ask to quote the different parts of the body	Give : hands, head, arm, legs, feet, neck, schoulder, mouth, nose	
Introductio n of lesson	Wash his hands with water and soap ; brush his teeth ; simuler a bath ; cut his nails ; simuler a washing clothes	- Observe	Announce the objet and the objective of lesson
Repetition of words and structures	-Name the body hygiene : hand washing ; cleaning teeth ; bathing ; nails cutting ; washing clothes -Ask the students to repeat the words	-Listen -Repeat : hand washing ; cleaning teeth ; bathing ; nails cutting ; washing clothes	Individual repetition by the majority of learners
Knowlage application	-Teach the song : personal hygiene Wash your hands, scrub-a-dub-dub Clean them well after you grub ! Brush your teeth, Morning and night Keep them shing, clean and bright ! Stay clean, Stay bright, very day and night ! Take care of yourself, you'll feel Just right ! Wash, brush, scrub, and you will see, Being clean is the way to be ! Take a bath, splash, splash, splash, Clean your body in a flash Comb your hair nice and neat, Now you're ready from head to feet !	-Learn the song	Ephasis on correct pronunciation

	<p>Stay clean, stay bright, very day and night ! Take care of yourself, you'll feel just right ! Wash, brush, scrub, and you will see, Being clean is the way to be !</p> <p>Cut your nails, don 't let them grow, Keep them short, now you know ! Wear clean clothes, feel so fresh Now you're ready to do your best !</p> <p>Stay clean, stay bright, very day and night ! Take care of yourself, you'll feel just right ! Wash, brush, scrub, and you will see, Being clean is the way to be !</p> <p>Hygiene's fun, let's do it right, Stay clean, stay bright, day and night !</p>		
Assessment	Ask student to name the body hygiene	Name : hand washing ; cleaning teeth ; bathing ; nails cutting ; washing clothes	Ephasis on correct pronunciation
Recapitulation	Ask learners to sing the song : personal hygiene	Sing the song	
Warm down	Ask the learners to sing a song	Sing a song	Sing with the students

ENGLISH	
Card N°14	School :
Duration : 20'	Class : JE
Date :	Number of learners :
Sequence : Week2	Teacher :

Unit 5. Healthy habits.

Theme : healthy diet/common aliments.

Specific objective : at the end of this lesson, the learners should be able to :

-Learn healthy diet.

-Identify common aliments.

Ressources : video : Links : <https://www.youtube.com/watch?v=9BmvvC9ge2s>

Documents : Anglais, programmes des JE

Learning situation : Play a video to introduce healthy habits and common aliments

Teaching material : Video

Lesson course

STEPS	Activities of teacher	Activities of learner	Notes for teacher
Warm up	Asks to sing a song	Sing a song	Sing with the students
révision	Describe your body	The head, the torso, the limbs	
Introduction of lesson	Play a video to introduce healthy habits and common aliments..	Watch and listen carefully.	Announce the object and the objective of lesson
Repetition of words and structures	Say the words and ask learners to repeat : bread (bread) cheese (fromage), meat (viande), fish (poisson), chicken (poulet), potatoes (pomme de terre), tomatoes (tomates), onion (oignon), salad/lettuce (salade), apple (pomme), milk (lait), rice (riz), salt (sel), spinach (épinard), eggs (œufs), corn (maïs),	Repeat the words.	Individual repetition by the majority of learners
Knowledge application.	Have identify common aliments : bread (pain) cheese (fromage), meat (viande), fish (poisson), chicken (poulet), potatoes (pomme de terre), tomatoes (tomates), onion (oignon), salad/lettuce (salade), Teach healthy habits : eat a balanced diet, drink potable water, wash your hands, take a shower, get enough sleep, brush your teeth.	identify Learn	Emphasis on correct pronunciation
assessment	1 Asks to talk about healthy habits 2 Asks to talk about common aliments.	1 eat a balanced diet, drink potable water, wash your hands 2 bread (pain) cheese (fromage), meat (viande), fish (poisson), chicken (poulet), potatoes (pomme de terre),	Emphasis on correct pronunciation

		tomatoes (tomates), onion (oignon), salad/lettuce (salade),	
Récapitulation.	Healthy diets : eat a balanced diet, drink potable water, wash your hands, take a shower, get enough sleep, brush your teeth.. Common aliments : bread, cheese, meat, fish, chicken, potatoes, tomatoes, onion, salad/lettuce.	Taks note	
Warm down	Ask the learners to sing a song	Sing a song	Sing with the students

Habits : habitudes

Diet : alimentation saine

Balanced diet : régime équilibré

Healthy habits : habitudes saines.

ENGLISH	
Card N°15A	School :
Duration : 20'	Class : JE
Date :	Number of learners :
Sequence : Week1	Teacher :

Unit6 : Domestic and wild animals

Theme : Name domestic animals

Specifics objectifs : at the end of this lesson, the learners should be able to name domestic animals

Ressources : Video : links : <https://youtu.be/oMy9vKdlmbs>

Document : Anglais, programmes des cours préparatoires 1^{ère} et 2^e années (CP1 –CP2) page 39

Learning situation : Show flash cards or watch video on the domestic animals

Teaching materials : Domestic animals posters, video

Lesson course

STEPS	TEACHER'S ACTIVITIES	LEARNER'S ACTIVITIES	NOTES FOR TEACHERS
Warm up	Ask the learners to sing a song	Sing a song	Sing with the students
Revision	Ask the learners to talk about common aliments	Talk about common aliments : bread, cheese, meat, fish, chicken, potatoes, tomatoes, onion, salad	
Introduction of lesson	Show a video on the domestic animals	- Observe and listen	Announce the objet and the objective of lesson
Repetition of words and structures	-Say the words and asks the learners to repeat : Chicken, sheep, Cow, horse, pig, goose, donkey, duck, goat, turkey	-Listen and repeat : Chicken, sheep, Cow, horse, pig, goose, donkey, duck, goat, turkey	Individual repetition by the majority of learners
Knowlage application	-Point the domestic animals one by one on the poster by giving their names -Point the domestic animals one by one on the poster and ask the learners to give the name of pointed animal -Give the names of domestic animals one by one and ask learners to go and show the animal on the poster	-Observe, listen -Give the name of pointed animal : Chicken, sheep, Cow, horse, pig, goose, donkey, duck, goat, turkey -Go and show the animal on the poster : Chicken, sheep, Cow, horse, pig, goose, donkey, duck, goat, turkey	Ephasis on correct pronunciation
Assessment	- Ask each learner to point a domestic animal on the poster and then give his name	-Point and give the name of domestic animals : Chicken, sheep, Cow, horse, pig, goose, donkey, duck, goat, turkey	Ephasis on correct pronunciation
Recapitulation	Ask learners to give the names of the domestic animals studied	- Give the name of domestic animals : Chicken, sheep, Cow, horse, pig, goose, donkey, duck, goat, turkey	
Warm down	Ask the learners to sing a song	Sing a song	Sing with the students

ENGLISH	
Card N°15/B	School :
Duration : 20'	Class : JE
Date :	Number of learners :
Sequence : Week1	Teacher :

Unit 6 : Domestic and wild animals

Theme : Name wild animals

Specifics objectifs : at the end of this lesson, the learners should be able to name domestic animals

Ressources : Video : links : <https://youtu.be/CA6Mofzh7jo>

Document : Anglais, programmes des JE

Learning situation : Show flash cards or watch video on the wild animals

Teaching materials : Wild animals posters, video

Lesson course

STEPS	TEACHER'S ACTIVITIES	LEARNER'S ACTIVITIES	NOTES FOR TEACHERS
Warm up	Ask the learners to sing a song	Sing a song	Sing with the students
Revision	- Ask each learner to point a domestic animal on the poster and then give his name	-Point and give the name of domestic animals : Chicken, sheep, Cow, horse, pig, goose, donkey, duck, goat, turkey	
Introduction of lesson	Show a video on the wild animals	- Observe and listen	Announce the objet and the objective of lesson
Repetition of words and structures	-Say the words and asks the learners to repeat : Lion, Elephant, Giraffe, Monkey, Crocodile, Gorilla, Zebra, Tiger	-Listen and repeat : Lion, Elephant, Giraffe, Monkey, Crocodile, Gorilla, Zebra, Tiger	Individual repetition by the majority of learners
Knowlage application	-Point the wild animals one by one on the poster by giving their names -Point the wild animals one by one on the poster and ask the learners to give the name of pointed animal -Give the names of wild animals one by one and ask learners to go and show the animal on the poster	-Observe, listen -Give the name of pointed animal : Lion, Elephant, Giraffe, Monkey, Crocodile, Gorilla, Zebra, Tiger -Go and show the animal on the poster : Lion, Elephant, Giraffe, Monkey, Crocodile, Gorilla, Zebra, Tiger	Ephasis on correct pronunciation
Assessment	- Ask each learner to point a wild animal on the poster and then give his name	-Point and give the name of wild animals : Lion, Elephant, Giraffe, Monkey, Crocodile, Gorilla, Zebra, Tiger	Ephasis on correct pronunciation
Recapitulation	Ask learners to give the names of the wild animals studied	- Give the name of wild animals : Lion, Elephant, Giraffe, Monkey, Crocodile, Gorilla, Zebra, Tiger	
Warm down	Ask the learners to sing a song	Sing a song	Sing with the students

ENGLISH	
Card N°5B	School :
Duration : 20'	Class : JE
Date :	Number of learners :
Sequence : Week2	Teacher :

Unit 6 : Domestic and wild animals

Theme : the animals.

Specific objective : at the end of this lesson, the learners should be able to identify five domestic and five wild animals

Ressources : Flash card and video : Links : <https://www.youtube.com/watch?v=9BmvvC9ge2s>

Document : Anglais, programmes des JE

Learning situation : watch video on the wild and domestic animals

Teaching materials : Flash card, video

Lesson course

STEPS	Activities of teacher	Activities of learner	Notes for teacher
Warm up	Asks to sing a song	Sing a song	Sing with the students
révision	List two animals you know	Hen, cat	
Introduction of lesson	Play a video to introduce.	Watch and listen	Announce the objet and the objective of lesson
Repetition of words and structures	Say the words and ask learners to repeat : domestic, wild, animal, lion, tiger, zebra, monkey, elephant. Cat, dog, hen, cheep, goat.	Repeat the words.	Individual repetition by the majority of learners
Knowledge application.	Teach domestic animals : domestic animals are animals that live in house just like humans. They are : Cat, dog, hen, cheep, goat. The dog is a loving companion who shares the life its family, enjoying confort safety, and social interaction. Teachs wild animals : they live in the bush or in the forests. They are : lion, tiger, zebra, monkey, elephant.	identify Learn	Ephasis on correct pronunciation
assessment	1 list the wild animals you know. 2 list the domestic animals you know.	1 : lion, tiger, zebra, monkey, elephant, snake, fox, wolf... 2 Cat, dog, hen, cheep, goat, pig, rabbit, duck, cow...	Ephasis on correct pronunciation
Récapitulation.	domestic animals are animals that live in house just like humans. They are : Cat, dog, hen, cheep, goat, pig, rabbit, duck, cow. The dog is a loving companion who shares the life its family, enjoying confort safety, and social interaction.	Taks note	

	wild animals : they live in the bush or in the forests. They are : lion, tiger, zebra, monkey, elephant, snake, fox, wolf		
Warm down	Ask the learners to sing a song	Sing a song	Sing with t students

.lion -----
lion

chat
cat

Eléphant -----
elephant

chien
dog

Tigre -----
tiger

cheval
horse

Loup -----
wolp

vache
cow

Ours -----
bear

cochon
pig

Zèbre -----
zebra

mouton
cheep

Girafe -----
giraffe

chèvre
goat

Renad -----
fox

poulet
chicken

Serpent -----
snake

canard
duck

Aigle -----
aigle

oie
goose

Requin -----
shark

lapin
rabbit

Gorille -----
gorilla

poisson
fish

