

## LESSON NOTE

**Card N°** : 1

**School** : CS ESSO

**Class** : Form I

**Teacher**: Mr ABOGLO Kodjovi Séna

**Date** :

**Duration** : 55 min

**N° of Ss** : B:..... G:.....

**Sequence**: 1

**Theme I** : At school

**Lesson1** : Greetings

**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 6<sup>e</sup>, Longman Dictionary.

**Teaching aid** : **demonstrations, gestures, drawing**

Capacity	Content
Identify	Words and expressions related to greetings: Morning, afternoon, evening, night, noon
Use of	personal pronouns : I, you, he, she, it, we, they;
Speaking	Greetings

**Competences** : Express yourself using oral communication related to greetings.

**Learning situation** : We are in CEG Fidopkui, students of Form I wanted to greet **one another** in English.

You spend your holidays **in** Ghana and know something about greetings. Help them to choose among these words the **ones** related to greeting: teacher, school, morning, stand up, afternoon, Friday, evening, good..... etc.

**Do the work with your bench mate.**

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

### LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<b>Pre-activities</b>				
<b>1. Greeting</b>	Greets	Answer		
<b>2. Date</b>	Says and write	Repeat the	Date	
<b>3. Roll call</b>	Checks	date		
<b>4. warm up</b>	presence	Answer		
<b>5. Correction</b>	Gives a turn	Sing	Correction	
	Asks to correct	Correct	Orally	
<b>6. Review</b>	Revision	Review		
<b>Main Activities</b>				
<b>Activity I</b> Vocabulary <b>(The use of 3Ps)</b> (15 mn)	I- PRESENTATION STAGE -presents new items in	repeat individually, in rows, in chorus	Vocabulary:	

	<p>context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills)</p> <ul style="list-style-type: none"> <li>-Repetition drill</li> <li>-says sentences containing new words/expressions and asks Ss to repeat.</li> <li>-Substitution drill</li> <li>-gives a sample of substitution drill</li> <li>-gives a sentence containing the new word/expression and a cue.</li> </ul> <p>III- PRODUCTION STAGE</p> <ul style="list-style-type: none"> <li>-invites Ss to make their own sentences</li> </ul>	<ul style="list-style-type: none"> <li>-repeat</li> <li>-answer <b>comprehension check</b> questions</li> <li>-listen and repeat sentences</li> <li>-listen to the sample of substitution drill</li> <li>Ss listen and make sentences using the <b>vocabulary words</b></li> </ul>	<p>Good morning: from 6a.m to 12 o'clock Eg: I say good morning to mom and dad when I wake up.</p> <p>Good afternoon: from 12pm to 5pm. Eg: I say good afternoon to my parents when I'm back from school.</p> <p>Good evening: from 6pm to 8pm Good night: (Fr) bonne nuit eg: good night mom, good night dad.</p> <p>Hello, Hi: Bonjour We say Hello or Hi at anytime.</p>																	
<p><b>Activity II</b> <b>Grammar:</b> Personal pronouns.</p>	<p>Uses the technique of 3Ps</p> <p>I. PRESENTATION STAGE</p> <p>Teacher presents the new structure. Pronounce the pronouns well and asks</p>	<p>Repeat Make sentences</p>	<p><b>Grammar:</b> personal pronouns.</p> <table border="1" data-bbox="855 1435 1129 1839"> <tr><td>I</td><td>Je</td></tr> <tr><td>You</td><td>Tu</td></tr> <tr><td>He</td><td>Il</td></tr> <tr><td>She</td><td>Elle</td></tr> <tr><td>It</td><td>Il ou elle</td></tr> <tr><td>We</td><td>Nous</td></tr> <tr><td>You</td><td>Vous</td></tr> <tr><td>They</td><td>Ils / elles</td></tr> </table> <p>Eg : to be (être) I am at school You are at school He is a student</p>	I	Je	You	Tu	He	Il	She	Elle	It	Il ou elle	We	Nous	You	Vous	They	Ils / elles	
I	Je																			
You	Tu																			
He	Il																			
She	Elle																			
It	Il ou elle																			
We	Nous																			
You	Vous																			
They	Ils / elles																			

	<p>students to pronounce.</p> <p>-Makes sentences using pronouns Asks students to make sentences with.</p> <p>II. PRACTICE STAGE (oral)</p> <p>1- Repetition drill -makes two or three sentences one after the other and asks Ss to repeat.</p> <p>2- Substitution drill:( <b>replace nouns by appropriate personal pronouns )</b> Afi is a student Kodjo is a school boy Abalo and afi are students. Students are in the classroom.</p> <p><b>iii .production asks students to make their own sentences.</b></p>		<p>She is a school girl It is a bag</p>	
<b><u>Activity III Speaking</u></b>	<p>Asks students to greet <b>one another</b> in pair.</p> <p><b>-students role play</b></p>		<p>Good morning afi Good morning abalo Good afternoon alice Good afternoon kodjo Good evening teacher Good evening students.</p>	
<b><u>Post-Activities</u></b>				
<b><u>Evaluation</u></b>	<p>Asks questions to check the understanding of students</p>		<p>Orally</p>	

	-which words do <b>we</b> learn to day? -name personal pronouns you <b>know</b>			
<b>Home work</b>	Copy the homework on the black board	Copy on their exercises books	Homework: Complete sentence with personal pronouns: I, you, they, she .....1.. go to school, ...2.....is a <b>girl</b> . ...3...am a student.	
<b>Warm down</b>	Strikes a song : <b>title of the song</b> Recalls the next session and takes leave saying “ goodbye”			

### LESSON NOTE

**Card N°** : 2

**School** : CS ESSO

**Class** : Form I

**Teacher:** Mr ABOGLO Kodjovi Séna

**Date** :

**Duration** : 55 min

**N° of Ss** : B:..... G:.....

**Sequence** :2

**Theme I** : At school

**Lesson1** : Greetings

**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 6<sup>e</sup>, Longman Dictionnaire.

**Teaching aids** : students, the classroom,

Capacity	Content
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Identify	Words and expressions related to greetings: hello/ hi , good bye, welcome, how are you, thanks.
Use of	<b>The use of "this" and "that"</b>
Speaking	Use new word to speak in pair.

**Competences** : Express yourself using oral communication related to greetings

**Learning situation** : cf sequence1 Recall

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

### LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<b>Pre-activities</b>				
<b>7. Greeting</b>	Greets	Answer		
<b>8. Date</b>	Says and write	Repeat the	Date	
<b>9. Roll call</b>	Checks	date		
<b>10. warm up</b>	presence	Answer		
<b>11. Correction</b>	Gives a turn	Sing	Correction	
	Asks to	Correct	Orally	
<b>12. Review</b>	correct	Review		
	Revision			
<b>Main Activities</b>				
<b>Activity I</b> Vocabulary <b>(The use of 3Ps)</b> (15 mn)	I- PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss to repeat. -Substitution drill	repeat individually, in rows, in chorus -repeat -answer verification questions -listen and repeat sentences  -listen to the sample of substitution drill Ss listen and make sentences	Vocabulary: <b>1.</b> Hello/ hi (tr) salut Eg hello afi, hi afi <b>2.</b> How are you? Eg; afi how are you? <b>3.</b> Fine: Eg: I am fine <b>4.Thank(s)</b> Eg thank you <b>M.</b> Good bye(trans): au revoir. Eg: good bye afi see you tomorrow	

	-gives a sample of substitution drill Eg: <b>thank you afi ( adjo, kouma john ...)</b>			
<b><u>Activity II Grammar</u></b> the use of "this" and "that"	Uses 3ps <b>*Presentation</b> Introduces the verb and check the understanding of students <b>*Practice</b> Make sentences with the verb <b>*Production</b> Asks students to produce their <b>own</b> sentences	Repeat	<b>Grammar:</b> The use of "this" and "that" This is afi That is kodjo This is my school That is 6eme B We use "this" for something that is near and "that" for something that is far.	
<b><u>Activity III Speaking</u></b>	Asks students to greet <b>one another</b> in pair			
<b><u>Post-Activities</u></b>				
<b><u>Evaluation</u></b>	Asks questions to check the understanding of students -which words do you learn today? -which grammar point do you learn today : make a sentence with: "this", "that"		Orally	
<b><u>Home work</u></b>	Copy the homework on		Homework:	

	the black board		Complete these sentences using appropriate verb in bracket. 1 -Amina ..... A pupil (are, is, am) 2-kodjo and afi .....in the classroom (is , am, are) 3- I ..... a boy (is, am, are)	
<b>Warm down</b>	Strikes a song: <b>title of the song</b> Recalls the next session and takes leave saying “ goodbye”			

### LESSON NOTE

**Card N°** : 3

**School** : CS ESSO

**Class** : Form I

**Teacher:** Mr ABOGLO Kodjovi Séna

**Date** :

**Duration** : 55 min

**N° of Ss** : B:..... G:.....

**Sequence** : 3

**Theme I** : At school

**Lesson1** : Greetings

**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 6<sup>e</sup>, Longman Dictionary.

**Teaching aids** : students, song.

Capacity	Content
Use of	The use of « where » and “ what”
Dialogue	Greeting dialogue
Song	Greeting song: good morning how are you?

**Competences** : Express yourself using oral communication related to greetings

**Learning situation** : : cf sequence1

Teaching strategies : Individual / Pair / Group work / 3 Ps

### LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<b><u>Pre-activities</u></b>				
<b>13. Greeting</b> <b>14. Date</b> <b>15. Roll call</b> <b>16. warm up</b> <b>17. Correction</b> <b>18. Review</b>	Greets Says and write Checks presence Gives a turn Asks to correct Revision	Answer Repeat the date Answer Sing Correct Review	Date  Correction Orally	
<b><u>Main Activities</u></b>				
<b><u>Activity I</u></b> <b><u>Grammar</u></b> The use of « what » and « where »	Uses 3ps *Presentation Introduces the verb and check the understanding of students *Practice Make sentences with the verb *Production Asks students to produce their <b>own</b> sentences		Grammar : the use of « what » and « where » 1-what What is your name? My name is KODJO What is your English teacher's name My English teacher's name is Mss NOBA 2- where Where do <b>you</b> come from? I come from sokodé I come from school	
<b><u>Activity II</u></b> <b><u>Dialogue</u></b>	Reads the dialogue carefully Asks students to repeat individually in row and <b>in</b> <b>chorus.</b> -the teacher make <b>students</b> <b>read the</b> dialogue in pair	Repeat	Dialogue <b>Ali:</b> good morning <b>John:</b> good morning! How are you? <b>Ali:</b> I am fine thanks, and you? <b>John:</b> I am fine too. what is your name? <b>Ali:</b> my name is Ali and you? <b>John:</b> I am john, good bye! <b>Ali:</b> good bye john, see you tomorrow.	

<p><b><u>Activity III</u></b> <b><u>Song</u></b></p>	<p><b>Copies</b> the song on black board and <b>makes students learn it</b></p>	<p>Copy on their exercise books</p>	<p><b><u>Song 1:</u></b> good morning Good morning, good morning how are you,? How are you? Very well I thank you How about, how about you? <b><u>Song2:</u></b> Good morning everybody how are you? Fine thanks Good morning everybody how are you? Fine thanks Good morning teacher, good morning student Good morning everybody How are you? Fine thanks</p>	
<b><u>Post-Activities</u></b>				
<p><b><u>Evaluation</u></b></p>	<p>Asks questions to check the understanding of students</p>	<p>Answer</p>		
<p><b><u>Home work</u></b></p>	<p>Copy the homework on the black board</p>	<p>Copy on their exercise book</p>	<p><b><u>Homework:</u></b> Answer these questions to present yourself 1-what is your surname and your first name? 2- what is the name of your school? 3-Where do you come from? 4- what is your teacher's name? 5- where do you live?</p>	
<p><b><u>Warm down</u></b></p>	<p>Strikes a song Recalls the next session and takes leave saying “ goodbye”</p>			

Card N° : 4  
School : CS ESSO  
Class : Form I  
Teacher: Mr ABOGLO Kodjovi Séna

Date :  
Duration : 55 min  
N° of Ss : B:..... G:.....  
Sequence: 1

## LESSON NOTE

Theme 1 : At school  
Lesson2 : In the classroom  
Reference : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 6<sup>e</sup>, Longman Dictionary.  
Teaching aid : realia, gestures.

Capacity	Content
Identify	Words and expressions related to classroom objects: a teacher, a student, a pupil, a schoolboy, a schoolgirl, a headmaster, perfect.
Use	The use of "a' and "an"
Counting	From 1 – 20

Competences : Promote oral communication

Learning situation your friend in form I in CEG avenou, receives the following homework: "Name the objects in your classroom".

He doesn't know how to do it.

Help him do the homework

Teaching strategies : Individual / Pair / Group work / 3 Ps

### LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<b><u>Pre-activities</u></b>				
1. <b>Greeting</b>	Greets	Answer		
2. <b>Date</b>	Says and write	Repeat	Date	
3. <b>Roll call</b>	Checks presence	The date		
4. <b>Warm up</b>	Gives a turn	Answer		
5. <b>Correction</b>	Asks to correct	Sing	Correction	
6. <b>Review</b>	Revision	Correct Review	Orally	
<b><u>Main Activities</u></b>				
<b><u>Activity I</u></b> <b>Vocabulary</b> <b>Use 3ps</b>	I-PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss' to repeat. -Substitution drill -gives a sample of substitution drill		Vocabulary: <b>a teacher(n) realia</b> eg Miss NOBA is teacher <b>a student(n) syn</b> = pupil eg: Ali and afi are students <b>a schoolboy(situational)</b> eg: Ali is a schoolboy <b>a schoolgirl(n) situational</b> eg: Afi is a schoolgirl. <b>a headmaster (n) syn</b> = director/ head of school. eg: Mr Padayodi is the headmaster of CEG Fidokui. <b>A prefect:</b> Eg: AGOUZO is the perfect of CEG form 1A. Eg: Ali is the class perfect of 6em A	
<b><u>Activity II</u></b> <b>Grammar: the use of "a" and "an"</b>	Uses 3ps *Presentation Introduces the verb and check the understanding of students *Practice Make sentences with the verb *Production		<b>Grammar:</b> the use of "a" and "an" We use "a" when the nouns begins by the consonant and "an" when the noun begins by the vowel. <b>Eg:</b> <b>a bag, a school, a ruler, a pen, .....etc</b> <b>an eraser, an exercise book, an intelligent boy.</b>	

	Asks students to produce their own sentences		Practice: put a or an to fill in the gaps. .....mango .....duster .....table .....orange .....university. Production: students make their own sentences.	
<b>Activity III</b> <b>Counting</b>	Counts orally and asks pupils to count from 1 to 20		<b>Counting: count from 1 to 20</b> 1= <b>one</b> 11= eleven 2= <b>two</b> 12= twelve 3= <b>three</b> 13= thirteen 4= four    14= fourteen 5= five    15= fifteen 6= six    16= sixteen 7= seven    17= seventeen 8= eight    18= eighteen 9= nine    19= nineteen 10= ten    20= twenty	
<b>Post-Activities</b>				
<b>Evaluation</b>	Teacher asks questions to check the understanding of students	Answer to the questions orally	Orally	
<b>Home work</b>	Copy the homework on the black board	Copy on the exercise book	<b>Homework</b> 1-use "a" or "an" to complete. ..... old man, .....teacher, ..... boy 2- write in letters : 3, 8, 12, 15.	
<b>Warm down</b>	Strikes a song: <b>title of the song</b> Recalls the next session and takes leave saying " goodbye"			

## LESSON NOTE

**Card N°** : 5 **Date** :  
**School** : CS LES VERTUEUX **Duration** : 55 min  
**Class** : Form I **N° of Ss** : B:..... G:.....  
**Teacher:** Mr ABOGLO Kodjovi Séna **Sequence** : 2  
**Theme I** : At school  
**Lesson2** : IN THE CLASSROOM  
**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 6e, Longman Dictionary.  
**Teaching aid** : realia, visual aids, pictures.

Capacity	Content
	Words and expressions related to classroom objects: blackboard, desk, chair, tables, door, a window, a floor.
Use of	the use of "imperative"
Speaking	Have information about the situation of the classroom object (on, under, between, behind, in, below, in front of)

**Competences** : Promote oral communication  
**Learning situation** : recall  
**Teaching strategies** : Individual / Pair / Group work / 3 Ps

## LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<b>Pre-activities</b>				
<b>7 Greeting</b>	Greets	Answer		
<b>8 Date</b>	Says and write	Repeat	Date	
<b>9 Roll call</b>	Checks presence	the date		
<b>10 warm up</b>	Gives a turn	Answer		
<b>11 Correction</b>	Asks to correct	Sing	Correction	
<b>12 Review</b>	Revision	Correct Review	Orally	
<b>Main Activities</b>				
<b>Activity I</b> <b>Vocabulary</b> <b>Use 3ps</b>	I-PRESENTATION STAGE -presents new items in context using the appropriate		Vocabulary: <b>A Blackboard</b> (realia) Eg: The teacher writes on the <i>Black board</i> . <b>A Desk</b> (realia)	

	<p>teaching strategies: II- PRACTICE STAGE (Drills)</p> <ul style="list-style-type: none"> <li>-Repetition drill</li> <li>-says sentences containing new words/expressions and asks Ss to repeat.</li> <li>-Substitution drill</li> <li>-gives a sample of substitution drill</li> </ul>		<p>Eg: abalo and adjo sit on a desk in the classroom.</p> <p><b>A Chair</b> (draw) Eg the teacher sits on a <i>chair</i></p> <p><b>A Table</b> (draw) Eg: we have a <i>table</i> in the classroom.</p> <p><b>A Door</b> (realia) Eg: ali opens and closes the door</p> <p><b>A window</b> (draw) Eg: there is no <i>window</i> in this classroom.</p> <p><b>A floor</b> (realia). Eg: we walk on a <i>floor</i>.</p>	
<p><b>Activity II</b> <b>Grammar: The use of “imperative” sentences</b></p>	<p>Uses 3ps</p> <ul style="list-style-type: none"> <li>*Presentation</li> </ul> <p>Introduces the verb and check the understanding of students</p> <ul style="list-style-type: none"> <li>*Practice</li> </ul> <p>Make sentences with the verb</p> <ul style="list-style-type: none"> <li>*Production</li> </ul> <p>Asks students to produce their one sentences</p>		<p><b>Grammar:</b> The use of “imperative”</p> <p>stand up eg: <u>stand up</u> everybody <u>sit down</u> please</p> <p>don't talk eg: <u>don't talk</u> in the classroom. Stop talking= keep quiet Eg: student must <u>stop talking</u> in the classroom. show me... eg: <u>show me</u> a desk listen..... eg: listen to the teacher carefully</p>	
<p><b>Activity III</b> <b>Speaking</b></p>	<p>Asks questions to situate classroom objects:</p> <p>Where is the book? Where is your pen? Where is Ali? Where is the duster? Where is kodjo? Where is my pen? Where is the black board?</p>		<p><b>Speaking:</b> Students speak and answer questions The book is <b>on</b> the desk The pen is <b>in</b> my bag Ali is <b>between</b> kodjo and Abra The duster is <b>under</b> the desk Kodjo is <b>behind</b> his friend Your pen is <b>below</b> your desk The Black board is <b>in front of</b> students</p>	

<b>Post-Activities</b>				
<b><u>Evaluation</u></b>	Asks questions to check the understanding of students		Orally	
<b><u>Home work</u></b>	Copies the homework on the Blackboard	Copy on the exercise book	Homework: Complete with the missing letters D-S-, C-A-R, D—R, C-A-S- OO-, -IN-O-	
<b><u>Warm down</u></b>	Strikes a song Recalls the next session and takes leave saying “ goodbye”			

### LESSON NOTE

**Card N°** : 6

**School** : CS ESSO

**Class** : Form I

**Teacher:** Mr ABOGLO Kodjovi Séna

**Theme 1** : At school

**Lesson2** : IN THE CLASSROOM

**Reference** : Manuel de l'élève 6em , Programme éducatif 6em , Guide d'exécution 5e, Longman Dictionary.

**Teaching aid** : Classroom object

**Date** :

**Duration** : 55 min

**N° of Ss** : B:..... G:.....

**Sequence:** 3

Capacity	Content
Identify	Words and expressions related to classroom object: pen, pencil, ruler, compass, eraser, duster, chalk, book, exercise-book.
The use	The use of: “negative”: Are you a boy? No, I am not / Yes, I am.
Dialogue	Learn the dialogue

**Competences** : Promote oral communication

**Learning situation** Recall

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

**LESSON ORGANISATION**

Stages	Teacher's role	Learner's role	Note on the board	Material
<b>Pre-activities</b>				
<b>13 Greeting</b> <b>14 Date</b> <b>15 Roll call</b> <b>16 warm up</b> <b>17 Correction</b> <b>18 Review</b>	Greets Says and write Checks presence Gives a turn Asks to correct Revision	Answer Repeat the date Answer Sing Correct Review	Date  Correction Orally	
<b>Main Activities</b>				
<b>Activity I</b> <b>Vocabulary</b> <b>Use 3ps</b>	I- PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss to repeat. -Substitution drill -gives a sample of		<b>Vocabulary:</b> <b>A pen: (relia)</b> Eg: I have a pen <b>A pencil:(relia)</b> Eg: this a pencil <b>A ruler:(relia)</b> Eg: this Ali's ruler <b>A compass:(relia)</b> Eg: a compass is in my bag <b>An eraser (relia)</b> Eg: I use an eraser to clean in my book <b>A duster: (relia)</b> Eg: we use a duster to clean the black board <b>A chalk:(relia)</b> Eg: the teacher write with a chalk on the board <b>A book:(relia)</b> Eg: I copy my book <b>An exercise-book:(relia)</b> Eg: I do my homework in my exercise-book	

	substitution drill			
<b>Activity II</b> <b>Grammar:</b> <b>The use of negative form</b>	Asks questions -Are you a student? -Are you a teacher? -Is kofi a schoolgirl? -Is Afi a schoolboy? -Is a bicycle a classroom object?	Answer questions	<b>Grammar:</b> The use of: "negative" Q: Are you a student? A: Yes, I am a student Q: Are you a teacher? A: No, I am <b>not</b> a teacher Q: Is kofi a schoolgirl? A: No, kofi is <b>not</b> a schoolgirl Q: Is Afi a schoolboy? A: no, Afi is <b>not</b> a schoolgirl Q. Is a bicycle a classroom object A: no, a bicycle is <b>not</b> a classroom object. RULE: <b>Affirmative form:</b> subject + v+ object <b>Negative form:</b> subject+ v + not+ object.	
<b>Activity III</b> <b>Dialogue</b>	-Asks students to repeat each sentences after him.		<b>Dialogue:</b> <u>Pupils:</u> Welcome, teacher <u>Teacher:</u> Thanks; Good morning class	

	-Asks students to do the dialogue in pair.		<u>Pupils:</u> Good morning teacher <u>Teacher:</u> How are you? <u>Pupils:</u> Fine, Thanks. And you? <u>Teacher:</u> Very well, thank you. Sit down please <u>Pupils:</u> I sit down									
<b>Post-Activities</b>												
<b><u>Evaluation</u></b>	Asks questions to check the understanding of students	Answer	Orally									
<b><u>Home work</u></b>	Copy the homework on the board	Copy on their exercise book	<b>Homework:</b> 1-complete <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">English</td> <td style="width: 50%;">French</td> </tr> <tr> <td>Headmaster</td> <td>-----</td> </tr> <tr> <td>-----</td> <td>La gomme</td> </tr> <tr> <td>A duster</td> <td>-----</td> </tr> </table> 2- answer these questions in negative form a- Do you have a new bag? b- Is kofi at school?	English	French	Headmaster	-----	-----	La gomme	A duster	-----	
English	French											
Headmaster	-----											
-----	La gomme											
A duster	-----											
<b><u>Warm down</u></b>	Strikes a song Recalls the next session and takes leave saying " goodbye"											

**Card N°** : 7  
**School** : CS ESSO  
**Class** : Form I  
**Teacher** : Mr ABOGLO Kodjovi Séna

### LESSON NOTE

**Date** :  
**Duration** : 55 min  
**N° of Ss** : B:..... G:.....  
**Sequence**: 1

**Theme II** : The date and time

**Lesson 3** : the date

**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 5e, Longman Dictionary.

**Teaching aid** :

Capacity	Content
Identify	Days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.
Use	What is today's date? What is day? Today is .....
Counting	From 21 to 50

**Competences** : used orally the structure in the situation of communication simply

**Learning situation** : you are in form I and your young brother want to choose among these words the days of the week. Help him: desk, Monday, ruler, Tuesday, Sunday, eraser, Friday, duster, Wednesday, Thursday, Saturday.

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

**LESSON ORGANISATION**

Stages	Teacher's role	Learner's role	Note on the board	Material
<b><u>Pre-activities</u></b>				
19 Greeting	Greets	Answer	Date	
20 Date	Says and write	Repeat the date		
21 Roll call	Checks presence	Answer	Correction	
22 warm up	Gives a turn	Sing	Orally	
23 Correction	Asks to correct	Correct		
24 Review	Revision	Review		
<b><u>Main Activities</u></b>				
<b><u>Activity I</u></b> <b>Vocabulary</b> <b>Use 3ps</b>	Asks students to do the work of learning situation in pair. Asks questions: -what is the date of today?  -What is the first day of the week? -What is the last day of the week? -Which days of the week do we come to school?	Answer Repeat	<b>Vocabulary:</b> The days of the week are: Monday, Tuesday, Sunday, Friday, Saturday, Thursday, Wednesday. The first day of the week in Monday The last day of the week is Sunday. Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. We come to school from Monday to Friday. <b>Sentence</b> I come to school Tuesday. I go to church Sunday I wash my uniform Saturday.	
<b><u>Activity II</u></b> <b>Grammar:</b>	-Presentation -what is today's date?	Repeat	Grammar: -What is today's date? -What is the date of today?	

	What is the date of today?		Today is ..... Today's date is .....	
<b>Activity III</b> <b>Counting</b>	Counts from 21 to 50 Asks students to go to the board by groups to write in letter the number		<b>Counting:</b> cardinal number from 21 to 50 21= twenty-one      31= thirty-one 22= twenty-two      40= forty 23= twenty-three    43 = forty-three 24= twenty-four      44= forty-four 25= twenty-five      50= fifty 26= twenty-six 27= twenty-seven 28= twenty-eight 29= twenty-nine 30= thirty	
<b>Post-Activities</b>				
<b>Evaluation</b>	Asks questions to check the understanding of students		Orally	
<b>Home work</b>	Copy the homework on the board	Copy on their exercise book	Homework: Write in letters these number: 27, 35,38,45, 49.	
<b>Warm down</b>	Strikes a song Recalls the next session and takes leave saying “ goodbye”			

## LESSON NOTE

**Card N°:** 8

**School :** CS ESSO

**Class :** Form I

**Teacher :** Mr. ABOGLO Kodjovi Séna

**Date :**

**Duration :** 55 min

**N° of Ss :** B:..... G:.....

**Sequence :** 2

**Theme II :** The date and the time

**Lesson 3 :** THE DATE

**Reference :** Manuel de l'élève 6em, Programme éducatif 6em, Guide d'exécution 6e, Longman Dictionary.

**Teaching aid :**

Capacity	Content
Identify	Month of the year: January, February, March, April, May, June.
Count	Ordinary numbers: from 1 <sup>st</sup> to 15 <sup>th</sup>
Say and Write	Saying and writing the date.

**Competences :** Used orally the structure in the situation of communication simply

**Learning situation :** Recall

**Teaching strategies :** Individual / Pair / Group work / 3 Ps

## LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<b><u>Pre-activities</u></b>				
25 Greeting	Greets	Answer	Date	
26 Date	Says and write	Repeat the date		
27 Roll call	Checks presence	Answer	Correction	
28 warm up	Gives a turn	Sing	Orally	
29 Correction	Asks to correct	Correct		
30 Review	Revision	Review		
<b><u>Main Activities</u></b>				
<b><u>Activity I</u></b> <b>Vocabulary</b> <b>Use 3ps</b>	I- PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss to repeat. - Substitution drill -gives a sample of substitution drill		<b><u>Vocabulary:</u></b> The first term: January: (djenuari) February: March: The second term: April, May, June	
<b><u>Activity II</u></b> <b>Counting</b>			<b><u>Counting:</u></b> ordinal number from 1 <sup>st</sup> to 15 <sup>th</sup> 1 <sup>st</sup> = the first, 9 <sup>th</sup> = the ninth	

			<p>2<sup>nd</sup> = the second, 10<sup>th</sup> = the tenth</p> <p>3<sup>rd</sup> = the third, 11<sup>th</sup> = the eleventh</p> <p>4<sup>th</sup> = the fourth, 12<sup>th</sup> = the twelfth</p> <p>5<sup>th</sup> = the fifth      13<sup>th</sup> = the thirteenth</p> <p>6<sup>th</sup> = the sixth      14<sup>th</sup>=the fourteenth</p> <p>7<sup>th</sup> = the seventh    15<sup>th</sup> = the fifteenth</p> <p>8<sup>th</sup> = the eighth</p>	
<b>Activity III</b> <b>Read and write the date</b>	Says and writes the date	Repeat	<p><b>Read and write the date:</b></p> <p><b>Read:</b> Today is Monday the first of January two thousand and twenty.</p> <p><b>Writing</b> Monday, 1<sup>st</sup> January 2020</p> <p><b>Read:</b> Today is Thursday the fifteenth of March two thousand and twenty.</p> <p><b>Writing:</b> Thursday, 15<sup>th</sup> March 2020</p>	
<b>Post-Activities</b>				
<b>Evaluation</b>	Asks questions to check the understanding of students		Orally	
<b>Home work</b>	Copy the homework on the board	Copy on their exercise book	<p><b>Homework:</b> Read and write the date in English</p> <p>a- 12/04/ 2018</p> <p>b- 03/02/ 2020</p>	
<b>Warm down</b>	Strikes a song Recalls the next session and takes leave saying "goodbye"			

## LESSON NOTE

**Card N°:** 9

**School :** CS ESSO

**Class :** Form I

**Teacher :** Mr. ABOGLO Kodjovi Séna

**Date :**

**Duration :** 55 min

**N° of Ss :** B:..... G:.....

**Sequence:** 3

**Theme II:** The date and time

**Lesson3 :** The date

**Reference :** Manuel de l'élève 6e,, Programme éducatif 6<sup>e</sup>, Guide d'exécution 5e, Longman Dictionary.

**Teaching aid :** calender

Capacity	Content
Identify	The months of the year from July to December
Count	Ordinary number from 16 <sup>th</sup> to 31 <sup>st</sup>
Build	Build sentences with yesterday, tomorrow, last week, next year.

**Competences :** Used orally the structure in the situation of communication simply

**Learning situation :** Recall

**Teaching strategies :** Individual / Pair / Group work / 3 Ps

### LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<b>Pre-activities</b>				
<b>31 Greeting</b>	Greets	Answer	Date	
<b>32 Date</b>	Says and write	Repeat the date		
<b>33 Roll call</b>	Checks presence	Answer Sing Correct		

<b>34 warm up</b>	Gives a turn	Review		
<b>35 Correction</b>	Asks to correct			
<b>36 Review</b>	Revision			
<b><u>Main Activities</u></b>				
<b><u>Activity I</u></b> <b>Vocabulary</b> <b>Use 3ps</b>	<p>I- PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies:</p> <p>II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss to repeat.</p> <p>- Substitution drill -gives a sample of substitution drill</p>		<p>Vocabulary : The 3rd term : July, August, September The 4th term: October, November, December.</p>	
<b><u>Activity II</u></b> <b>Counting</b>			<p><b>Counting:</b> ordinary numbers from 16<sup>th</sup> to 31<sup>st</sup> 16<sup>th</sup> = the sixteenth 17<sup>th</sup> = the seventeenth 18<sup>th</sup> = the eighteenth 19<sup>th</sup> = the nineteenth 20<sup>th</sup> = the twentieth 21<sup>st</sup> = the twenty-first 22<sup>nd</sup> = the twenty second</p>	

			23 <sup>rd</sup> = the twenty third 24 <sup>th</sup> = the twenty fourth 25 <sup>th</sup> = the twenty fifth 26 <sup>th</sup> = the twenty sixth 27 <sup>th</sup> = the twenty seventh 28 <sup>th</sup> = the twenty eighth 29 <sup>th</sup> = the twenty ninth 30 <sup>th</sup> = the thirtieth 31 <sup>st</sup> = the thirty-first.	
<b>Activity III</b> <b>Building sentences</b>			Yesterday was Monday Today is Tuesday Tomorrow will be Wednesday Last month was September Now is October The next month will be November	
<b><u>Post-Activities</u></b>				
<b><u>Evaluation</u></b>	Asks questions to check the understanding of students		Orally	
<b><u>Homework</u></b>	Copy the homework on the board	Copy on their exercise book	Homework: 1-Complete with the missing letters F-B-U-R-, A-G-S-, O-T-B— 2- write in letters 3rd ; 21st ; 19th ; 30th	
<b><u>Warm down</u></b>	Strikes a song Recalls the next session and takes leave saying “ goodbye”			

## LESSON NOTE

**Card N°** : 10

**School** : CS ESSO

**Class** : Form I

**Teacher:** Mr. ABOGLO Kodjovi Séna

**Date** :

**Duration** : 55 min

**N° of Ss** : B:..... G:.....

**Sequence** : 1

**Theme II** : The date and the time

**Lesson4** : The time

**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 6<sup>e</sup>, Longman Dictionary.

**Teaching aid** : The watch

Capacity	Content
Identify	Words related to time: time, hour, o'clock, half past, quarter to, quarter past.
Use of	The use of "what is the time"/ what time is it? / it is .....
Read	Reading time

**Competences** : Used orally the structure in the situation of communication simply

**Learning situation** : Your young sister wants to read this time (7h00') in English and she can't. help her

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

### LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<b>Pre-activities</b>				
<b>37 Greeting</b>	Greets Says and write	Answer	Date	
<b>38 Date</b>		Repeat the date		
<b>39 Roll call</b>		Answer		

<b>40 warm up</b>	Checks presence	Sing Correct	Correction Orally	
<b>41 Correction</b>	Gives a turn	Review		
<b>42 Review</b>	Asks to correct Revision			
<b><u>Main Activities</u></b>				
<b><u>Activity I</u></b> <b>Vocabulary</b> <b>Use 3ps</b>	I- PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss to repeat. -Substitution drill -gives a sample of substitution drill		<b><u>Vocabulary:</u></b> <b>Time:</b> Eg: it is time to go home <b>Hour:</b> Eg: it is 7hours o'clock. <b>O'clock= 00'</b> Eg: it is 6h00= it is six o'clock <b>Half past= 1/2</b> Eg: it is half past seven <b>Quarter to= -1/4</b> Eg: it is quarter to 8 = 7h 45 <b>Quarter past =1/4</b> Eg: it is quarter past seven= 7h 15	
<b><u>Activity II</u></b> <b>Grammar: The use of "what time is it" or "what is the time"</b>	Asks What time is it? What is the time?		<b>Grammar: The use of "what time is it" or "what is the time"</b> What time is it? What is the time? It is..... It is .....	
<b><u>Activity III</u></b> <b>Reading time</b>	What time is it? a-7h 00'	Answer	It is: a-7h 00'= it is seven o'clock	

	b-7h 15' c-7h 30' d-7h 45'		b-7h 15' = it is quarter past seven c-7h 30' = it is half past seven d-7h 45 = it is quarter to eight	
<b><u>Post-Activities</u></b>				
<b><u>Evaluation</u></b>	Asks questions to check the understanding of students		Orally	
<b><u>Home work</u></b>	Copy the homework on the board		<b><u>Homework:</u></b> What time is it? a-12h 00' b-9h 30' c-15h 15' d-10h 45'	
<b><u>Warm down</u></b>	Strikes a song Recalls the next session and takes leave saying "goodbye"			

## LESSON NOTE

**Card N°** : 11

**School** : CS ESSO

**Class** : Form I

**Teacher** : Mr. ABOGLO Kodjovi Séna

**Date** :

**Duration** : 55 min

**N° of Ss** : B:..... G:.....

**Sequence**: 2

**Theme II**: The date and the time

**Lesson 4** : The time

**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 6<sup>e</sup>, Longman Dictionary.

**Teaching aid** :

Capacity	Content
Identify	Words related to time : watch, clock, wrist watch, needle
Use	Preposition: o'clock, past, quarter past, quarter to.
Read time	Reading time

**Competences** : Use orally the structure in the situation of simple communication

**Learning situation** : Recall

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

### LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<b>Pre-activities</b>				
<b>43 Greeting</b>	Greets	Answer	Date	
<b>44 Date</b>	Says and write	Repeat the date		
<b>45 Roll call</b>	Checks presence	Answer Sing	Correction	
<b>46 warm up</b>	Gives a turn	Correct Review	Orally	
<b>47 Correction</b>	Asks to correct			
<b>48 Review</b>	Revision			
<b>Main Activities</b>				

<p><b>Activity I</b> Vocabulary <b>(The use of 3Ps)</b> (15 mn)</p>	<p>I- PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss to repeat. - Substitution drill -gives a sample of substitution drill</p>		<p>Vocabulary: <b>Watch:</b> Eg: I have a new watch <b>Clock: pendula= horloge</b> Eg: we have a clock in the bedroom <b>Wrist watch:</b> <b>Eg:</b> I wear a wrist watch on my leg <b>Needle: relia</b> <b>Eg:</b> in the watch there are three needles; the needle of the hour, the minute and the second.</p>	
<p><b>Activity II</b> <b>Grammar:</b> The use of preposition</p>	<p><b>Presentati on:</b> -o'clock Draw the watch Two o'clock, Three o'clock Five o'clock -half past: Do the same as number one.</p>		<p><b>Grammar:</b> The use of preposition -o'clock: 2h 00' = It is two o'clock 3h 00' = It is three o'clock 5h 00' = It is five o'clock -half past: 4h 30' = It is half past four 6h 30' = It is half past six 8h 30' = It is half past eight  9h 15' = It is quarter past nine 6h 15' = it is quarter past six -quarter to 7h 45' = it is quarter to eight 6h 45' = it is quarter to seven</p>	

	-quarter past -quarter to <b>Practice:</b> Repetition drill Ask students to repeat the new words: half, past quarter to. <b>Production</b> : Asks to make their one sentences use new words.			
<b>Activity III</b> <b>Read the time</b>	<b>Past</b> <b>What time</b> <b>is it?</b> 5h 05' 5h 10' 5h 20' 5h 25' 5h 28'		5h 05' = It is five past five 5h 10' = it is ten past five 5h 20' = it is twenty past five 5h 25' = it is twenty-five past five 5h 28' = it is twenty-eight past five	
<b>Post-Activities</b>				
<b>Evaluation</b>	Asks questions to check the understanding of students		Orally	
<b>Home work</b>	Copy the homework on the board	Copy on the exercise book	<b>Homework</b> What time is it? a-7h 12' b-8h 18' c-11h 27' d-12h 08'	
<b>Warm down</b>	Strikes a song			

	Recalls the next session and takes leave saying “ goodbye”			
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**LESSON NOTE**

**Card N°** : 12

**School** : CS ESSO

**Class** : Form I

**Teacher**: Mr. ABOGLO Kodjovi Séna

**Date** :

**Duration** : 55 min

**N° of Ss** : B:..... G:.....

**Sequence** : 3

**Theme II**: The date and the time

**Lesson 4** : The time

**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 6<sup>e</sup>, Longman Dictionary.

**Teaching aid** :

Capacity	Content
Use of	Five to, five past.
Read	Read and write time.

**Competences** : Used orally the structure in the situation of communication simply

**Learning situation** : Recall

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

### LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<b><u>Pre-activities</u></b>				
<b>49 Greeting</b>	Greets	Answer		
<b>50 Date</b>	Says and write	Repeat	Date	
<b>51 Roll call</b>	Checks	the date		
<b>52 warm up</b>	presence	Answer		
<b>53 Correction</b>	Gives a turn	Sing	Correction	
<b>54 Review</b>	Asks to correct Revision	Correct Review	Orally	
<b><u>Main Activities</u></b>				
<b><u>Activity I</u></b> <b>Grammar:</b> <b>The use of « to »</b>	Uses 3ps *Presentation Introduces the verb and check the understanding of students *Practice Make sentences with the verb		Grammar: the use of "to" What time is it? 4h 35' = it is thirty-five to five 4h 38' = it is thirty-eight to five 4h 40' = it is forty to five 4h 43' = it is forty-three to five 4h 50' = it is fifty to five 4h 55' = it is fifty-five to five	

	*Production			
<b>Activity II</b> Exercises 13 Read and write the time Teacher : Mr. ABOGLO Kodjovi Séna	Ask to read and write time 6h 33' 6h 36' 6h 41' 6h 44' 6h 58'		<b>Read and write</b> 6h 33' = it is thirty-three to seven 6h 36' = it is thirty-six to seven 6h 41' = it is forty-one to seven 6h 44' = it is forty-four to seven 6h 58' = it is fifty-eight to seven	
<b>Activity III</b>				
<b>Post-Activities</b>				
<b>Evaluation</b>	Asks questions to check the understanding of students		Orally	
<b>Home work</b>	Copy the homework on the board	Copy on the exercise book	<b>Homework:</b> What is the time? a-9h 15' b-8h 34' c-10h 51' d-14h 48'	
<b>Warm down</b>	Strikes a song Recalls the next session and takes leave saying "goodbye"			

### LESSON NOTE

**Date :**  
**Duration :** 55 min  
**N° of Ss :** B:..... G:.....  
**Sequence :** 1

**THEME II: THE DATE AND TIME**  
**Lesson 5 : THE TIMETABLE**

**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 6<sup>e</sup>, Longman Dictionary.

**Teaching aid** :

Capacity	Content
Identify	Words related to time table: English, French, Mathematics, Biology, history and geography
Use	<b>The use of adverbs of frequency:</b> Always, usually, often, sometimes, never.

**Competences** : Used orally the structure in the situation of communication simply

**Learning situation** : ask: when do you have English and on which period in the week?

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

### LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<b><u>Pre-activities</u></b>				
<b>55 Greeting</b>	Greets	Answer	Date	
<b>56 Date</b>	Says and write	Repeat the date		
<b>57 Roll call</b>	Checks presence	Answer		
<b>58 warm up</b>	Gives a turn	Sing	Correction Orally	
<b>59 Correction</b>	Asks to correct	Correct		
<b>60 Review</b>	Revision	Review		
<b><u>Main Activities</u></b>				
<b><u>Activity I</u></b> Vocabulary <b>(The use of 3Ps)</b> (15 mn)	I- PRESENTATION STAGE -presents new items in context uses the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill		Vocabulary: English Eg: my English teacher is Mr ABOGLO Kodjovi Séna French: Eg: Our French teacher is M..... Mathematics: Eg: M..... is our Mathematics teacher Biology= SVT Eg: M..... is my biology teacher History and geography;	

	<p>-says sentences containing new words/expressions and asks Ss to repeat.</p> <p>-Substitution drill</p> <p>-gives a sample of substitution drill</p>		<p>Eg: My history and geography teacher is M.....</p>	
<p><b>Activity II</b></p> <p><b>Grammar:</b></p> <p><b>- The use of adverbs of frequency:</b></p> <p>Always, usually, often, sometimes, never.</p>	<p>Uses 3ps</p> <p>I- PRESENTATION STAGE</p> <p>-presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills)</p> <p>-Repetition drill</p> <p>-says sentences containing new words/expressions and asks Ss to repeat.</p> <p>-Substitution drill</p> <p>-gives a sample of substitution drill</p>		<p><b>Grammar: The use of adverbs of frequency:</b></p> <p>Always, usually, often, sometimes, never are adverbs of frequency.</p> <p><b>Always:</b> (toujours)</p> <p>Eg: We <b>always</b> go to school from Monday to Friday</p> <p><b>Usually:</b> (généralement)</p> <p>Eg: I <b>usually</b> play football on Saturday.</p> <p><b>Often:</b> (souvent)</p> <p>Eg: My mother <b>often</b> goes to the market on Friday</p> <p><b>Sometimes:</b> (quelques fois)</p> <p>Eg: I <b>sometimes</b> go to file o park with my parent.</p> <p><b>Never:</b> (jamais)</p> <p>Eg: I <b>never</b> go to school on Sunday.</p> <p>Rule: S + adverb + v</p>	
<b>Activity III</b>				
<b>Post-Activities</b>				

<b>Evaluation</b>	Asks questions to check the understanding of students		Orally	
<b>Card N° : 14</b> <b>School : CS ESSO</b> <b>Class : Form I</b> <b>Teacher : Mr. ABOGLO Kodjovi Séna</b>				
<b>Home work</b>	Copy the homework on the board	Copy in the exercise book	Homework: Make up sentences using always, never and often	
<b>Warm down</b>	Strikes a song Recalls the next session and takes leave saying "goodbye"			

## LESSON NOTE

**Date:**

**Duration : 55 min**

**N° of Ss : B:..... G:.....**

**Sequence : 2**

**THEME II : THE DATE AND THE TIME**

**Lesson1 : THE TIMETABLE**

**Reference :** Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 6<sup>e</sup>, Longman Dictionary.

**Teaching aid :**

Capacity	Content
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Identify	Words related to time table: physics and chemistry, physical education, civic education
Use	The use of verbs “to have” in <b>simple present</b>
Read	Read the timetable

**Competences** : Used orally the structure in the situation of communication simply

**Learning situation** :

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

### LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<b><u>Pre-activities</u></b>				
<b>61 Greeting</b>	Greets	Answer	Date	
<b>62 Date</b>	Says and write	Repeat the date		
<b>63 Roll call</b>	Checks presence	Answer	Correction	
<b>64 warm up</b>	Gives a turn	Sing	Orally	
<b>65 Correction</b>	Asks to correct	Correct		
<b>66 Review</b>	Revision	Review		
<b><u>Main Activities</u></b>				
<b><u>Activity I</u></b> Vocabulary <b>(The use of 3Ps)</b> (15 mn)	I- PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss to repeat.		Vocabulary: Physics and chemistry: (physic and chimie) Eg: My physics and chemistry teacher is M..... Physical education: (EPS) Eg: M. .... is our Physical education teacher. Civic education: (ECM) Eg: M. _____ is my Civic education teacher.	

	-Substitution drill -gives a sample of substitution drill																																							
<b>Activity II</b> <b>Grammar:</b> <b>The verb to have in simple present</b>	Uses 3ps *Presentation Introduces the verb and check the understanding of students *Practice Make sentences with the verb *Production		<b>Grammar:</b> The verb to have in simple present <b>I have</b> <b>You have</b> <b>He has</b> <b>She has</b> <b>It has</b> <b>We have</b> <b>You have</b> <b>They have</b>																																					
<b>Activity III</b> <b>Read the time table of the class</b>	Asks to complete the time table of the class.		<b>Read the time table of the class:</b> <table border="1"> <thead> <tr> <th></th> <th>M</th> <th>T</th> <th>W</th> <th>TH</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>1<sup>st</sup> time</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2<sup>nd</sup> time</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3<sup>rd</sup> time</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4<sup>th</sup> time</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5<sup>th</sup> time</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		M	T	W	TH	F	1 <sup>st</sup> time						2 <sup>nd</sup> time						3 <sup>rd</sup> time						4 <sup>th</sup> time						5 <sup>th</sup> time						
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5 <sup>th</sup> time																																								
<b>Post-Activities</b>																																								
<b>Evaluation</b>	Asks questions to check the		Orally																																					

	understandin g of students			
<b>Home work</b>	Copy the homework on the board	Copy on the exercise book	Homework: End the time table at home <u>Date</u> <b>Duration</b> : 55 min <b>N° of Ss</b> : B:..... G:.....	
<b>Warm down</b>	Strikes a song Recalls the next session and takes leave saying "goodbye"		<b>Sequence:</b> 3	

### LESSON NOTE

**Card N°** : 15

**School** : CS ESSO

**Class** : Form I

**Teacher** : Mr. ABOGLO Kodjovi Séna

**THEME II** : THE DATE AND TIME

**Lesson5** : THE TIMETABLE

**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution6e, Longman Dictionary.

**Teaching aid** :

Capacity	Content
Use of	At , on
Read and write	The time table of the class
Build sentences	Build sentences to give the time table.

**Competences** : Used orally the structure in the situation of communication simply

**Learning situation** :

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

**LESSON ORGANISATION**

Stages	Teacher's role	Learner's role	Note on the board	Material					
<b>Pre-activities</b>									
<b>67 Greeting</b> <b>68 Date</b> <b>69 Roll call</b> <b>70 warm up</b> <b>71 Correction</b> <b>72 Review</b>	Greets Says and write Checks presence Gives a turn Asks to correct Revision	Answer Repeat the date Answer Sing Correct Review	Date  Correction Orally						
<b>Main Activities</b>									
<b>Activity I</b> Read the time table (continuous)			<b>Read the time table of the class: (continuous)</b>						
					M	T	W	TH	F
			1 <sup>st</sup> time						
			2 <sup>nd</sup> time						
			3 <sup>rd</sup> time						
			4 <sup>th</sup> time						
			5 <sup>th</sup> time						
<b>Activity II</b> <b>Grammar : the use of « at » and « on »</b>	I- PRESENTATION STAGE -presents new items in context using the appropriate		<b>Grammar:</b> the use of "at" "on" <b>On</b> We have English <b>on</b> Monday We have biology <b>on</b> Friday <b>At</b> I have French on Monday <b>at</b> the first period						

	<p>e teaching strategies:</p> <p>II- PRACTICE STAGE (Drills)</p> <ul style="list-style-type: none"> <li>- Repetition drill</li> <li>-says sentences containing new words/exp resions and asks Ss to repeat.</li> <li>- Substitutio n drill</li> <li>-gives a sample of substitutio n drill</li> </ul>		<p>We mathematics on Wednesday <b>at</b> the third period.</p>	
<p><b>Activity III</b> <b>Building sentences</b></p>	<p>Asks to build sentences using the simple present to name lessons of form I and events of the year.</p>		<p><b>Sentences:</b></p> <ul style="list-style-type: none"> <li>-My sister has English on Monday at the third period in form III</li> <li>-My brother has French on Tuesday at the second period in form IV</li> <li>- We have charismas fest in December the twenty-fifth</li> <li>- The independence of Togo is the 27<sup>th</sup> of April 1960</li> <li>- The fest of the new year is the 1<sup>st</sup> January</li> </ul>	
<b>Post-Activities</b>				
<p><b>Evaluation</b></p>	<p>Asks questions to check the understan</p>		<p>Orally</p>	

	ding of students			
<b>Home work</b>	Copy the homework on the board	Copy on the exercise book	<b>Homework:</b> Complete with "on" "at" 1-Afi has mathematics _____ Thursday _____ the fifth period. 2- Miss has French _____ Friday _____ the fourth period at C EG Dikamé	
<b>Warm down</b>	Strikes a song Recalls the next session and takes leave saying "goodbye"			

### LESSON NOTE

**Card N°** : 16

**School** : CS ESSO

**Class** : Form I

**Teacher** : Mr. ABOGLO Kodjovi Séna

**Date** :

**Duration** : 55 min

**N° of Ss** : B:..... G:.....

**Sequence** : 1

**THEME III** : THE HOUSE

**Lesson6** : THE FAMILY

**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 6<sup>e</sup>, Longman Dictionary.

**Teaching aid** : picture

Capacity	Content
	Words related to the family: father, mother, sister, brother
Use	Plural of nouns
Count	From 51 to 100

**Competences** : Used orally the structure in the situation of communication simply

**Learning situation** : Your young brother who is in CM2 wants to know the name of the members of your family. Help him to choose among these words the correct name of the members of the family: a father, mathematics, a mother, a bag, a brother, a headmaster.

Teaching strategies : Individual / Pair / Group work / 3 Ps

**LESSON ORGANISATION**

Stages	Teacher's role	Learner's role	Note on the board	Material
<b><u>Pre-activities</u></b>				
<b>73 Greeting</b>	Greets	Answer	Date	
<b>74 Date</b>	Says and write	Repeat the date		
<b>75 Roll call</b>	Checks presence	Answer	Correction	
<b>76 warm up</b>	Gives a turn	Sing	Orally	
<b>77 Correction</b>	Asks to correct	Correct		
<b>78 Review</b>	Revision	Review		
<b><u>Main Activities</u></b>				
<b><u>Activity I</u></b> Vocabulary <b>(The use of 3Ps)</b> (15 mn)	- PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss to repeat. -Substitution drill -gives a sample of substitution drill		Vocabulary: <b>Father</b> = Daddy/ Dad Eg: My <b>father's</b> name is ..... <b>Mother</b> = Mummy/ Mum Eg: My <b>mother's</b> name is..... <b>Sister</b> Eg: I have two sisters <b>Brother:</b> Eg: my <b>brother</b> is ..... <b>A baby:</b> My mother has a new <b>baby</b> <b>A wife:</b> My father's wife is ..... <b>A child:</b> Eg: I am <b>a child</b> of my parent.	

<p><b>Activity II</b> <b>Grammar: The use plural nouns</b></p>	<p>Uses 3ps *Presentation Introduces the verb and check the understanding of students *Practice Make sentences with the verb *Production</p>		<p>Grammar: The plural of nouns</p> <table border="1" data-bbox="821 230 1248 551"> <thead> <tr> <th>Singular</th> <th>Plural</th> </tr> </thead> <tbody> <tr> <td>A father</td> <td>Fathers</td> </tr> <tr> <td>A mother</td> <td>Mothers</td> </tr> <tr> <td>A brother</td> <td>Brothers</td> </tr> <tr> <td>A sister</td> <td>Sisters</td> </tr> <tr> <td>A baby</td> <td>Babies</td> </tr> <tr> <td>A wife</td> <td>Wives</td> </tr> <tr> <td>A child</td> <td>Children</td> </tr> </tbody> </table>	Singular	Plural	A father	Fathers	A mother	Mothers	A brother	Brothers	A sister	Sisters	A baby	Babies	A wife	Wives	A child	Children	
Singular	Plural																			
A father	Fathers																			
A mother	Mothers																			
A brother	Brothers																			
A sister	Sisters																			
A baby	Babies																			
A wife	Wives																			
A child	Children																			
<p><b>Activity III</b> <b>Counting</b></p>			<p><b>Counting:</b> Cardinal numbers 51-100 51= fifty-one 55= fifty-five 60= <b>sixty</b> 66= sixty-six 70= <b>seventy</b> 78= seventy-eight 80= <b>eighty</b> 83= eighty-three 88= eighty-eight 90= <b>ninety</b> 95= ninety-five 99= ninety-nine 100= <b>a hundred / One hundred</b></p>																	
<b>Post-Activities</b>																				
<p><b>Evaluation</b></p>	<p>Asks questions to check the understanding of students</p>		<p>Orally</p>																	
<p><b>Home work</b></p>	<p>Copy the homework on the board</p>		<p>Homework: Write in letter 54; 66;77; 89; 98</p>																	
<p><b>Warm down</b></p>	<p>Strikes a song Recalls the next session</p>																			

	and takes leave saying “ goodbye”			
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### LESSON NOTE

**Card N°** : 17

**School** : CS ESSO

**Class** : Form I

**Teacher** : Mr. ABOGLO Kodiovi Séna

**Date** :

**Duration** : 55 min

**N° of Ss** : B:..... G:.....

**Sequence** : 2

**THEME III** : THE HOUSE

**Lesson 6** : THE FAMILY

**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 6<sup>e</sup>, Longman Dictionary.

**Teaching aid** :

Capacity	Content
Identify	Words related to the family: cousin, nephew, niece, grandfather, grandmother,
Use	To have in simple present affirmative form.
Build	Build sentence using who is....., how old....., how many.....

**Competences** : Used orally the structure in the situation of communication simply

**Learning situation** :

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

### LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<b>Pre-activities</b>				
79 Greeting 80 Date	Greets Says and write	Answer Repeat the date	Date	

<b>81 Roll call</b>	Checks presence	Answer		
<b>82 warm up</b>	Gives a turn	Sing	Correction	
<b>83 Correction</b>	Asks to correct	Correct	Orally	
<b>84 Review</b>	Revision	Review		
<b><u>Main Activities</u></b>				
<b><u>Activity I</u></b> Vocabulary <b>(The use of 3Ps)</b> (15 mn)	PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II-PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss to repeat. -Substitution drill -gives a sample of substitution drill		<b><u>Vocabulary:</u></b> <b>A Cousin=</b> it is the child of my uncle <b>Eg:</b> Abalo is my cousin <b>A Nephew=</b> <b>Eg:</b> The son of your brother is my nephew. <b>A Niece:</b> <b>Eg:</b> The daughter of my sister is my niece. <b>An Uncle:</b> <b>Eg:</b> The brother of my mother or my father is my uncle. My uncle is..... <b>An aunt</b> <b>Eg:</b> The sister of my mother or father is my aunt. My aunt is Caroline <b>A Grandfather</b> <b>Eg:</b> The father of my father or my mother is my grandfather. <b>A Grandmother</b> <b>Eg:</b> The mother of father or my mother is my grandmother.	
<b><u>Activity II</u></b> <b>Grammar:</b> <b>The verb to have negative form</b>	Uses 3ps *Presentation Introduces the verb and check the understanding of students *Practice Make sentences with the verb *Production	Repeat	<b><u>Grammar:</u></b> The verb to have in simple present in affirmative form <b>I have</b> <b>You have</b> <b>He has</b> <b>She has</b> <b>It has</b> <b>We have</b> <b>You have</b> <b>They have</b> -I have a pen in my bag -Abalo has 2 red pens	

	Asks students to make their own sentences.		-students have good marks in English.	
<b>Activity III</b> <b>Build sentences</b>	Use Who is ..... How old is.... How many.....		Who is your English/ mathematics teacher? My English teacher is ..... My mathematics teacher's name is ..... How old are you? I am 12years old How old is your father and your mother? My father is 45 years old and my mother is 40. How many sisters and brothers do you have? I have two brothers and a sister. How old is your grandfather or mother? My grandfather is 95years old.	
<b><u>Post-Activities</u></b>				
<b><u>Evaluation</u></b>	Asks questions to check the understanding of students		Orally	
<b><u>Home work</u></b>	Copy the homework on the board	Copy on their exercise book	Homework: Answer these questions: 1-what is your surname and your first name? 2-how old are you? 3-which form are you? 4- where do you come from?	
<b><u>Warm down</u></b>	Strikes a song Recalls the next session and takes leave saying "goodbye"			

**Card N°** : 18  
**School** : CS ESSO  
**Class** : Form I

**LESSON NOTE**

**Teacher:** Mr ABOGLO Kodjovi Séna

**Date** :  
**Duration** : 55 min  
**N° of Ss** : B:..... G:.....  
**Sequence** :3

**THEME III** : THE HOUSE

**Lesson 6** : THE FAMILY

**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 6e, Longman Dictionary.

**Teaching aid** :

Capacity	Content
Read	Reading comprehension
Essay	Write an essay about your family

**Competences** : Used orally the structure in the situation of communication simply

**Learning situation** :

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

**LESSON ORGANISATION**

Stages	Teacher's role	Learner's role	Note on the board	Material
<b>Pre-activities</b>				
<b>85 Greeting</b>	Greets	Answer		
<b>86 Date</b>	Says and	Repeat the	Date	
<b>87 Roll call</b>	writes	date		
<b>88 warm up</b>	Checks	Answer		
<b>89 Correction</b>	presence	Sing	Correction	
<b>90 Review</b>	Gives a turn	Correct	Orally	
	Asks to correct	Review		
	Revision			
<b>Main Activities</b>				
<b>Activity I Reading comprehension</b>	Read the text and	Read and answer	<b>Text:</b> My family. I am John. I am 11years old. I am a student in from I. My	

(25 mn)	answer questions		<p>father's name is Kodjo He is a Masson. My mother is Adjo. She sells fruits at the market. I have a sister and two brothers. We live at Agbalepedo</p> <p>My grandfather is old. He is 80years old. All the members of my family are kind. I love my family.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1- who is John?</li> <li>2- How old is he?</li> <li>3- a-John's father is a ..... b-The name of his mother is.....</li> <li>4- John's mother is not a seller. True or false?</li> <li>5- John has ..... Brother and ..... Sister.</li> </ol>	
<b>Activity II Writing (15mn)</b>	Write an essay to present your family to the classmate		<p>Answer these questions to present your family to the classmate.</p> <ol style="list-style-type: none"> <li>1- What is your surname and your first name?</li> <li>2- How old are you?</li> <li>3- Which form are you?</li> <li>4- What is the name of your father and your mother?</li> <li>5- What are their occupations?</li> <li>6- How many sisters and brothers do you have?</li> <li>7- Do you have a grandfather or grandmother? How old is he or she?</li> </ol>	
<b>Activity III</b>				
<b>Post-Activities</b>				
<b>Evaluation</b>	Asks questions to check the understandi		Orally	

	ng of students			
<b>Home work (5mn)</b> <u>Card N°</u> : 19 <u>School</u> : CS ESSO <u>Class</u> : Form I <u>Teacher</u> : Mr. ABOGLO Kodjovi Séna	Copy the homework on the board	Copy on their exercise book	<b>Homework:</b> Complete the gaps. My name is..... I am .....years old. I am in form..... at CEG..... My English teacher's name is ..... The name of the headmaster is ..... I like English and.....	
<b>Warm down</b>	Strikes a song Recalls the next session and takes leave saying "goodbye"			

### LESSON NOTE

Date :  
Duration : 55 min  
N° of Ss : B:..... G:.....  
Sequence : 1

**THEME III** : THE HOUSE

**Lesson 7** : IN THE HOUSE

**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 6<sup>e</sup>, Longman Dictionary.

**Teaching aid** : Picture

Capacity	Content
Identify	Room, sitting room, living room, bedroom, bathroom, ceiling, armchair
Use of	The use of: 'this is....';these are
Read	Reading comprehension

**Competences** : Used orally the structure in the situation of communication simply

**Learning situation** : your sister wants to know things we have in the room. Name them for her.

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

### LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<b>Pre-activities</b>				
<b>91 Greeting</b>	Greets	Answer	Date  Correction Orally	
<b>92 Date</b>	Says and write	Repeat the date		
<b>93 Roll call</b>	Checks presence	Answer		
<b>94 warm up</b>	Gives a turn	Sing		
<b>95 Correction</b>	Asks to correct	Correct		
<b>96 Review</b>	Revision	Review		
<b>Main Activities</b>				
<b>Activity I</b> Vocabulary (The use of 3Ps) (15 mn)	PRESENTATION STAGE -presents new items in context using the appropriate teaching		Vocabulary: <b>A room:(syn) chambre</b> Eg: I have a <i>room</i> in my house <b>A sitting room: (salon)</b> Eg: I wash TV in the <i>sitting room</i>	

	<p>strategies: II-PRACTICE STAGE (Drills)</p> <ul style="list-style-type: none"> <li>-Repetition drill</li> <li>-says sentences containing new words/expressions and asks Ss to repeat.</li> <li>-Substitution drill</li> <li>-gives a sample of substitution drill</li> </ul>		<p><b>A living room (salle de séjour)</b>  <b>Eg:</b>  <b>A bedroom:</b>  Eg: I sleep in the <i>bedroom</i>  <b>A bathroom:</b>  Eg: I take my bath on the <i>bathroom</i>  <b>A ceiling: (plafon)</b>  Eg: we have not <i>a ceiling</i> in our rooms.  <b>An armchair:</b> fauteuil  Eg we sit down in <i>the armchair</i> in the sitting room</p>	
<p><b>Activity II</b>  <b>Grammar:</b> The use of « This is ....; These are.... (15mn)</p>	<p>Uses 3ps  *Presentation  Introduces the verb and check the understanding of students  *Practice  Make sentences with the verb  *Production</p>		<p><b>Grammar:</b> The use of « This is ....; These are....  <b>This is</b> the book  <b>These are</b> books  <b>This is</b> an armchair  <b>These are</b> armchairs  Rule: This is + singular  - These are + plural  Eg: This is a teacher  These are students  Practice: complete with this is and these are  .....The house of my father  .....Pens</p>	
<p><b>Activity III</b>  <b>Reading comprehension (10mn)</b></p>	<p>Reads and asks to read the text</p>	<p>Read</p>	<p><b>Text:</b> Naka's house  My name is Naka and I live in a big house at Atikpa. In my house, i have four rooms, one bathroom, a veranda, a kitchen and a corridor between the four rooms. i also have a big garden with a nice flower. I haven't got a garage because i haven't got a car yet. In my living room i</p>	

			have TV, chairs, armchairs and the refrigerator.	
<b>Post-Activities</b>				
<b><u>Evaluation (5mn)</u></b>	Asks questions to check the understanding of students		Orally	
<b><u>Home work</u></b>	Copy the homework on the board	Copy on their exercise book	Homework: Use "this" or "these" to complete sentences 1-..... is my father 2-..... are our teachers 3-..... is his exercise book	
<b><u>Warm down</u></b>	Strikes a song Recalls the next session and takes leave saying " goodbye			

### LESSON NOTE

Card N° : 20  
School : CS ESSO  
Class : Form I  
Teacher : Mr. ABOGLO Kodjovi Séna

Date :  
Duration : 55 min  
N° of Ss : B:..... G:.....  
Sequence : 2

**THEME III** : THE HOUSE  
**Lesson7** : IN THE HOUSE

**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 6<sup>e</sup>, Longman Dictionary.

**Teaching aid** : Picture

Capacity	Content
Identify	veranda, door, front door, lock, key, padlock, corridor, dustbin,
Use	The use of: 'That is.....Those are.....'
Read	Reading comprehension (continuous)

**Competences** : Used orally the structure in the situation of communication simply

**Learning situation** :

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

### LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<b><u>Pre-activities</u></b>				
<b>97 Greeting</b>	Greets	Answer		
<b>98 Date</b>	Says and write	Repeat the	Date	
<b>99 Roll call</b>	Checks	date		
<b>100 warm up</b>	presence	Answer		
<b>101. Correction</b>	Gives a turn	Sing	Correction	
<b>102 Review</b>	Asks to correct	Correct	Orally	
	Revision	Review		
<b><u>Main Activities</u></b>				
<b><u>Activity I</u></b> Vocabulary <b>(The use of 3Ps)</b> (15 mn)	PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing	Repeat	Vocabulary: <b>A veranda:</b> Eg: we sit down on the <i>veranda</i> to have fresh air. <b>A door</b> Eg; when we want to sleep at night we close <i>doors</i> . <b>To lock:</b> Eg: we <i>lock</i> door before going out <b>A key</b> Eg: we lock the door with <i>keys</i> <b>A padlock</b> Eg: we use <i>a padlock</i> to lock the door	

	new words/expressions and asks Ss to repeat. -Substitution drill -gives a sample of substitution drill		<b>A corridor:</b> Eg we walk on the <i>corridor</i> to go to the bedroom <b>A dustbin:</b> (poubelle) Eg: I put rubbish in the <i>dustbin</i>	
<b>Activity II</b> <b>Grammar:</b> The use of: 'That is.....Those are.....	Uses 3ps *Presentation Introduces the verb and check the understanding of students *Practice Make sentences with the verb *Production		<b>Grammar:</b> The use of: 'That is.....Those are..... That is my pen Those are our pens That is my brother Those are my brothers <b>Rule:</b> That is + nouns singular Those are + nouns plural practice Eg:	
<b>Activity III</b> <b>Reading comprehension</b>	Copy question on the board	Copy on their book	Text : Naka's house (continuous) Questions 1-Where does Naka live? 2-What do I have in my house? 3-There is a garage in Naka's house. True or false? 4-What do you have in your living room?	
<b>Post-Activities</b>				
<b>Evaluation</b>	Asks questions to check the understanding of students		Orally	
<b>Home work</b>	Copy the homework on the board	Copy on their exercise book	Homework Use "that" or "those" to complete sentences 1-..... are animals 2-.....is our black board 3-.....are our books	

<b>Warm down</b>	Strikes a song Recalls the next session and takes leave saying “ goodbye			
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**Card N°** : 21

**School** : CS ESSO

**Class** : Form I

**Teacher.** : Mr. ABOGLO Kodjovi Séna

## LESSON NOTE

**Date** :  
**Duration** : 55 min  
**N° of Ss** : B:..... G:.....  
**Sequence** : 3

**THEME III** : THE HOUSE

**Lesson 7** : IN THE HOUSE

**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 6<sup>e</sup>, Longman Dictionary.

**Teaching aid** : Picture

Capacity	Content
Identify	Words related to in the house: a fan, toilet, garden, compound, going to toilet, locking the door, sweeping the compound

Use	The use of the verb "to have" in negative and interrogative form
Read	Reading comprehension (end)

**Competences** : Used orally the structure in the situation of communication simply

**Learning situation** : Recall

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

### LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<b><u>Pre-activities</u></b>				
<b>100. Greeting</b>	Greets	Answer		
<b>101. Date</b>	Says and write	Repeat	Date	
<b>102. Roll call</b>	Checks	the date		
<b>103. Warm up</b>	presence	Answer		
<b>104. Correction</b>	Gives a turn	Sing	Correction	
<b>105. Review</b>	Asks to correct Revision	Correct Review	Orally	
<b><u>Main Activities</u></b>				
<b><u>Activity I</u></b>	PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II-PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss to repeat. -Substitution drill		<b>Vocabulary:</b> <b>A fan</b> Eg: <i>a fan</i> gives fresh air in the room <b>A toilet:</b> Eg: I go to <i>toilet</i> to urinate <b>A garden: (jardin)</b> Eg: in our garden there are many flowers. <b>A compound:</b> Eg: we have a big <i>compound</i> in the house <b>Going to toilet</b> Eg: I am <i>going to the toilet</i> . <b>Locking the door</b> Eg: My father is <i>locking the door</i> <b>Sweeping the compound/room</b> Eg: My mother is <i>sweeping the compound/ the room</i>	

	-gives a sample of substitution drill			
<b>Activity II</b> <b>Grammar:</b> <b>To have in negative and interrogative form</b>	Use 3ps		Grammar: The use of the verb “to have” in negative and interrogative form <b>Affirmative:</b> I have a bag Afi has a big house Students have a new teacher <b>Negative:</b> I have not a bag Afi has not a big house Students have not a new teacher <b>Interrogative</b> Do I have a bag? Does Afi have a big house? Do students have a new teacher?	
<b>Activity III</b> <b>Reading comprehension</b>	Helps student to answer questions	Answer	<b>Text:</b> Naka’s house (continuous) <b>Answer the questions:</b> 1-Naka lives in a big house at Atikpa 2- In Naka’s house we have a bedroom, four room, corridor, etc 3-False 4- In my living room I have.....	
<b>Post-Activities</b>				
<b>Evaluation</b>	Asks questions to check the understanding of students		Orally	
<b>Home work</b>	Copy the homework on the board	Copy on their exercise book	<b>Homework:</b> Put these sentences into negative and interrogative form 1-Kofi has many friends 2- you have a bicycle	

<b>Warm down</b>	Strikes a song Recalls the next session and takes leave saying “ goodbye			
<b>Card N°</b> : 22				
<b>School</b> : CS ESSO				
<b>Class</b> : Form I				
<b>Teacher</b> : Mr. ABOGLO Kodjovi Séna				

### LESSON NOTE

**Date** :  
**Duration** : 55 min  
**N° of Ss** : B:..... G:.....  
**Sequence** : 1

**THEME III** : THE HOUSE

**Lesson 8** : IN THE KITCHEN

**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 6<sup>e</sup>, Longman Dictionary.

**Teaching aid** :

Capacity	Content
Identify	Words and expressions related to the items of the kitchen : a spoon, a fork, a knife, a glass, a pestle, a mortar, a frying pan, a saucepan, a tea cup.
Use	To eat, to cook, to go, to drink, to come, to play, to fry, to boil
Build sentences	To ask about the different items of the kitchen: What is this in English? What do you do with a spoon, a fork, a mortar, a frying pan? When do you eat at home? Which food do you like?

**Competences** : Handle orally a language structure in a communicative situation by using a simple language.

**Learning situation** : You are a student in 6<sup>e</sup> at CEG Tokoin Nord. In the class, your English teacher asks AMANA to give the different items of a kitchen. AMANA does not know the different items of the kitchen. Help your mate AMANA to give the different items of a kitchen.

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

### LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<b><u>Pre-activities</u></b>				
<b>100. Greeting</b> <b>101. Date</b> <b>102. Roll call</b> <b>103. warm up</b> <b>104. Correction</b> <b>105. Review</b>	Greets Says and writes Checks presence Gives a turn Asks to correct Revision	Answer Repeat the date Answer Sing Correct Review	Date  Correction Orally	
<b><u>Main Activities</u></b>				
<b><u>Activity I</u></b> Vocabulary <b>(The use of 3Ps)</b> (15 mn)	I- PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss to repeat.	in rows, in chorus  repeat repeat repeat repeat  repeat  -repeat  -answer verification questions  -listen and	<b><u>Vocabulary</u></b> <b>A spoon:</b> relia (cuillère) eg we use spoon to drink porridge <b>A fork:</b> relia (fourchette) eg: I eat spaghetti with a fork <b>A knife</b> relia (couteau) Eg: we use a k <b>A glass</b> (le verre) Eg: I drink water or beer with a glass <b>A pestle</b> relia (drown) Eg: we use a pestle to pound with <b>A mortar</b> relia (drown) Eg: my mother pounded yam in the mortar <b>A frying pan:</b> Eg: I fry koliko in a frying pan <b>A sauce pan:</b> Eg: I cook soup in a sauce pan <b>A tea cup</b> (une tasse de thé) Eg: I drink my tea in a tea cup	

	<p>-Substitution drill -gives a sample of substitution drill -gives a sentence containing the new word/expression and a cue.</p> <p>III- PRODUCTIO N STAGE -invites Ss to make their own sentences</p>	<p>repeat sentences -listen to the sample of substitution drill listen and make sentences using the c</p>	<p><b>A coffee cup:</b> Eg: I drink coffee with coffee cup</p>	
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<p><b>Activity II</b> <b>Grammar:</b> the ordinary verbs (15 mn)</p>	<p>Uses the technique of 3Ps II. PRESENTATION STAGE Teacher presents the new structure. -writes the sentence on the Bb My mother <u>cooks</u> some yams. -reads and makes Ss repeat sentences:  -asks checking questions on the situation Do you know other verbs? Give me example of other verbs II. PRACTICE STAGE (oral) 1- Repetition drill -makes two or three sentences one after the other and asks Ss to repeat. 2- Substitution drill</p>		<p><b>Grammar:</b> the ordinary verbs The verb of this sentence is "cook". Yes Give other verbs they know: to eat, to go, to play, to copy, to read, to come, to live, to drink</p> <table border="1" data-bbox="917 1489 1284 1814"> <tr><td>I</td><td>Eat</td><td>drink</td><td>go</td></tr> <tr><td>You</td><td>Eat</td><td>drink</td><td>go</td></tr> <tr><td>He</td><td>Eats</td><td>drinks</td><td>goes</td></tr> <tr><td>She</td><td>Eats</td><td>drinks</td><td>goes</td></tr> <tr><td>It</td><td>Eats</td><td>drinks</td><td>goes</td></tr> <tr><td>We</td><td>Eat</td><td>drink</td><td>go</td></tr> <tr><td>You</td><td>Eat</td><td>drink</td><td>go</td></tr> <tr><td>They</td><td>Eat</td><td>drink</td><td>go</td></tr> </table> <p>PRACTICE: Kofi goes to school Ama cooks rice Semanou drinks tsoukoutou</p>	I	Eat	drink	go	You	Eat	drink	go	He	Eats	drinks	goes	She	Eats	drinks	goes	It	Eats	drinks	goes	We	Eat	drink	go	You	Eat	drink	go	They	Eat	drink	go	
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It	Eats	drinks	goes																																	
We	Eat	drink	go																																	
You	Eat	drink	go																																	
They	Eat	drink	go																																	

<b>Activity III</b> Build simple sentences	Asks questions which can help students to build sentences What is this in English? What do you do with a spoon, a fork, a mortar, a frying pan? When do you eat at home? Which food do you like?		*What is this in English? -This is..... -This is ..... *What do you do with a spoon, a fork, a mortar, a frying pan? -I eat rice with a spoon -I eat salad with a fork -I pound yam in the mortar *When do you eat at home? -At home I eat in the morning, in the midday and in the evening *Which food do you like? -I like couscous -I like fufu -I like akoumé	
<b>Post-Activities</b>				
<b>Evaluation</b>	Asks questions to check the understanding of students -which words do learn to day? -which grammar point do you learn today		Orally	
<b>Home work</b>	Copy the homework on the board			
<b>Warm down</b>	Strikes a song Recalls the next session and takes leave saying “ goodbye			

### LESSON NOTE

**Card N°** : 23  
**School** : CS ESSO  
**Class** : Form I  
**Teacher.** : Mr. ABOGLO Kodjovi Séna

**Date** :  
**Duration** : 55 min  
**N° of Ss** : B:..... G:.....  
**Sequence.** : 2

**THEME III** : THE HOUSE

**Lesson 8 : IN THE KITCHEN**

**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 6<sup>e</sup>, Longman Dictionary.

**Teaching aid** :

Capacity	Content
Identify	Words and expressions related to the items of the kitchen: A spatula, a dish, basin, refrigerator/fridge, cooker, a gas stove, to stir, to boil
Use	The present progressive of ordinary verbs
Build sentences	Sentences with the present progressive form.

**Competences** : Handle orally a language structure in a communicative situation by using a simple language.

**Learning situation** : Recall

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

**LESSON ORGANISATION**

Stages	Teacher's role	Learner's role	Note on the board	Material
<b>Pre-activities</b>				
<b>100 Greeting</b> <b>101 Date</b> <b>102 Roll call</b> <b>103 warm up</b> <b>104 Correction</b> <b>105 Review</b>	Greets Says and write Checks presence Gives a turn Asks to correct Revision	Answer Repeat the date Answer Sing Correct Review	Date  Correction Orally	
<b>Main Activities</b>				
<b>Activity I</b> Vocabulary <b>(The use of 3Ps)</b> (15 mn)	PRESENTATI ON STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills)		<b>Vocabulary:</b> <b>1)To cook= to prepare</b> Eg: I cook rice in the kitchen <b>2-Cooker (def) an appliance for cooking food.(cuisinière</b> Eg: Dad bought a cooker for mum. <b>3-A spatula:</b> (fr) une spatule Eg: I broke the spatula. <b>4-A dish:</b> (le plat) Eg: This dish is so delicious <b>5-Basin (fr) bassine, cuvette</b>	

	<p>-Repetition drill</p> <p>-says sentences containing new words/expressions and asks Ss to repeat.</p> <p>-Substitution drill</p> <p>-gives a sample of substitution drill</p>		<p>Eg: There's no basin in the kitchen .</p> <p><b>6-Refrigerator/fridge</b> Eg: The refrigerator is full of fruits.</p> <p><b>7-A gas stove (syn) cooker</b> Eg: the gas stove is nice.</p> <p><b>8-To stir (fr) agiter, remuer</b> Eg: Please stir before drinking.</p> <p><b>9-To boil (fr) bouillir</b> Eg: water boils at 100°c</p>																			
<p><b>Activity II</b> <b>Grammar:</b> <b>(The use of 3Ps)</b> (15 mn)</p>	<p>Uses 3ps</p> <p>*Presentation</p> <p>Introduces the verb and check the understanding of students</p> <p>*Practice</p> <p>Make sentences with the verb</p> <p>*Production</p> <p>Asks students to produce their one sentences</p>		<p>Grammar: The present progressive of ordinary verbs.</p> <table border="1"> <tr> <td>I am</td> <td>cooking</td> <td>eating</td> </tr> <tr> <td>You are</td> <td>cooking</td> <td>eating</td> </tr> <tr> <td>He is</td> <td>cooking</td> <td>eating</td> </tr> <tr> <td>She is</td> <td>cooking</td> <td>eating</td> </tr> <tr> <td>We are</td> <td>cooking</td> <td>eating</td> </tr> <tr> <td>They are</td> <td>cooking</td> <td>eating</td> </tr> </table>	I am	cooking	eating	You are	cooking	eating	He is	cooking	eating	She is	cooking	eating	We are	cooking	eating	They are	cooking	eating	
I am	cooking	eating																				
You are	cooking	eating																				
He is	cooking	eating																				
She is	cooking	eating																				
We are	cooking	eating																				
They are	cooking	eating																				
<p><b>Activity III</b> Build sentences</p>			<p><b>Building sentences</b></p> <p>-My mother is cooking spaghetti</p> <p>-Mensa is eating fufu.</p> <p>-I am learning English.</p> <p>-Children are cleaning the plates.</p> <p>-Afi is boiling water.</p>																			
<b>Post-Activities</b>																						
<p><b>Evaluation</b></p>	Asks questions to		Orally																			

	check the understanding of students -which words do learn to day? -which grammar point do you learn today			
<b>Home work</b>	Copy the homework on the board			
<b>Warm down</b> <b>Card N°</b> : 24 <b>School</b> : CS ESSO <b>Class</b> : Form I <b>Teacher.</b> : Mr. ABOGLO Kodjovi Séna	Strikes a song Recalls the next session and takes leave saying "goodbye"			

### LESSON NOTE

**Date** :  
**Duration** : 55 min  
**N° of Ss** : B:..... G:.....  
**Sequence** : 3

**THEME III** : THE HOUSE

**Lesson 8** : IN THE KITCHEN

**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 6<sup>e</sup>, Longman Dictionary.

**Teaching aid** :

Capacity	Content
Identify	Words and expressions related to the items of the kitchen: to roast, to fry, to peel, to slice, to chop, to mix, to bake
Read	Reading comprehension:

**Competences** : Handle orally a language structure in a communicative situation by using a simple language.

**Learning situation** : Recall

Teaching strategies : Individual / Pair / Group work / 3 Ps

**LESSON ORGANISATION**

Stages	Teacher's role	Learner's role	Note on the board	Material
<b><u>Pre-activities</u></b>				
<b>100 Greeting</b> <b>101 Date</b> <b>102 Roll call</b> <b>103 warm up</b> <b>104 Correction</b> <b>105 Review</b>	Greets Says and write Checks presence Gives a turn Asks to correct Revision	Answer Repeat the date Answer Sing Correct Review	Date  Correction Orally	
<b><u>Main Activities</u></b>				
<b><u>Activity I</u></b> Vocabulary <b>(The use of 3Ps)</b> (15 mn)	PRESENTATION ON STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss to repeat. -Substitution drill -gives a sample of substitution drill		Vocabulary: To roast (fr) rôtir Eg: the cook roasts the chicken To fry(def) to cook in hot oil. Eg: We fry yam To peel(fr) éplucher, peler Eg: Mary peels the yam To slice: to cut into pieces. Eg: I slice the cake To chop(Realia) eg: The man chops the meat To mix: put many things together Eg: I mix avocado, onion oil in the bread To bake(def) to cook in an oven. Cuir au four Eg: I bake the food.	
<b><u>Activity II</u></b>	Read the text and asks		Text : My mother's kitchen Page 24 of English book form I	

Reading comprehension	students to read Questions 1-My mother's kitchen is not modern. True or false? 2- name all the utensils you can see in the kitchen of my mother.		Answer the questions: 1-False 2-	
<b><u>Activity III</u></b>				
<b><u>Post-Activities</u></b>				
<b><u>Evaluation</u></b>	Asks questions to check the understanding of students -which words do learn today? -which grammar point do you learn today		Orally	
<b><u>Home work</u></b>	Copy the homework on the board			
<b><u>Warm down</u></b>	Strikes a song Recalls the next session and takes leave saying "goodbye"			

Card N° : 25  
 School : CS ESSO  
 Class : Form I

**LESSON NOTE**

Teacher. : Mr. ABOGLO Kodjovi Séna

Date :  
 Duration : 55 min  
 N° of Ss : B:..... G:.....  
 Sequence : 1

**THEME III : THE HOUSE**

**Lesson 9 : THE MEALS**

**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 6<sup>e</sup>, Longman Dictionary.

**Teaching aid** :

Capacity	Content
Identify	Words and expressions related to meal: meal, breakfast, lunch, dinner, supper; dessert.
Use	The use of " I like .../I don't like ... "
Read	Text: the meal

**Competences** : Handle orally a language structure in a communicative situation by using a simple language.

**Learning situation** : You are a student in 6<sup>e</sup> at CEG Tokoin Nord. In the class, your English teacher asks Kofi to tell him the food his mother usually cook. Kofi does not know the names of meals. Help Kofi to give the names of meals in English

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

**LESSON ORGANISATION**

Stages	Teacher's role	Learner's role	Note on the board	Material
<b>Pre-activities</b>				
<b>Greeting</b>	Greets	Answer		
<b>Date</b>	Says and	Repeat the	Date	
<b>Roll call</b>	write	date		
<b>warm up</b>	Checks	Answer		
<b>Correction</b>	presence	Sing	Correction	
<b>Review</b>	Gives a turn	Correct	Orally	
	Asks to correct	Review		
	Revision			

### Main Activities

<p><b>Activity I</b> Vocabulary <b>(The use of 3Ps)</b> (15 mn)</p>	<p>PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss to repeat. - Substitution drill -gives a sample of substitution drill</p>		<p><b>Vocabulary:</b> Meal= food Eg: There are four meals in a day</p> <table border="1" data-bbox="786 344 1270 779"> <tr> <td style="text-align: center;"><b>Morning</b></td> <td style="text-align: center;"><b>Midday</b></td> <td style="text-align: center;"><b>Evening</b></td> <td style="text-align: center;"><b>Night</b></td> </tr> <tr> <td style="text-align: center;"><b>Breakfast</b> Tea; coffee, porridge</td> <td style="text-align: center;"><b>Lunch</b> Rice, yam, cake, beans</td> <td style="text-align: center;"><b>Dinner</b> Pounded yam, paste,</td> <td style="text-align: center;"><b>Supper</b> Orange, avocado, banana, mango</td> </tr> </table> <p>Dessert:</p>	<b>Morning</b>	<b>Midday</b>	<b>Evening</b>	<b>Night</b>	<b>Breakfast</b> Tea; coffee, porridge	<b>Lunch</b> Rice, yam, cake, beans	<b>Dinner</b> Pounded yam, paste,	<b>Supper</b> Orange, avocado, banana, mango	
<b>Morning</b>	<b>Midday</b>	<b>Evening</b>	<b>Night</b>									
<b>Breakfast</b> Tea; coffee, porridge	<b>Lunch</b> Rice, yam, cake, beans	<b>Dinner</b> Pounded yam, paste,	<b>Supper</b> Orange, avocado, banana, mango									
<p><b>Activity II</b> <b>Grammar:</b> The use of "I like .../I don't like ..."</p>	<p>Uses 3ps *Presentation Introduces the new grammar point and check the understanding of students *Practice Make sentences with the new point</p>		<p><b>Grammar:</b> The use of " I like .../I don't like I like hot porridge I like cold tea. I don't like tea with sugar I don't like akluizogban but I like akassan</p>									

	*Production Asks students to produce their one sentences			
<b>Activity III</b> <b>Reading comprehension</b>			<b>Text: the meal</b> <b>Page 26 of english book 6<sup>e</sup></b>	
<b><u>Post-Activities</u></b>				
<b><u>Evaluation</u></b>	Asks questions to check the understanding of students -which words do learn to day? -which grammar point do you learn today		Orally	
<b><u>Home work</u></b>	Copy the homework on the board		<b>Homework:</b> Compete with « like... » “I don’t like 1-Fufu is good I .....it 2-Cigarette is not good I .....it 3-Banana is delicious I .....it	
<b><u>Warm down</u></b>	Strikes a song Recalls the next session and takes leave saying “ goodbye			

## LESSON NOTE

**Card N°** : 26  
**School** : CS ESSO  
**Class** : Form I  
**Teacher** : Mr. ABOGLO Kodjovi Séna  
**THEME III:** THE HOUSE  
**Lesson 9** : THE MEALS  
**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 6<sup>e</sup>, Longman Dictionary.  
**Teaching aid** :

**Date** :  
**Duration** : 55 min  
**N° of Ss** : B:..... G:.....  
**Sequence** : 2

Capacity	Content
Identify	Words and expressions related to the items of meals: rice, stew, a jam, chips(frites), a soup, pounded yam, beans, shrimps (les crevettes)
Use	The use of I prefer.....to
Read	Text: the meal (continuous)

**Competences** :  
**Learning situation** :  
**Teaching strategies** : Individual / Pair / Group work / 3 Ps

### LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<b>Pre-activities</b>				
<b>Greeting</b>	Greets	Answer		
<b>Date</b>	Says and	Repeat the	Date	
<b>Roll call</b>	write	date		
<b>warm up</b>	Checks	Answer		
<b>Correction</b>	presence	Sing	Correction	
<b>Review</b>	Gives a turn	Correct	Orally	
	Asks to correct	Review		
	Revision			
<b>Main Activities</b>				
<b>Activity I</b>	PRESENTATIO		Vocabulary:	
<b>Vocabulary</b>	N STAGE		<b>Rice</b>	
<b>(The use of 3Ps)</b>	-presents new items in		<b>Eg: I eat rice for lunch</b>	
			<b>Stew (fr) ragoût</b>	

(15 mn)	<p>context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills)</p> <ul style="list-style-type: none"> <li>-Repetition drill</li> <li>-says sentences containing new words/expressions and asks Ss to repeat.</li> <li>-Substitution drill</li> <li>-gives a sample of substitution drill</li> </ul>		<p><b>Eg: I Don't like stew</b>  <b>A jam (fr) une confiture</b>  <b>Eg: I've got more jam</b>  <b>Chips(frites)</b>  <b>Eg: I like chips</b>  <b>A soup syn sauce</b>  <b>Eg: I eat fufu with pepper soup</b>  <b>Pounded yam</b>  <b>Eg: pounded yam is delicious</b>  <b>Beans: haricot</b>  <b>Eg: every morning I drink porridge with bean cake</b>  <b>Shrimps (les crevettes)</b>  <b>Eg: mammy uses shrimps to prepare soup.</b></p>	
<p><b>Activity II</b>  <b>Grammar:</b>  <b>(The use of 3Ps)</b>  (15 mn)</p>	<p>Uses 3ps</p> <ul style="list-style-type: none"> <li>*Presentation</li> </ul> <p>Introduces the new grammar point and check the understanding of students</p> <ul style="list-style-type: none"> <li>*Practice</li> </ul> <p>Make sentences with the new point</p> <ul style="list-style-type: none"> <li>*Production</li> </ul> <p>Asks students to produce their one sentences</p>		<p>Grammar: the use of "I prefer.....to"</p> <p>I prefer fufu to kounkountè  I prefer akoumé to agbélima  Naka prefers koliko to yam</p>	
<p><b>Activity III</b>  <b>Reading comprehension</b></p>			<p><b>Questions</b> (text: The meal)  Page 26 English book 6<sup>e</sup></p>	

<b>Post-Activities</b>				
<b>Evaluation</b>	Asks questions to check the understanding of the students with words on the board day? -which grammar point do you learn today		Orally	
<b>Card N°</b>	: 27		<b>Date</b> :	
<b>School</b>	: gosses		<b>Duration</b> :	55 min
<b>Class</b>	: -with		<b>N° of Ss</b> :	B:..... G:.....
<b>Teacher</b>	: Mr. ABOGLO Kodjovi Séna		<b>Sequence</b> :	3
<b>Homework</b>	Copy the homework on the board		Homework: Try to read the text at home and answer question	
<b>Warm down</b>	Strikes a song Recalls the next session and takes leave saying " goodbye			

## LESSON NOTE

**THEME III** : **THE HOUSE**

**Lesson 9** : **THE MEALS**

**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 6e, Longman Dictionary.

**Teaching aid** :

Capacity	Content
Identify	Words and expressions related to the items of meals: good appetite, taste, delicious, salty, peppered, hot, cold;
Use	The use of "in"
Read	Text: the meal (end)

**Competences** : Handle orally a language structure in a communicative situation by using a simple language.

**Learning situation** :

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

### LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<b>Pre-activities</b>				
<b>Greeting</b> <b>Date</b> <b>Roll call</b> <b>warm up</b> <b>Correction</b> <b>Review</b>	Greets Says and write Checks presence Gives a turn Asks to correct Revision	Answer Repeat the date Answer Sing Correct Review	Date  Correction Orally	
<b>Main Activities</b>				
<b>Activity I</b> Vocabulary <b>(The use of 3Ps)</b> (15 mn)	PRESENTATI ON STAGE -presents new items in context using the appropriate teaching		Vocabulary: Good appetite: Eg: my father wishes good appetite to everybody Taste: Eg: my mother usually tastes the soup to know that if it is delicious	

	<p>strategies: II- PRACTICE STAGE (Drills)</p> <ul style="list-style-type: none"> <li>-Repetition drill</li> <li>-says sentences containing new words/expressions and asks Ss to repeat.</li> <li>-Substitution drill</li> <li>-gives a sample of substitution drill</li> </ul>		<p>Delicious: (Realia) syn Yummy délicieux</p> <p>Eg: banana is a delicious fruit</p> <p>Salty: (def) containing salt</p> <p>Eg: this soup is salty, we can't eat</p> <p>Peppered:</p> <p>Eg:</p> <p>Hot# cold:</p> <p>Eg:</p>	
<p><b>Activity II</b></p> <p><b>Grammar:</b></p> <p><b>(The use of 3Ps)</b></p> <p>(15 mn)</p>	<p>Uses 3ps</p> <ul style="list-style-type: none"> <li>*Presentation</li> </ul> <p>Introduces the new grammar point and check the understanding of students</p> <ul style="list-style-type: none"> <li>*Practice</li> </ul> <p>Make sentences with the new point</p> <ul style="list-style-type: none"> <li>*Production</li> </ul> <p>Asks students to produce their own sentences</p>		<p><b>Grammar: the use of "in"</b></p> <p>She wakes up <b>in</b> the morning</p> <p>She comes back to school <b>in</b> the afternoon</p> <p>She eats <b>in</b> the evening</p>	
<p><b>Activity III</b></p> <p><b>Reading comprehension</b></p>	<p>Reads the text and asks students to read</p>	<p>Read and answer the questions</p>	<p><b>Answer the question</b></p> <ol style="list-style-type: none"> <li>1- They eat together</li> <li>2- Yes it is</li> <li>3- Udoh likes fish</li> <li>4- False</li> </ol>	

			5- Children like pawpaw and bananas; but they don't like oranges.	
<b>Card N°</b>	: 28			
<b>School</b>	: CS ESSO	<b>Post-Activities</b>		
<b>Class</b>	: Form I		Orally	
<b>Teacher</b>	: Mr. ABOGLO Kodjovi Séna	questions to check the understanding of students -which words do learn to day? -which grammar point do you learn today		
<b>Home work</b>	Copy the homework on the board		<b>Homework</b> Choose the correct answer in parentheses. 1-I get up in the (afternoon/morning) 2-what (is/are) the time? 3-It is half (past/to) eight 4- (where/ who) is your house?	
<b>Warm down</b>	Strikes a song Recalls the next session and takes leave saying " goodbye			

#### LESSON NOTE

**Date** :  
**Duration** : 55 min  
**N° of Ss** : B:..... G:.....  
**Sequence** : 1

**THEME IV** : VIOLENCE AT SCHOOL

**Lesson 10** : LIFE AT SCHOOL

**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 6<sup>e</sup>, Longman Dictionary.

**Teaching aid** :

Capacity	Content
Identify	Words related to violence at school: to beat, to fight, to push, to kick, to pull, to hurt, to bully, to slap
Use of	The present progressive: To be going to..., to be coming to.....
Read	Reading comprehension

Competences : Handle orally a language structure in a communicative situation by using a simple language.

Learning situation :

Teaching strategies : Individual / Pair / Group work / 3 Ps

### LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<u>Pre-activities</u>				
Greeting Date Roll call warm up Correction Review	Greets Says and write Checks presence Gives a turn Asks to correct Revision	Answer Repeat the date Answer Sing Correct Review	Date  Correction Orally	
<u>Main Activities</u>				
<u>Activity I</u> Vocabulary <b>(The use of 3Ps)</b> (15 mn)	PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new		Vocabulary: violence items To beat= to strike, hit whip. Kodjo beats Afi during free time to fight (fr) lutter, combattre to push (pousser) # to pull (tirer) to kick= donner un coup de pied to hurt: blesser to bully: brutaliser to slap: gifler to snatch= arracher	

	words/expressions and asks Ss to repeat. -Substitution drill -gives a sample of substitution drill			
<b>Activity II</b> <b>Grammar:</b> <b>(The use of 3Ps)</b> (15 mn)	Uses 3ps *Presentation Introduces the new grammar point and check the understanding of students *Practice Make sentences with the new point *Production Asks students to produce their own sentences		<b>Grammar:</b> The present progressive The teacher is going to beat you Koffi is beating ama Students are insulting one another Rule: am/is/ are + v + ING	
<b>Activity III</b>				
<b>Post-Activities</b>				
<b>Evaluation</b>	Asks questions to check the understanding of students -which words do learn to day? -which grammar		Orally	

	point do you learn today			
<u>Home work</u>	Copy the homework on the board		Homework: Choose the correct proposal word in brackets -I am (cooks, cooking, cooked) a food -Afi is (insults, insulted, insulting) her mother. - students are (learned, leans, leaning) their lessons.	
<u>Card N°</u>	: 29			
<u>School</u>	: CS ESSO			
<u>Class</u>	: Form I			
<u>Teacher</u> : Mr. ABOGLO Kodjovi Séna				
<u>Warm down</u>	Strikes a song Recalls the next session and takes leave saying " goodbye			

### LESSON NOTE

Date :  
Duration : 55 min  
N° of Ss : B:..... G:.....  
Sequence : 2

**THEME IV : VIOLENCE AT SCHOOL**

**Lesson10 : LIFE AT SCHOOL**

**Reference : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution6<sup>e</sup>, Longman Dictionary.**

**Teaching aid :**

Capacity	Content
Identify	Words related to violence at school: to cane, to snatch, to hurt, to hate;
Use	Comparative with short adjective
Read	Text: violence at school.

Competences : Handle orally a language structure in a communicative situation by using a simple language.

Learning situation :

Teaching strategies : Individual / Pair / Group work / 3 Ps

LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<u>Pre-activities</u>				
Greeting Date Roll call warm up Correction Review	Greets Says and write Checks presence Gives a turn Asks to correct Revision	Answer Repeat the date Answer Sing Correct Review	Date  Correction Orally	
<u>Main Activities</u>				
<u>Activity I</u> Vocabulary <b>(The use of 3Ps)</b> (15 mn)	PRESENTATI ON STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss to repeat. - Substitution drill -gives a sample of		Vocabulary: to hate syn to detest # to love to scare syn to frighten, terrify to stress(fr) stresser to depress to insult	

	substitution drill			
<u>Activity II</u> <b>Grammar:</b> <b>The use of 3Ps</b>	Uses 3ps *Presentati on Introduces the new grammar point and check the understanding of students *Practice Make sentences with the new point *Production Asks students to produce their one sentences	PRESENTATION STAGE Demonstration  PRACTICE Use the comparative form of the adjectives in the brackets Kodjo is (small) than prince Precious is (pretty)than isabelle	Grammar: comparative with short adjective Small, tall, old, nice, cold, hot, short, long, new, big, fat, sad, thin, slim, dark, heavy, ugly, happy, sweet,fast, slow.  kofi is shorter than komi Eg: the pencil is, longer than the pen The dog is stronger than the cat. Rule: SHORT ADJ + ER + THAN *To these adjectives, we double the consonant: big, hot, sad, thin, fat, slim Eg: bigger, hotter, sadder, thinner, fatter, slimmer. * Adjectives ending in "y", change "y" into "i"+er + than Eg: happy, easy, ugly, heavy, Heavier, easier, uglier, happier than....	
<u>Activity III</u> <u>Reading</u> <u>comprehent</u> <u>ion</u>			Text: life at school Page 28 English book of 6e	
<u>Post-Activities</u>				
<u>Evaluation</u>	Asks questions to check the understanding of students -which words do learn to day? -which grammar point do you learn today		Orally	
<u>Home work</u>	Copy the homework		Homework:	

	on the board		Write the correct form of adjectives in the bracket -The town is (big) the village -My mother is (fat) my father -The pen is (short) a pencil.	
<u>Warm down</u>	Strikes a song Recalls the next session and takes leave saying " goodbye			

### LESSON NOTE

Card N° : 30  
School : CS ESSO  
Class : Form I  
Teacher : Mr. ABOGLO Kodjovi Séna

Date :  
Duration : 55 min  
N° of Ss : B:..... G:.....  
Sequence : 3

THEME IV : VIOLENCE AT SCHOOL

Lesson10 : LIFE AT SCHOOL

Reference : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution6e, Longman Dictionary.

Teaching aid :

Capacity	Content
Build	Building sentences using words related to life at school
Read	Text : life at school (end)

Competences : Handle orally a language structure in a communicative situation by using a simple language.

Learning situation :

Teaching strategies : Individual / Pair / Group work / 3 Ps

## LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<b><u>Pre-activities</u></b>				
<b>Greeting</b>	Greets	Answer		
<b>Date</b>	Says and write	Repeat the date	Date	
<b>Roll call</b>	Checks	Answer		
<b>warm up</b>	presence	Sing		
<b>Correction</b>	Gives a turn	Correct	Correction	
<b>Review</b>	Asks to correct	Review	Orally	
<b><u>Main Activities</u></b>				
<b><u>Activity I</u></b> <b>Building sentences</b>	PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss to repeat. -Substitution drill -gives a sample of substitution drill		Make up sentences by using these words: insult, beat, pull, push, slap, a bully. He insults me Ama beats his young sister I pull the door. Don't push me The bully bog slaps students	
<b><u>Activity II</u></b> <b>Reading comprehension</b>			<b>Text:</b> life at school Answer the questions: 1-Outside school 2-They attack each other -They shut, they insult each other 3-during sport activities 4-false 5-They become nervous, stressed, scared	
<b><u>Activity III</u></b>				

**Post-Activities**

<b><u>Evaluation</u></b>	Asks questions to check the understanding of students -which words do learn to day? -which grammar point do you learn today		Orally	
<b><u>Home work</u></b>	Copy the homework on the board		Homework: Complete the text with these words: bully, slaps, fighting, hates. Last Monday --1-- .boy is --2--- with his friend. He --3-- and his friend--4-- him.	
<b><u>Warm down</u></b>	Strikes a song Recalls the next session and takes leave saying “ goodbye			

## LESSON NOTE

**Card N°** : 31

**School** : CS LES VERTUEUX

**Class** : Form I

**Teacher**: Mr ABOGLO Kodjovi Séna

**Date** :

**Duration** : 55 min

**N° of Ss** : 75 B: 43 G: 32

**Sequence** : 1

**Theme V** : SHOPPING

**Lesson11** : AT THE MARKET

**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 6<sup>e</sup>, Longman Dictionary.

**Teaching aid** : Realia, picture, visit of the market.

Capacity	Content
Identify	Words and expressions related to the items of market: Market, seller, to sell, buyer, to buy, money, banknote, coin, articles
Use	The use of "some" and "any"
Count	From 101 to 1000

**Competences** : Handle orally a language structure in a communicative situation by using a simple language.

**Learning situation** : Your brother who comes from America want to buy sandals but he doesn't know where to buy it. Your mother sends you to buy sandals for your brother. Where will you go to buy it?

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

## LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<b>Pre-activities</b>				
<b>100</b>	<b>Greeting</b>	Greets	Answer	
<b>101</b>	<b>Date</b>	Says and write	Repeat	Date
<b>102</b>	<b>Roll call</b>	Checks presence	the date	
<b>103</b>	<b>warm up</b>	Gives a turn	Answer	
<b>104</b>	<b>Correction</b>	Asks to correct	Sing	Correction
<b>105</b>	<b>Review</b>	Revision	Correct	Orally

		Review	
<b>Main Activities</b>			
<b>Activity I</b> Vocabulary <b>(The use of 3Ps)</b> (15 mn)	PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss to repeat. -Substitution drill -gives a sample of substitution drill		Vocabulary: Market: it is the place where we sell and buy things. Eg The market of Fidokpui is near the school To sell: eg: My mother sells at the market Seller: the person who sells is a seller Eg: my mother sells tomatoes, she is a seller of tomatoes. Buyer: eg: to buy eg: money: eg: banknote eg: my father has banknote in his pocket coin eg: articles: eg:
<b>Activity II</b> <b>Grammar:</b> <b>(The use of 3Ps)</b> (15 mn)	Uses 3ps *Presentation Introduces the new grammar point and check the understanding of students *Practice Make sentences with the new point *Production Asks students to produce their one sentences		<b>Grammar:</b> The use of "some" and "any" 1 I need <b>some</b> tomatoes. 2 Do you have <b>any</b> tomatoes? 3 My mother want to by <b>some</b> sandals 4 Do you want to by <b>any</b> sandals? Formation: We use " <b>some</b> " for affirmative sentences and

			<p><b>“any”</b> for interrogative and negative sentences.</p> <p><b>Exercises</b></p> <p><b>Put “some” or “any” in the sentences.</b></p> <p>1 My sister buys ..... Shoes</p> <p>2 There aren’t ..... oranges at the market</p> <p>3 Do you sell ..... Palm nut?</p>	
<b><u>Activity III</u></b> <b><u>Counting</u></b>			<p><b><u>Counting:</u></b></p> <p>101= one hundred and one</p> <p>200= two hundred</p> <p>202= two hundred and two</p> <p>300= three hundred</p> <p>400= four hundred</p> <p>500= five hundred</p> <p>600= six hundred</p> <p>700= seven hundred</p> <p>800= eight hundred</p> <p>900= nine hundred</p> <p>1000= a thousand</p>	
<b><u>Post-Activities</u></b>				
<b><u>Evaluation</u></b>	Asks questions to check the understanding of students -which words do learn to day? -which grammar point do you learn today		Orally	
<b><u>Home work</u></b>	Copy the homework on the board		Homework: Write in letters: 350, 675, 945, 850	



Teaching strategies : Individual / Pair / Group work / 3 Ps

### LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material																																								
<b><u>Pre-activities</u></b>																																												
<b>106</b>	<b>Greeting</b>	Greets	Answer																																									
<b>107</b>	<b>Date</b>	Says and write	Repeat																																									
<b>108</b>	<b>Roll call</b>	Checks presence	the date																																									
<b>109</b>	<b>warm up</b>	Gives a turn	Answer																																									
<b>110</b>	<b>Correction</b>	Asks to correct	Sing																																									
<b>111</b>	<b>Review</b>	Revision	Correct Review																																									
<b><u>Main Activities</u></b>																																												
<b><u>Activity I</u></b> Vocabulary <b>(The use of 3Ps)</b> (15 mn)	PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss to repeat. -Substitution drill -gives a sample of substitution drill		<b>Vocabulary:</b> Market articles are: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">English</th> <th style="text-align: center;">French</th> </tr> </thead> <tbody> <tr><td>Clothes</td><td>Habits</td></tr> <tr><td>Shoes</td><td>Chaussures</td></tr> <tr><td>Sandals</td><td>Tapettes</td></tr> <tr><td>Yam</td><td>Igname</td></tr> <tr><td>Cassava</td><td>Manioc</td></tr> <tr><td>Pepper</td><td>Piment</td></tr> <tr><td>Tomatoe</td><td>Tomates</td></tr> <tr><td>Iron</td><td>Oignon</td></tr> <tr><td>Okra</td><td>Gombo</td></tr> <tr><td>Coco yam</td><td>Igname de coco</td></tr> <tr><td>Palm oil</td><td>Huile de Palme</td></tr> <tr><td>Oil</td><td>Huile</td></tr> <tr><td>Goat</td><td>La chèvre</td></tr> <tr><td>Sheep</td><td>Le mouton</td></tr> <tr><td>Cock</td><td>Le coq</td></tr> <tr><td>Hen</td><td>La poule</td></tr> <tr><td>Butcher</td><td>Le boucher</td></tr> <tr><td>Meat</td><td>La viande</td></tr> <tr><td>Flour</td><td>La farine</td></tr> </tbody> </table>	English	French	Clothes	Habits	Shoes	Chaussures	Sandals	Tapettes	Yam	Igname	Cassava	Manioc	Pepper	Piment	Tomatoe	Tomates	Iron	Oignon	Okra	Gombo	Coco yam	Igname de coco	Palm oil	Huile de Palme	Oil	Huile	Goat	La chèvre	Sheep	Le mouton	Cock	Le coq	Hen	La poule	Butcher	Le boucher	Meat	La viande	Flour	La farine	
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<p><b>Activity II</b>  <b>Grammar:</b>  <b>(The use of 3Ps)</b>  (15 mn)</p>	<p>Asks questions:  How is Kofi?  How is Anani?  Compare Kofi to Anani  Compare Anani to Kofi  What is the formation?  Give other example with other adjectives</p>	<p>Answer</p>	<p><b>Grammar:</b> The use of “comparing adjectives.  Kofi is short but Anani is tall  Comparising  Kofi is shorter than Anani  Anani is taller than Kofi  Formation: Adject + ER +THAN  Tall → taller than  Big → bigger than  Small → smaller than  Short → shorter than  Long → longer than  Fat → fatter than</p>	
<b>Activity III</b>				
<b>Post-Activities</b>				
<p><b><u>Evaluation</u></b></p>	<p>Asks questions to check the understanding of students  -which words do learn to day?  -which grammar point do you learn today</p>		<p>Orally</p>	
<p><b><u>Home work</u></b></p>	<p>Copy the homework on the board</p>		<p>Homework:  Use “some” or “any” to complete sentences.  1-I haven’t -----water in pot  2-Alice cooks ----- food  3-Do you have----- meat to sell me?</p>	
<p><b><u>Warm down</u></b></p>	<p>Strikes a song  Recalls the next session and takes leave saying “ goodbye</p>			



Stages	Teacher's role	Learner's role	Note on the board	Material
<b><u>Pre-activities</u></b>				
<b>Greeting</b> <b>Date</b> <b>Roll call</b> <b>warm up</b> <b>Correction</b> <b>Review</b>	Greets Says and write Checks presence Gives a turn Asks to correct Revision	Answer Repeat the date Answer Sing Correct Review	Date  Correction Orally	
<b><u>Main Activities</u></b>				
<b><u>Activity I</u></b> Vocabulary <b>(The use of 3Ps)</b> (15 mn)	PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss to repeat. -Substitution drill -gives a sample of substitution drill		Vocabulary: Crowd (foule) Eg: at the market I see crowd of people buying clothes. Noise: Eg there are the noise of sellers at the market Change: Eg: I want to change money; banknote to coins. Price: The price of the sandals is 350F Expensive =cost opposite is cheap Eg: during the dry season adémè is <b>expensive</b> , but during the rainy season ademè is <b>cheap</b> .	
<b><u>Activity II</u></b> <b><u>Dialogue</u></b>			<b>Dialogue:</b> <b>Buyer:</b> <b>Seller:</b> <b>Buyer:</b> <b>Seller:</b> <b>Buyer:</b> <b>Seller:</b> <b>Buyer:</b> <b>Seller:</b>	
<b><u>Activity III</u></b>				
<b><u>Post-Activities</u></b>				

<b><u>Evaluation</u></b>	Asks questions to check the understanding of students -which words do learn to day? -which grammar point do you learn today		Orally	
<b><u>Home work</u></b>	Copy the homework on the board		<b>Homework:</b> Give the opposite of: To pull Expensive To hate Old Give the synonym of: A Pupil To prepare A meal	
<b><u>Warm down</u></b>	Strikes a song Recalls the next session and takes leave saying “ goodbye			



Stages	Teacher's role	Learner's role	Note on the board	Material
<b><u>Pre-activities</u></b>				
<b>Greeting</b> <b>Date</b> <b>Roll call</b> <b>warm up</b> <b>Correction</b> <b>Review</b>	Greets Says and write Checks presence Gives a turn Asks to correct Revision	Answer Repeat the date Answer Sing Correct Review	Date  Correction Orally	
<b><u>Main Activities</u></b>				
<b><u>Activity I</u></b> Vocabulary <b>(The use of 3Ps)</b> (15 mn)	PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss to repeat. -Substitution drill -gives a sample of substitution drill		Vocabulary: <b>Shop:</b> (syn) store Eg: Ali has a big shop at Zongo <b>Shopkeeper:</b> Eg: ali's shop is at Zongo, he is a shopkeeper <b>Cashier:</b> Eg: I give money to a cashier in the shop <b>Counter:</b> Eg: <b>Soap:</b> BF, Fanico, are soap Eg: I wash my hand with a soap.	
<b><u>Activity II</u></b> <b>Grammar:</b> <b>(The use of 3Ps)</b> (15 mn)	Uses 3ps *Presentation Introduces the new grammar point and check the understanding of students *Practice		Grammar: The use « how much....?»; "how cost....?" How much is a big soap of Fanico? It costs 500F How much is this sandal? It costs 350F How much is your bag? It costs 2500F	

	<p>Make sentences with the new point</p> <p>*Production</p> <p>Asks students to produce their one sentences</p>			
<b><u>Activity III Speaking:</u></b>			<p>You are at the shop and you want to buy many things: rice, oil, iron, okra.....</p> <p>Asks the price.</p> <p>Sentences:</p> <p>-How much is the bag of rice?</p> <p>-I want to buy some oil how much is the bottle of oil?</p> <p>How much is the .... of iron?</p>	
<b><u>Post-Activities</u></b>				
<b><u>Evaluation</u></b>	<p>Asks questions to check the understanding of students</p> <p>-which words do learn today?</p> <p>-which grammar point do you learn today</p>		Orally	
<b><u>Home work</u></b>	Copy the homework on the board		<p>Homework:</p> <p>Answer these questions:</p> <p>How much is your bag?</p> <p>How much have you buy your shoes?</p> <p>How much do you have for your breakfast?</p>	
<b><u>Warm down</u></b>	<p>Sings a song</p> <p>Recalls the next session and takes leave saying " goodbye</p>			

## LESSON NOTE

**Card N°** : 35 **Date** :  
**School** : CS LES VERTUEUX **Duration** : 55 min  
**Class** : FORM I **N° of Ss** : B:..... G:.....  
**Teacher:** MR ABOGLO Kodjovi Séna **Sequence** : 2  
**Theme V** : SHOOPPING  
**Lesson12** : AT THE SHOP  
**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution6e, Longman Dictionary.

**Teaching aid** :

Capacity	Content
Identify	Words and expressions related to the items of the shop: milk, , , chocolate, sweet, biscuits, sardine
Use	The use of "many"; "much"
Speaking	Use many and much to make sentences

**Competences** : Handle orally a language structure in a communicative situation by using a simple language.

**Learning situation** : During the Christmas day, your father brought you in a big shop. In pairs, cite two or three things that you can see in the shop to your friends who don't know the name of some articles.

Do the work.

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

### LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<b>Pre-activities</b>				
<b>Greeting</b>	Greets	Answer		
<b>Date</b>	Says and	Repeat the date	Date	
<b>Roll call</b>	write	Answer		
<b>Warm up</b>	Checks	Sing		
<b>Correction</b>	presence	Correct	Correction	
<b>Review</b>	Gives a turn	Review	Orally	
	Asks to correct			
	Revision			

**Main Activities**

<p><b>Activity I</b> Vocabulary <b>(The use of 3Ps)</b> (15 mn)</p>	<p>PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss to repeat. -Substitution drill -gives a sample of substitution drill</p>		<p>Vocabulary : <b>Milk:</b> Eg: Every morning I drink tea with milk <b>Sardine:</b> Eg: I use sardine to prepare salad <b>Chocolate:</b> Eg: Chocolate is delicious <b>Sweet:</b> Eg: Rio pop is sweet <b>Biscuits:</b> parle G, is biscuits Eg: I like perk biscuits</p>					
<p><b>Activity II</b> <b>Grammar:</b> <b>(The use of 3Ps)</b> (15 mn)</p>	<p>Uses 3ps *Presentation Introduces the new grammar point and check the understanding of students *Practice Make sentences with the new point *Production Asks students to produce their one sentences</p>		<p><b>Grammar:</b> the use of « many »; « much » I have many mangoes in my basket. I drink much water this morning. Many----- countable nouns Much----- uncountable nouns</p> <table border="1" data-bbox="855 1630 1257 1868"> <thead> <tr> <th data-bbox="855 1630 1098 1711"><b>Countable nouns</b></th> <th data-bbox="1098 1630 1257 1711"><b>Uncountable nouns</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="855 1711 1098 1868">Desk, table, bag trees, room, .....</td> <td data-bbox="1098 1711 1257 1868">Water, bee rice, juice, sugar, <b>mon</b> .....</td> </tr> </tbody> </table>	<b>Countable nouns</b>	<b>Uncountable nouns</b>	Desk, table, bag trees, room, .....	Water, bee rice, juice, sugar, <b>mon</b> .....	
<b>Countable nouns</b>	<b>Uncountable nouns</b>							
Desk, table, bag trees, room, .....	Water, bee rice, juice, sugar, <b>mon</b> .....							
<p><b>Activity III</b></p>			<p><b>Speaking</b></p>					

<b>Speaking</b>  <b>Card N° :</b> 36 <b>School :</b> CS LES VERTUEUX <b>Class :</b> FORM I <b>Teacher:</b> MR ABOGLO Kodjovi Séna			use <b>many</b> and <b>much</b> to make up sentences with these words: pen, things, brothers and sisters, beer, water, money. -Kofi has many pens in his bag -My mother has many things in the kitchen - I have many brother and sisters - My father drinks much beer every Saturday. - There are much water on the road during the rainy season.	
<b><u>Post-Activities</u></b>				
<b><u>Evaluation</u></b>	Asks questions to check the understanding of students -which words do learn to day? -which grammar point do you learn today		Orally	
<b><u>Home work</u></b>	Copy the homework on the board		Homework: Use “many” or “much” to complete these sentences. 1-There are ----- desks in the classroom 2-I buy ----- oil for the meal 3-My father has -----money in his pocket.	
<b><u>Warm down</u></b>	Strikes a song Recalls the next session and takes leave saying “ goodbye			

### LESSON NOTE

**Theme V:** SHOOPPING  
**Lesson 12** : AT THE SHOP  
**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 6<sup>e</sup>, Longman Dictionary.

**Date** :  
**Duration** : 55 min  
**N° of Ss** : B:..... G:.....  
**Sequence** : 3

**Teaching aid** :

Capacity	Content
	Words and expressions related to the items of the shop: cosmetics, electric fan/, carpet, candle, tin, radio
Use	Interrogative form of ordinary verbs
Song	

**Competences** : Handle orally a language structure in a communicative situation by using a simple language.

**Learning situation** : During the Christmas day, your father brought you in a big shop. In pairs, cite two or three things that you can see in the shop to your friends who don't know the name of some articles

**Teaching strategies:** Individual / Pair / Group work / 3 Ps

### LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<b>Pre-activities</b>				
<b>Greeting</b>	Greets	Answer		
<b>Date</b>	Says and write	Repeat the	Date	
<b>Roll call</b>	Checks	date		
<b>warm up</b>	presence	Answer		
<b>Correction</b>	Gives a turn	Sing	Correction	
<b>Review</b>	Asks to correct	Correct	Orally	
	Revision	Review		
<b>Main Activities</b>				
<b>Activity I</b> Vocabulary <b>(The use of 3Ps)</b> (15 mn)	PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II-		Vocabulary: <b>Cosmetics:</b> Eg: Caro white is cosmetics pommad <b>Electric fan:</b> Eg: Electric fan is expensive <b>Carpet:</b> Eg: <b>Candle:</b> relia	

	<p>PRACTICE STAGE (Drills)</p> <ul style="list-style-type: none"> <li>-Repetition drill</li> <li>-says sentences containing new words/expressions and asks Ss to repeat.</li> <li>-Substitution drill</li> <li>-gives a sample of substitution drill</li> </ul>		<p>Eg: When there is not electricity we use candle.</p> <p><b>Tin:</b> Eg:</p> <p><b>Radio:</b> NANA FM, RFI, are radio Eg: I use to hear RFI radio</p>	
<p><b>Activity II</b> <b>Grammar:</b> <b>(The use of 3Ps)</b> (15 mn)</p>	<p>Uses 3ps</p> <ul style="list-style-type: none"> <li>*Presentation Introduces the new grammar point and check the understanding of students</li> <li>*Practice Make sentences with the new point</li> <li>*Production Asks students to produce their one sentences</li> </ul>		<p><b>Grammar:</b> The use of interrogative form of ordinary verbs</p> <p>I want to ask a question with these sentences.</p> <p>My mother cooks rice Kodjo insults his friend Students beat one another</p> <p><b>Questions</b></p> <p>Does my mother cook rice? Does Kodjo insult his friend? Do students beat one another?</p> <p><b>Affirmative</b> S + V+ O</p> <p><b>Interrogative:</b> Do/ does + S +V+O</p>	
<p><b>Activity III</b> <b>Song</b></p>			<p><b>Song:</b></p>	

<b>Post-Activities</b>				
<b><u>Evaluation</u></b> <b>Card N° :</b> 37 <b>School :</b> CS LES VERTUEUX <b>Class :</b> FORM I <b>Teacher:</b> Mr ABOGLO Kodjovi Séna	Asks questions to check the understanding of students -which words do learn to day? -which grammar point do you learn today		Orally <b>Date :</b> <b>Duration :</b> 55 min <b>N° of Ss :</b> B:..... G:..... <b>Sequence :</b> 1	
<b><u>Home work</u></b>	Copy the homework on the board		Homework: Transform into interrogative form: 1-The teacher drinks coca cola 2-She eats rice every morning Transform into affirmative form 3-Do you go to school today?	
<b><u>Warm down</u></b>	Strikes a song Recalls the next session and takes leave saying “ goodbye			

### LESSON NOTE

**Theme V** : SHOOPPING  
**Lesson13** : THE CLOTHES.

**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 5<sup>e</sup>, Longman Dictionary.

**Teaching aid** :

Capacity	Content
	Words and expressions related to the items of clothes: T-shirt, jeans, jacket, trousers, shorts, shirt, tie, cap, hat, socks, dress, scarf, underpants, pair of glasses, coat, pullover, belt,
Use	Questions tag with the verb to be
Speak	Ask a colour, a size and a price of clothes.

**Competences** :

**Learning situation** :

**Teaching strategies:** Individual / Pair / Group work / 3 Ps

### LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<b><u>Pre-activities</u></b>				
<b>Greeting</b>	Greets	Answer		
<b>Date</b>	Says and write	Repeat the	Date	
<b>Roll call</b>	Checks	date		
<b>warm up</b>	presence	Answer		
<b>Correction</b>	Gives a turn	Sing	Correction	
<b>Review</b>	Asks to correct	Correct	Orally	
	Revision	Review		
<b><u>Main Activities</u></b>				
<b>Activity I</b> Vocabulary <b>(The use of 3Ps)</b> (15 mn)	PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss to repeat.		Vocabulary:	
			English	French
			T-shirt	
			Shirt	
			Jeans	
			Jacket	
			Trousers	
			Shorts	
			Tie	
			Cap	
			Hat	
			Socks	
			Dress	
			Scarf	
			Underpants	
Pair of glasses				
Coat				
Pullover				
Belt				

	-Substitution drill -gives a sample of substitution drill			
<b>Activity II</b> <b>Grammar:</b> <b>(The use of 3Ps)</b> (15 mn)	Uses 3ps *Presentation Introduces the new grammar point and check the understanding of students *Practice Make sentences with the new point *Production Asks students to produce their one sentences		Grammar: Questions tag with the verb to be I am a student. <b>Aren't I?</b> I am eating rice. <b>Aren't I?</b> Kofi is at school. <b>Isn't he?</b> Students are in the classroom. <b>Aren't they?</b>	
<b>Activity III</b> <b>Speaking</b>			Ask a colour, a size and a price of clothes	
<b>Post-Activities</b>				
<b>Evaluation</b>	Asks questions to check the understanding of students -which words do learn to day? -which grammar point do you learn today		Orally	
<b>Home work</b>	Copy the homework on the board		The colour of your shirt is green	
<b>Warm down</b>	Strikes a song Recalls the next session and takes leave saying “ goodbye			

## LESSON NOTE

**Card N°** : 38  
**School** : CEG Fidokpui  
**Class** : Form  
**Teacher** : Mme NOBA  
**Date** :  
**Duration** : 55 min  
**N° of Ss** : B:..... G:.....  
**Sequence** : 2

**Theme V** : SHOOPPING

**Lesson 13** : The clothes

**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 6<sup>e</sup>, Longman Dictionary.

**Teaching aid** :

Capacity	Content
	Words and expressions related to the items of clothes: Colours (green, white, yellow, blue, red, size)
Use	The use of "and"
Speak	Ask a colour, a price of clothes

**Competences** :

**Learning situation** :

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

## LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<b><u>Pre-activities</u></b>				
<b>112</b>	<b>Greeting</b>	Greets	Answer	
<b>113</b>	<b>Date</b>	Says and write	Repeat	Date
<b>114</b>	<b>Roll call</b>	Checks presence	the date	
<b>115</b>	<b>warm up</b>	Gives a turn	Answer	
<b>116</b>	<b>Correction</b>	Asks to correct	Sing	Correction
<b>117</b>	<b>Review</b>	Revision	Correct	Orally
		Review		
<b><u>Main Activities</u></b>				
<b><u>Activity I</u></b>	PRESENTATION		colours:	
Vocabulary	STAGE		green:Demons	

<p><b>(The use of 3Ps)</b> (15 mn)</p>	<p>-presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss to repeat. -Substitution drill -gives a sample of substitution drill</p>		<p>eg The garden is green white: eg: we write with white chalk. yellow: eg: In the floors of Togo we the yellow colour blue: eg: The skin is blue red: eg The blood is red</p>	
<p><b>Activity II</b> <b>Grammar:</b> <b>(The use of 3Ps)</b> (15 mn) The use of and</p>	<p>Uses 3ps *Presentation Introduces the new grammar point and check the understanding of students *Practice Make sentences with the new point *Production Asks students to produce their one sentences</p>		<p><b>Grammar:</b> The use of “and” Abalo is student, kodjo is a student Join these sentences with and Abalo <b>and</b> Kodjo are student. She is beautiful. She is kind. She is beautiful <b>and</b> kind</p>	
<p><b>Activity III</b> <b>Speaking</b></p>			<p>Speaking</p>	
<b>Post-Activities</b>				
<p><b>Evaluation</b></p>	<p>Asks questions to check the understanding of students -which words do learn to day? -which grammar point do you learn today</p>		<p>Orally</p>	
<p><b>Home work</b></p>	<p>Copy the homework on the board</p>			

<b>Warm down</b>	Strikes a song Recalls the next session and takes leave saying “ goodbye			
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### LESSON NOTE

**Card N°** : 39  
**School** : CEG Fidokpui  
**Class** : Form I  
**Teacher** : Mme NOBA  
**Date** :  
**Duration** : 55 min  
**N° of Ss** : B:..... G:.....  
**Sequence** : 3

**Theme V:** SHOOPPING

**Lesson 13** : The clothes

**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 6<sup>e</sup>, Longman Dictionary.

**Teaching aid** :

Capacity	Content
Identify	Words and expressions related to the items of clothes: Size, big, small, short, long, short /long sleeves.
Use	The use of often, always, never
Speak	Ask a colour, a size and a price of clothes

**Competences** :

**Learning situation** :

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

### LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<b>Pre-activities</b>				
<b>118</b>	<b>Greeting</b>	Greets	Answer	
<b>119</b>	<b>Date</b>	Says and write	Repeat	Date
<b>120</b>	<b>Roll call</b>	Checks presence	the date	
<b>121</b>	<b>warm up</b>	Gives a turn	Answer	

122 123	Correction Review	Asks to correct Revision	Sing Correct Review	Correction Orally	
<b>Main Activities</b>					
<b>Activity I</b> Vocabulary <b>(The use of 3Ps)</b> (15 mn)	PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss to repeat. -Substitution drill -gives a sample of substitution drill		Vocabulary: Sizes are: Small, Meior, Large, XL, XXL Big: Eg: I need a big schist Small: Eg: I need a small one for my young brother Short: Eg: this schist is too short. Long: Eg: I need I long dress. short /long sleeves: eg: I buy a long sleeves clothes.		
<b>Activity II</b> <b>_Grammar:</b> <b>(The use of 3Ps)</b> (15 mn) Adverbs of frequency	Uses 3ps *Presentation Introduces the new grammar point and check the understanding of students *Practice Make sentences with the new point *Production Asks students to produce their one sentences		Grammar: the use of adverb of frequency: always, often, never. Always, usually, often, sometimes, never are adverbs of frequency. <b>Always:</b> Eg: We <b>always</b> go to school from Monday to Friday <b>Usually:</b> Eg: I <b>usually</b> play football on Saturday. <b>Often:</b> Eg: My mother <b>often</b> goes to the market on Friday <b>Sometimes:</b> Eg: I <b>sometimes</b> go to Fil o park with my parent. <b>Never:</b>		

			Eg: I <b>never</b> go to school on Sunday. Rule: S + adverb +	
<b><u>Activity III</u></b> <b><u>Speaking</u></b>			<b>Speaking:</b> ask colour, size, and price to by. Dialogue: Kodjo: Seller: Kodjo: Seller: Kodjo: Seller: Kodjo: Seller:	
<b><u>Post-Activities</u></b>				
<b><u>Evaluation</u></b>	Asks questions to check the understanding of students -which words do learn to day? -which grammar point do you learn today		Orally	
<b><u>Home work</u></b>	Copy the homework on the board			
<b><u>Warm down</u></b>	Strikes a song Recalls the next session and takes leave saying “ goodbye			

### LESSON NOTE

**Card N°** : 40  
**School** : CEG Fidokpui  
**Class** : Form  
**Teacher** : Mme NOBA

**Date** :  
**Duration** : 55 min  
**N° of Ss** : B:..... G:.....  
**Sequence** : 1

**Theme VI** : CITIZENSHIP

**Lesson14** : The emblems

**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 6<sup>e</sup>, Longman Dictionary.

**Teaching aid** :

Capacity	Content
Identify	Words and expressions related to the items of citizenship: Emblems, flag, blason, national anthem, motto,
Use	The use of "Should"
Read	Reading comprehension.

**Competences** :

**Learning situation** :

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

### LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<b><u>Pre-activities</u></b>				
<b>124</b>	<b>Greeting</b>	Greets		
<b>125</b>	<b>Date</b>	Says and write	Date	
<b>126</b>	<b>Roll call</b>	Checks presence		
<b>127</b>	<b>warm up</b>	Gives a turn		
<b>128</b>	<b>Correction</b>	Asks to correct	Correction	
<b>129</b>	<b>Review</b>	Revision	Orally	
<b><u>Main Activities</u></b>				
<b><u>Activity I</u></b> Vocabulary <b>(The use of 3Ps)</b> (15 mn)		PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions	Vocabulary: Emblems are: Flag: Drawing Eg: Togo's flag is made up of four colours Blazon: Eg: National anthem: Eg: Motto: (devise): Eg: The motto of Togo is Labour-Liberty-Fatherland	

	and asks Ss to repeat. -Substitution drill -gives a sample of substitution drill		(travail-liberté-patrie) Armoiries: Eg:	
<b>Activity II</b> <b>Grammar:</b> <b>(The use of 3Ps)</b> (15 mn)	Uses 3ps *Presentation Introduces the new grammar point and check the understanding of students *Practice Make sentences with the new point *Production Asks students to produce their one sentences		<b>Grammar:</b> The use of "Should"	
<b>Activity III</b> <b>Reading comprehension</b>			Text: The republic of Togo Page 37 of English book APC 6 <sup>e</sup>	
<b>Post-Activities</b>				
<b>Evaluation</b>	Asks questions to check the understanding of students -which words do learn to day? -which grammar point do you learn today		Orally	
<b>Home work</b>	Copy the homework on the board			
<b>Warm down</b>	Strikes a song Recalls the next session and takes leave saying " goodbye			

## LESSON NOTE

**Card N°** : 41  
**School** : CEG Fidokpui  
**Class** : Form I  
**Teacher** : Mme NOBA  
**Date** :  
**Duration** : 55 min  
**N° of Ss** : B:..... G:.....  
**Sequence** : 2

**Theme VI** : CITIZENSHIP

**Lesson14** : The Emblems

**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 6<sup>e</sup>, Longman Dictionary.

**Teaching aid** :

Capacity	Content
Identify	Words and expressions related to the items of the citizenship: Value, to obey, to respect, to consider,
Use	The use of "Should not"
Read	Reading comprehension

**Competences** :

**Learning situation** :

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

## LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<b>Pre-activities</b>				
<b>130 Greeting</b>	Greets	Answer		
<b>131 Date</b>	Says and write	Repeat	Date	
<b>132 Roll call</b>	Checks presence	the date		
<b>133 warm up</b>	Gives a turn	Answer		
<b>134 Correction</b>	Asks to correct	Sing	Correction	
<b>135 Review</b>	Revision	Correct Review	Orally	
<b>Main Activities</b>				
<b>Activity I</b> Vocabulary <b>(The use of 3Ps)</b> (15 mn)	PRESENTATION STAGE -presents new items in context		Vocabulary: Value: Eg: To obey:	

	<p>using the appropriate teaching strategies: II- PRACTICE STAGE (Drills)</p> <ul style="list-style-type: none"> <li>-Repetition drill</li> <li>-says sentences containing new words/expressions and asks Ss to repeat.</li> <li>-Substitution drill</li> <li>-gives a sample of substitution drill</li> </ul>		<p>Eg: To respect: Eg: To consider: Eg:</p>	
<p><b>Activity II</b> <b>Grammar:</b> <b>(The use of 3Ps)</b> (15 mn)</p>	<p>Uses 3ps</p> <ul style="list-style-type: none"> <li>*Presentation</li> </ul> <p>Introduces the new grammar point and check the understanding of students</p> <ul style="list-style-type: none"> <li>*Practice</li> </ul> <p>Make sentences with the new point</p> <ul style="list-style-type: none"> <li>*Production</li> </ul> <p>Asks students to produce their one sentences</p>		<p>Grammar: the use of "Should not"</p>	
<p><b>Activity III</b> <b>Reading comprehension</b></p>			<p>Text: The republic of Togo Page 37 of English book APC 6<sup>e</sup></p>	
<b>Post-Activities</b>				
<p><b>Evaluation</b></p>	<p>Asks questions to check the understanding of students</p> <ul style="list-style-type: none"> <li>-which words do learn to day?</li> <li>-which grammar point do you learn today</li> </ul>		<p>Orally</p>	
<p><b>Home work</b></p>	<p>Copy the homework on the board</p>			

<b>Warm down</b>	Strikes a song Recalls the next session and takes leave saying “ goodbye			
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### LESSON NOTE

**Card N°** : 42  
**School** : CEG Fidokpui  
**Class** : Form I  
**Teacher** : Mme NOBA  
**Date** :  
**Duration** : 55 min  
**N° of Ss** : B:..... G:.....  
**Sequence** : 3

**Theme VI** : CITIZENSHIP

**Lesson14** : The Emblems

**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 6<sup>e</sup>, Longman Dictionary.

**Teaching aid** :

Capacity	Content
Identify	Words and expressions related to the items of citizenship: Patriot, patriotic patriotism, citizen citizenship,
Use	The use of simple past tense
Read	Reading comprehension

**Competences** :

**Learning situation** :

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

### LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<b>Pre-activities</b>				
136	<b>Greeting</b>	Greets	Answer	
137	<b>Date</b>	Says and write	Repeat	Date
138	<b>Roll call</b>	Checks presence	the date	
139	<b>warm up</b>	Gives a turn	Answer	
140	<b>Correction</b>	Asks to correct	Sing	Correction

141	Review	Revision	Correct Review	Orally	
<b><u>Main Activities</u></b>					
<b><u>Activity I</u></b> Vocabulary <b>(The use of 3Ps)</b> (15 mn)		PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss to repeat. -Substitution drill -gives a sample of substitution drill		Vocabulary: Patriot: Eg: Patriotic: Eg: Patriotism: Eg: Citizen: Eg Citizenship: Eg:	
<b><u>Activity II</u></b> <b>Grammar:</b> <b>(The use of 3Ps)</b> (15 mn)		Uses 3ps *Presentation Introduces the new grammar point and check the understanding of students *Practice Make sentences with the new point *Production Asks students to produce their one sentences		Grammar: The use of simple past tense	
<b><u>Activity III</u></b> <b>Reading comprehension</b>				<b>Text:</b> The republic of Togo (end) Page 37 of English book APC 6 <sup>e</sup> The colour of the Togo flag: Drown the flag of Togo.	
<b><u>Post-Activities</u></b>					

<b><u>Evaluation</u></b>	Asks questions to check the understanding of students -which words do learn to day? -which grammar point do you learn today		Orally	
<b><u>Home work</u></b>	Copy the homework on the board			
<b><u>Warm down</u></b>	Strikes a song Recalls the next session and takes leave saying “ goodbye			

### LESSON NOTE

**Card N°** : 43  
**School** : CEG Fidokpui  
**Class** : Form  
**Teacher :** Mme NOBA

**Date** :  
**Duration** : 55 min  
**N° of Ss** : B:..... G:.....  
**Sequence** : 1

**Theme VII** : THE HUMAN BODY AND BODY HYGIENE)

**Lesson15** : The human body

**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution6e, Longman Dictionary.

**Teaching aid** :

Capacity	Content
	Head: hair, ear, eye, face, forehead, chin, neck, tooth, lips, nose, mouth, tongue, chest
Use	The use of irregular plural
Song	My head

**Competences** :

**Learning situation** : Your brother Christian has difficulty to identify human body in English. With these words help him to identify them: head; eye;nose; mouth;lips;ears;tooth...

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

**LESSON ORGANISATION**

Stages	Teacher's role	Learner's role	Note on the board	Material										
<b>Pre-activities</b>														
<b>142 Greeting</b>	Greets	Answer												
<b>143 Date</b>	Says and write	Repeat	Date											
<b>144 Roll call</b>	Checks presence	the date												
<b>145 warm up</b>	Gives a turn	Answer												
<b>146 Correcti on</b>	Asks to correct	Sing	Correction											
<b>147 Review</b>	Revision	Correct	Orally											
<b>Main Activities</b>														
<b>Activity I</b> Vocabulary <b>(The use of 3Ps)</b> (15 mn)	PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss to repeat. -Substitution drill -gives a sample of substitution drill		Vocabulary: The Head: hair, ear, eye, face, forehead, chin, neck, tooth, lips, nose, mouth, tongue, chest Drown the head and put the different part.											
<b>Activity II</b> <b>Grammar:</b> <b>(The use of 3Ps)</b> (15 mn)	Uses 3ps *Presentation Introduces the new grammar point and check the		Grammar : The irregular plural <table border="1" style="margin-left: 20px;"> <tr> <td>Singular</td> <td>Plural</td> </tr> <tr> <td>A dress</td> <td>Dresses</td> </tr> <tr> <td>Bless</td> <td>Blesses</td> </tr> <tr> <td>Address</td> <td>Addresses</td> </tr> <tr> <td>Annex</td> <td>Annexes</td> </tr> </table>	Singular	Plural	A dress	Dresses	Bless	Blesses	Address	Addresses	Annex	Annexes	
Singular	Plural													
A dress	Dresses													
Bless	Blesses													
Address	Addresses													
Annex	Annexes													

	understanding of students *Practice Make sentences with the new point *Production Asks students to produce their one sentences		<table border="1"> <tr> <td></td> <td></td> </tr> <tr> <td>Stomach</td> <td>Stomachs</td> </tr> </table> NB: We must add « es » to nouns that end ch, sh, ss, x			Stomach	Stomachs	
Stomach	Stomachs							
<b>Activity III</b> <b>Song</b>			Song : my head					
<b>Post-Activities</b>								
<b>Evaluation</b>	Asks questions to check the understanding of students -which words do learn to day? -which grammar point do you learn today		Orally					
<b>Home work</b>	Copy the homework on the board		Homework: Found the plural of these words					
<b>Warm down</b>	Strikes a song Recalls the next session and takes leave saying “ goodbye							

## LESSON NOTE

**Card N°** : 44  
**School** : CEG Fidokpui  
**Class** : Form I  
**Teacher :** Mme NOBA

**Date** :  
**Duration** : 55 min  
**N° of Ss** : B:..... G:.....  
**Sequence** : 2

**Theme VII:** THE HUMAN BODY AND BODY HYGIENE

**Lesson15** : The human body

**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 6<sup>e</sup>, Longman Dictionary.

**Teaching aid** :

Capacity	Content
Identify	belly, back, arm, hand, finger, nail, leg, knee, foot, heal, toe.
Use	The use of irregular plural
Poem	Poem: My body

**Competences** :

**Learning situation** :

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

### LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<b><u>Pre-activities</u></b>				
<b>148</b> <b>g</b>	<b>Greetin</b> Greets Says and write	Answer Repeat	Date	
<b>149</b>	<b>Date</b> Checks presence	the date		
<b>150</b>	<b>Roll call</b> Gives a turn	Answer		
<b>151</b> <b>up</b>	<b>warm</b> Asks to correct Revision	Sing Correct	Correction Orally	
<b>152</b> <b>on</b>	<b>Correcti</b>	Review		
<b>153</b>	<b>Review</b>			
<b><u>Main Activities</u></b>				
<b><u>Activity I</u></b> Vocabulary <b>(The use of 3Ps)</b> (15 mn)	PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill		Vocabulary: belly, back, stomach, bottos length, knee, foot, heal, toe. Drown the human body and put the different part.	

	<p>-says sentences containing new words/expressions and asks Ss to repeat.</p> <p>-Substitution drill</p> <p>-gives a sample of substitution drill</p>																			
<p><b>Activity II</b>  <b>Grammar:</b>  <b>(The use of 3Ps)</b>  (15 mn)  The use of irregular plural</p>	<p>Uses 3ps</p> <p>*Presentation  Introduces the new grammar point and check the understanding of students</p> <p>*Practice  Make sentences with the new point</p> <p>*Production  Asks students to produce their one sentences</p>		<p>Grammar: irregular plural</p> <table border="1"> <tr> <th>Singular</th> <th>Plural</th> </tr> <tr> <td>Wife</td> <td>Wives</td> </tr> <tr> <td>Headscarf</td> <td>Headscarves</td> </tr> </table> <p>NB: We must change the "f" to "v" and add "es" at the end.</p> <p>Other plurals:</p> <table border="1"> <tr> <th>Singular</th> <th>Plural</th> </tr> <tr> <td>One man</td> <td>Two men</td> </tr> <tr> <td>One woman</td> <td>Two women</td> </tr> <tr> <td>One foot</td> <td>Two feet</td> </tr> <tr> <td>One child</td> <td>Two children</td> </tr> </table>	Singular	Plural	Wife	Wives	Headscarf	Headscarves	Singular	Plural	One man	Two men	One woman	Two women	One foot	Two feet	One child	Two children	
Singular	Plural																			
Wife	Wives																			
Headscarf	Headscarves																			
Singular	Plural																			
One man	Two men																			
One woman	Two women																			
One foot	Two feet																			
One child	Two children																			
<p><b>Activity III</b>  <b>Poem:</b></p>			<p><b>Poem:</b> My body  Page40 of English book 6e</p>																	
<b>Post-Activities</b>																				
<p><b>Evaluation</b></p>	<p>Asks questions to check the understanding of students</p> <p>-which words do learn to day?</p> <p>-which grammar point do you learn today</p>		Orally																	
<p><b>Home work</b></p>	<p>Copy the homework on the board</p>		<p>Homework:  Found the plural of these words:</p>																	



159	Review	Revision	Correct Review	Orally	
<b><u>Main Activities</u></b>					
<b><u>Activity I</u></b> Vocabulary <b>(The use of 3Ps)</b> (15 mn)		PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss to repeat. -Substitution drill -gives a sample of substitution drill		Vocabulary: the members of the body. The arm: we draw and put the different part The leg: we draw the leg and put the different part.	
<b><u>Activity II</u></b> <b>Grammar:</b> <b>(The use of 3Ps)</b> (15 mn)		Uses 3ps *Presentation Introduces the new grammar point and check the understanding of students *Practice Make sentences with the new point *Production Asks students to produce their one sentences		Grammar: I must You must He/ she/ it must We must They must	
<b><u>Activity III</u></b> <b>Poem:</b>				<b>Poem : My body</b> Page 40 of English book 6e	
<b><u>Post-Activities</u></b>					
<b><u>Evaluation</u></b>		Asks questions to check the understanding of students		Orally	

	-which words do learn to day? -which grammar point do you learn today			
<b><u>Home work</u></b>	Copy the homework on the board		<b>Homework:</b> Complete these sentences: I eat with my ----- ----- I taste with my ---- ----- I speak with my ---- ----- I see with my ----- ---	
<b><u>Warm down</u></b>	Strikes a song Recalls the next session and takes leave saying “ goodbye			

### LESSON NOTE

**Card N°** : 46  
**School** : CEG Fidokpui  
**Class** : Form I  
**Teacher :** Mme NOBA  
**Date** :  
**Duration** : 55 min  
**N° of Ss** : B:..... G:.....  
**Sequence** : 1

**Theme VII** : THE HUMAN BODY AND BODY HYGIENE

**Lesson16** : body hygiene

**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 6<sup>e</sup>, Longman Dictionary.

**Teaching aid** :

Capacity	Content
Identify	To take a bath, to cut one's nails, to wash one's hands, toothpaste
Use	The use of must to build sentences

Build	Building sentences
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**Competences** :

**Learning situation** :

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

### LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<b><u>Pre-activities</u></b>				
<b>160</b>	<b>Greeting</b>	Greets	Answer	
<b>161</b>	<b>Date</b>	Says and write	Repeat	Date
<b>162</b>	<b>Roll call</b>	Checks presence	the date	
<b>163</b>	<b>Warm up</b>	Gives a turn	Answer	
<b>164</b>	<b>Correction</b>	Asks to correct	Sing	Correction
<b>165</b>	<b>Review</b>	Revision	Correct Review	Orally
<b><u>Main Activities</u></b>				
<b><u>Activity I</u></b> Vocabulary <b>(The use of 3Ps)</b> (15 mn)	PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss to repeat. -Substitution drill -gives a sample of substitution drill		<b>Vocabulary :</b> <b>To take a bath</b> <b>Eg:</b> <b>To cut one's nails</b> <b>Eg:</b> <b>To wash one's hands</b> <b>Eg:</b> <b>To have one's hair cut</b> <b>Eg</b> <b>To wash one's mouth</b> <b>Eg:</b> <b>To brush one's teeth</b> <b>Eg:</b> <b>To wash clothes</b> <b>Eg;</b>	
<b><u>Activity II</u></b> <b>Grammar:</b> <b>(The use of 3Ps)</b> (15 mn)	Uses 3ps *Presentation Introduces the new grammar point and check		<b>Grammar:</b> The use of « must » to have to	

The use of must: to have to	the understanding of students *Practice Make sentences with the new point *Production Asks students to produce their one sentences		-You <b>must</b> comb your hairs before go to schoo. *You <b>have to</b> comb your hairs -You <b>must</b> brush your teeth when you get up * you <b>have to</b> brush your teeth when you get up. -You <b>must</b> wash your hands before and after eating *You <b>have to</b> wash your hands before and after eating	
<b>Activity III</b> <b>Building sentences</b>			Sentences: Every morning I brush my teeth. I must wash my uniform every Sunday Kofi combs is hair after taking his bath. Students must sweep the classroom. I cut my nails every Sunday.	
<b>Post-Activities</b>				
<b>Evaluation</b>	Asks questions to check the understanding of students -which words do learn to day? -which grammar point do you learn today		Orally	
<b>Home work</b>	Copy the homework on the board		Homework: Make up three sentences to say what you do every	

			morning before coming to school. Complete: Every morning I ---- ----- Every morning I ---- ----- Every morning I ---- -----	
<b>Warm down</b>	Strikes a song Recalls the next session and takes leave saying “ goodbye			

### LESSON NOTE

**Card N°** : 47  
**School** : CEG Fidokpui  
**Class** : Form I  
**Teacher** : Mme NOBA  
**Date** :  
**Duration** : 55 min  
**N° of Ss** : B:..... G:.....  
**Sequence** : 2

**Theme VII** : THE HUMAN BODY AND BODY HYGIENE

**Lesson16** : body hygiene

**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 6<sup>e</sup>, Longman Dictionary.

**Teaching aid** :

Capacity	Content
Identify	To shave, toilet paper, towel, blade, manicure set, razor
Use	The use irregular plural
Build	Build sentences

**Competences** :

**Learning situation** :

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

### LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material								
<b><u>Pre-activities</u></b>												
<b>166</b>	<b>Greeting</b>	Greets	Answer									
<b>167</b>	<b>Date</b>	Says and write	Repeat	Date								
<b>168</b>	<b>Roll call</b>	Checks presence	the date									
<b>169</b>	<b>warm up</b>	Gives a turn	Answer									
<b>170</b>	<b>Correction</b>	Asks to correct	Sing	Correction								
<b>171</b>	<b>Review</b>	Revision	Correct Review	Orally								
<b><u>Main Activities</u></b>												
<b><u>Activity I</u></b> Vocabulary <b>(The use of 3Ps)</b> (15 mn)		PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss to repeat. -Substitution drill -gives a sample of substitution drill		<b>Vocabulary:</b> <b>To shave:</b> <b>Eg:</b> <b>Toilet paper:</b> <b>Eg:</b> <b>Towel:</b> <b>Eg:</b> <b>Blade:</b> <b>Eg:</b> <b>Manicure set:</b> <b>Eg:</b> <b>Razor</b> <b>Eg:</b>								
<b><u>Activity II</u></b> <b>Grammar:</b> <b>(The use of 3Ps)</b> (15 mn)		Uses 3ps *Presentation Introduces the new grammar point and check the understanding of students *Practice Make sentences with the new point *Production		Grammar : The use of <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Singula</td> <td>Plural</td> </tr> <tr> <td>Baby</td> <td>babies</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </table> NB « y » become « i » and add es to nouns end of « y »	Singula	Plural	Baby	babies				
Singula	Plural											
Baby	babies											



Capacity	Content
Identify	Pair of scissors, to comb, perfume, to cover food, shampoo, toothpick
Use	Comparing two things
Build	Building sentences

**Competences** :

**Learning situation** :

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

### LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<b><u>Pre-activities</u></b>				
<b>172</b>	<b>Greeting</b>	Greets	Answer	
<b>173</b>	<b>Date</b>	Says and write	Repeat	Date
<b>174</b>	<b>Roll call</b>	Checks presence	the date	
<b>175</b>	<b>Warm up</b>	Gives a turn	Answer	
<b>176</b>	<b>Correction</b>	Asks to correct	Sing	Correction
<b>177</b>	<b>Review</b>	Revision	Correct Review	Orally
<b><u>Main Activities</u></b>				
<b><u>Activity I</u></b> Vocabulary <b>(The use of 3Ps)</b> (15 mn)	PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss to repeat. -Substitution drill -gives a sample of substitution drill		<b>Vocabulary:</b> <b>Pair of scissors:</b> <b>Eg:</b> <b>To comb:</b> <b>Eg:</b> <b>Perfume:</b> <b>Eg:</b> <b>To cover food:</b> <b>Eg:</b> <b>Shampoo:</b> <b>Eg:</b> <b>Toothpick:</b> <b>Eg:</b>	

<p><b>Activity II</b>  <b>Grammar:</b>  <b>(The use of 3Ps)</b>  (15 mn)</p>	<p>Uses 3ps  *Presentation  Introduces the new grammar point and check the understanding of students  *Practice  Make sentences with the new point  *Production  Asks students to produce their one sentences</p>		<p>Grammar :  Comparing two things  My leg is longer than my arm  Kofi's head is bigger than the head of his friend.</p>	
<p><b>Activity III</b>  <b>Building sentences</b></p>			<p><b>Building sentences</b>  :  I take my bath three times a day.  I brush my teeth after every meal</p>	
<b>Post-Activities</b>				
<p><b>Evaluation</b></p>	<p>Asks questions to check the understanding of students  -which words do learn to day?  -which grammar point do you learn today</p>		<p>Orally</p>	
<p><b>Home work</b></p>	<p>Copy the homework on the board</p>			
<p><b>Warm down</b></p>	<p>Strikes a song  Recalls the next session and takes leave saying “  goodbye</p>			

## LESSON NOTE

**Card N°** : 49  
**School** : CEG Fidokpui  
**Class** : Form I  
**Teacher** : Mme NOBA

**Date** :  
**Duration** : 55 min  
**N° of Ss** : B:..... G:.....  
**Sequence** : 1

**Theme VIII** : SPORTS AND GAMES

**Lesson17** : Importance of sports

**Reference** : Manuel de l'élève 5<sup>e</sup>, Programme éducatif 5<sup>e</sup>, Guide d'exécution 5<sup>e</sup>, Longman Dictionary.

**Teaching aid** :

Capacity	Content
Identify	To train, to run, runner, to jump, high/long jump
Use	The use of "some" "any" "a lot of"
Read	Reading comprehension

**Competences** :

**Learning situation** :

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

## LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<b>Pre-activities</b>				
<b>178 Greeting</b>	Greets	Answer		
<b>179 Date</b>	Says and write	Repeat	Date	
<b>180 Roll call</b>	Checks presence	the date		
<b>181 warm up</b>	Gives a turn	Answer		
<b>182 Correction</b>	Asks to correct	Sing	Correction	
<b>183 Review</b>	Revision	Correct Review	Orally	
<b>Main Activities</b>				
<b>Activity I</b> Vocabulary <b>(The use of 3Ps)</b> (15 mn)	PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills)		<b>Vocabulary:</b> <b>To train:</b> <b>Eg:</b> <b>To run:</b> <b>Eg:</b> <b>Runner:</b> <b>Eg:</b> <b>To jump:</b> <b>Eg:</b> <b>High/long jump:</b>	

	<ul style="list-style-type: none"> <li>-Repetition drill</li> <li>-says sentences containing new words/expressions and asks Ss to repeat.</li> <li>-Substitution drill</li> <li>-gives a sample of substitution drill</li> </ul>		Eg:	
<b>Activity II</b> <b>Grammar:</b> <b>(The use of 3Ps)</b> (15 mn)	Uses 3ps *Presentation Introduces the new grammar point and check the understanding of students *Practice Make sentences with the new point *Production Asks students to produce their one sentences		Grammar: the use of « some » « any » «a lot of » - There are a lot of players in the school. -I drink some water  -There isn't any water in the river	
<b>Activity III</b>				
<b><u>Post-Activities</u></b>				
<b><u>Evaluation</u></b>	Asks questions to check the understanding of students -which words do learn to day? -which grammar point do you learn today		Orally	
<b><u>Home work</u></b>	Copy the homework on the board		Homework: Use « some » « a lot of” “any to complete these sentences	
<b><u>Warm down</u></b>	Strikes a song Recalls the next session and takes leave saying “ goodbye			

## LESSON NOTE

<b>Card N°</b> : 50	<b>Date</b> :
<b>School</b> : CEG Fidokpui	<b>Duration</b> : 55 min
<b>Class</b> : Form I	<b>N° of Ss</b> : B:..... G:.....
<b>Teacher</b> : Mme NOBA	<b>Sequence</b> : 2

**Theme VIII** : SPORTS AND GAMES

**Lesson17** : Importance of sports

**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 6<sup>e</sup>, Longman Dictionary.

**Teaching aid** :

Capacity	Content
Identify	horse racing, cycling, game, field, athletics, athlete
Use	The use of simple past (regular verb)
Read	Reading comprehension

**Competences** :

**Learning situation** :

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

## LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<b>Pre-activities</b>				
184	Greeting	Greets	Answer	
185	Date	Says and write	Repeat	
186	Roll call	Checks presence	the date	
187	warm up	Gives a turn	Answer	
188	Correction	Asks to correct	Sing	
189	Review	Revision	Correct	Orally
			Review	
<b>Main Activities</b>				

<p><b>Activity I</b> Vocabulary <b>(The use of 3Ps)</b> (15 mn)</p>	<p>PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss to repeat. -Substitution drill -gives a sample of substitution drill</p>		<p><b>Vocabulary:</b> <b>Horse racing:</b> <b>Eg:</b> <b>Cycling:</b> <b>Eg:</b> <b>Game:</b> <b>Eg:</b> <b>Field:</b> <b>Eg:</b> <b>Athletics:</b> <b>Eg:</b> <b>Athlete:</b> <b>Eg:</b></p>																
<p><b>Activity II</b> <b>Grammar:</b> <b>(The use of 3Ps)</b> (15 mn) The use of simple past of regular verb</p>	<p>Uses 3ps *Presentation Introduces the new grammar point and check the understanding of students *Practice Make sentences with the new point *Production Asks students to produce their one sentences</p>		<p>Grammar: The use of the simple past of regular verb</p> <table border="1" data-bbox="901 1086 1260 1478"> <tr> <td>I</td> <td>Playe d</td> <td>Cooke d</td> </tr> <tr> <td>You</td> <td>Playe d</td> <td>Cooke d</td> </tr> <tr> <td>He/she/ it</td> <td>Playe d</td> <td>Cooke d</td> </tr> <tr> <td>We</td> <td>Playe d</td> <td>Cooke d</td> </tr> <tr> <td>They</td> <td>Playe d</td> <td>Cooke d</td> </tr> </table> <p>Formation: V (infinitive) + ed -Yesterday my mother cooked rice -Last year we played well football.</p>	I	Playe d	Cooke d	You	Playe d	Cooke d	He/she/ it	Playe d	Cooke d	We	Playe d	Cooke d	They	Playe d	Cooke d	
I	Playe d	Cooke d																	
You	Playe d	Cooke d																	
He/she/ it	Playe d	Cooke d																	
We	Playe d	Cooke d																	
They	Playe d	Cooke d																	
<p><b>Activity III</b></p>																			
<b>Post-Activities</b>																			
<p><b>Evaluation</b></p>	<p>Asks questions to check the understanding of students</p>		<p>Orally</p>																



## LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material														
<b><u>Pre-activities</u></b>																		
<b>190</b>	<b>Greeting</b>	Greets	Answer															
<b>191</b>	<b>Date</b>	Says and write	Repeat	Date														
<b>192</b>	<b>Roll call</b>	Checks presence	the date															
<b>193</b>	<b>warm up</b>	Gives a turn	Answer															
<b>194</b>	<b>Correctio</b>	Asks to correct	Sing	Correction														
<b>n</b>		Revision	Correct	Orally														
<b>195</b>	<b>Review</b>		Review															
<b><u>Main Activities</u></b>																		
<b><u>Activity I</u></b> Vocabulary <b>(The use of 3Ps)</b> (15 mn)	PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss to repeat. -Substitution drill -gives a sample of substitution drill		Vocabulary: Gymnastics: Demons Eg: Gymnasium: Eg: Games: Eg: Team: Eg: Equipment: Eg: To throw: Eg:															
<b><u>Activity II</u></b> <b>Grammar:</b> <b>(The use of 3Ps)</b> (15 mn)	Uses 3ps *Presentation Introduces the new grammar point and check the understanding of students *Practice Make sentences with the new point *Production Asks students to produce their one sentences		Grammar: The use simple past of irregular verb. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Simple present</td> <td>Simple past</td> </tr> <tr> <td>Eat</td> <td><b>Ate</b></td> </tr> <tr> <td>Go</td> <td><b>Went</b></td> </tr> <tr> <td>Buy</td> <td><b>Bought</b></td> </tr> <tr> <td>Sell</td> <td><b>Sold</b></td> </tr> <tr> <td>Come</td> <td><b>Came</b></td> </tr> <tr> <td>Drink</td> <td><b>Drank</b></td> </tr> </table> Eg: my mother <b>went</b> to the market Sunday. Eg: kofi ate rice	Simple present	Simple past	Eat	<b>Ate</b>	Go	<b>Went</b>	Buy	<b>Bought</b>	Sell	<b>Sold</b>	Come	<b>Came</b>	Drink	<b>Drank</b>	
Simple present	Simple past																	
Eat	<b>Ate</b>																	
Go	<b>Went</b>																	
Buy	<b>Bought</b>																	
Sell	<b>Sold</b>																	
Come	<b>Came</b>																	
Drink	<b>Drank</b>																	

			Eg: I <b>drank</b> beer at the fest. My father <b>bought</b> a new car.	
<b>Activity III</b>				
<b>Post-Activities</b>				
<b>Evaluation</b>	Asks questions to check the understanding of students -which words do learn to day? -which grammar point do you learn today		Orally	
<b>Home work</b>	Copy the homework on the board		Homework: Put these sentences in simple past I buy a new bicycle Kodjo sells shoes Students learn on the compound	
<b>Warm down</b>	Strikes a song Recalls the next session and takes leave saying “ goodbye			

### LESSON NOTE

**Card N°** : 52  
**School** : CEG Fidokpui  
**Class** : Form I  
**Teacher** : Mme NOBA

**Date** :  
**Duration** : 55 min  
**N° of Ss** : B:..... G:.....  
**Sequence** : 1

**Theme VIII** : **SPORTS AND GAMES**

**Lesson18** : School competitions

**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution6e, Longman Dictionary.

**Teaching aid** :

Capacity	Content
Identify	swimming, medal, tennis, table tennis, javelin, basketball,
Use	The use of simple past
Read	Reading comprehension

**Competences** :

**Learning situation** :

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

### LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material		
<b>Pre-activities</b>						
<b>196</b>	<b>Greeting</b>	Greets	Answer			
<b>197</b>	<b>Date</b>	Says and write	Repeat	Date		
<b>198</b>	<b>Roll call</b>	Checks presence	the date			
<b>199</b>	<b>warm up</b>	Gives a turn	Answer			
<b>200</b>	<b>Correction</b>	Asks to correct	Sing	Correction		
<b>n</b>		Revision	Correct	Orally		
<b>201</b>	<b>Review</b>		Review			
<b>Main Activities</b>						
<b>Activity I</b> Vocabulary <b>(The use of 3Ps)</b> (15 mn)	PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss to repeat. -Substitution drill -gives a sample of substitution drill		Vocabulary : <b>Swimming</b> <b>Eg:</b> <b>Medal:</b> <b>Eg:</b> <b>Tennis:</b> <b>Eg:</b> <b>Table tennis:</b> <b>Eg:</b> <b>Javelin:</b> <b>Eg:</b> <b>Basketball:</b> <b>Eg:</b>			
<b>Activity II</b> <b>Grammar:</b> <b>(The use of 3Ps)</b> (15 mn)	Uses 3ps *Presentation Introduces the new grammar		Grammar: The use of the simple past <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td>Simple present</td> <td>Simple past</td> </tr> </table>	Simple present	Simple past	
Simple present	Simple past					

	<p>point and check the understanding of students</p> <p>*Practice Make sentences with the new point</p> <p>*Production Asks students to produce their one sentences</p>		<p>Students play games</p> <p>I run to the playground</p> <p>Children go out for games</p> <p>Kofi walk quickly to the classroom</p> <p>We won the cup last year</p>	
<b>Activity III</b>				
<b>Post-Activities</b>				
<b>Evaluation</b>	<p>Asks questions to check the understanding of students</p> <p>-which words do learn to day?</p> <p>-which grammar point do you learn today</p>		Orally	
<b>Home work</b>	Copy the homework on the board		<p>Homework:</p> <p>Put these sentences into simple past or into simple present.</p> <p>1-He looked at the horses and riders</p> <p>2-My uncle insult his son.</p> <p>3-She went to Accra last week end.</p> <p>4-The club had money yesterday</p>	
<b>Warm down</b>	<p>Strikes a song</p> <p>Recalls the next session and takes</p>			



<p><b>Activity I</b> Vocabulary <b>(The use of 3Ps)</b> (15 mn)</p>	<p>PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss to repeat. -Substitution drill -gives a sample of substitution drill</p>		<p><b>Vocabulary:</b> <b>Volleyball</b> <b>Eg:</b> <b>Tournament</b> <b>Eg:</b> <b>Club:</b> <b>Eg:</b> <b>Handball</b> <b>Eg:</b> <b>Competitor</b> <b>Eg:</b> <b>Supporters:</b> <b>Eg:</b> <b>Defeat</b> <b>Eg:</b></p>	
<p><b>Activity II</b> <b>Grammar:</b> <b>(The use of 3Ps)</b> (15 mn)</p>	<p>Uses 3ps *Presentation Introduces the new grammar point and check the understanding of students *Practice Make sentences with the new point *Production Asks students to produce their one sentences</p>		<p><b>Grammar:</b> The use of « because » to express the simple past Kofi came late at school <b>because</b> he didn't wake up early I was late <b>because</b> my mother was sick. I cooked a lot of food <b>because</b> I was hungry.</p>	
<b>Activity III</b>				
<b>Post-Activities</b>				
<p><b>Evaluation</b></p>	<p>Asks questions to check the understanding of students -which words do learn to day? -which grammar point do you learn today</p>		<p>Orally</p>	



209 ate	D	Checks presence Gives a turn	Repeat the date		
210 oll call	R	Asks to correct Revision	Answer Sing	Correction Orally	
211 arm up	w		Correct Review		
212 orrecti on	C				
213 eview	R				
<b>Main Activities</b>					
<b>Activity I</b> Vocabulary (The use of 3Ps) (15 mn)		PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss to repeat. -Substitution drill -gives a sample of substitution drill		<b>Vocabulary:</b> <b>A prize:</b> <b>Eg:</b> <b>To score:</b> <b>Eg:</b> <b>A winner:</b> <b>Eg:</b> <b>A loser</b> <b>Eg:</b> <b>A trophy</b> <b>Eg:</b> <b>Red card:</b> <b>Eg:</b> <b>Yellow card:</b> <b>Eg:</b>	
<b>Activity II</b>					
<b>Activity III</b>					
<b>Post-Activities</b>					
<b>Evaluation</b>		Asks questions to check the understanding of students -which words do learn to day? -which grammar point do you learn today		Orally	
<b>Home work</b>		Copy the homework on the board			
<b>Warm down</b>		Strikes a song Recalls the next session and takes leave saying “ goodbye			

## LESSON NOTE

**Card N°** : 55 **Date** :  
**School** : CEG Fidokpui **Duration** : 55 min  
**Class** : Form I **N° of Ss** : B:..... G:.....  
**Teacher** : Mme NOBA **Sequence** : 1

**Theme IX:** Fruits and vegetables

**Lesson19** : Fruits and vegetables market

**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 6<sup>e</sup>, Longman Dictionary.

**Teaching aid** :

Capacity	Content
Identify	<b>Fruits:</b> mango, orange, apple, pineapple, lemon, banana, avocado/pear, grapefruit, coconut, raisin,
Use	The use of comparative of superlative adjectives
Read	Reading comprehension

**Competences** :

**Learning situation** :

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

### LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<b><u>Pre-activities</u></b>				
<b>214</b>	<b>Greeting</b>	Greets	Answer	
<b>215</b>	<b>Date</b>	Says and write	Repeat	Date
<b>216</b>	<b>Roll call</b>	Checks presence	the date	
<b>217</b>	<b>warm up</b>	Gives a turn	Answer	
<b>218</b>	<b>Correction</b>	Asks to correct	Sing	Correction
<b>219</b>	<b>Review</b>	Revision	Correct Review	Orally
<b><u>Main Activities</u></b>				
<b>Activity I</b>	PRESENTATION		Vocabulary : <b>Fruits</b>	
Vocabulary	STAGE		:	

<p><b>(The use of 3Ps)</b> (15 mn)</p>	<p>-presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss to repeat. -Substitution drill -gives a sample of substitution drill</p>		<p>mango, orange, apple, pineapple, lemon, banana, avocado/pear, grapefruit, coconut, raisin, pawpaw</p>	
<p><b>Activity II</b> <b>Grammar:</b> <b>(The use of 3Ps)</b> (15 mn)</p>	<p>Uses 3ps *Presentation Introduces the new grammar point and check the understanding of students *Practice Make sentences with the new point *Production Asks students to produce their one sentences</p>		<p><b>Grammar:</b> The use of comparative of superlative adjectives</p>	
<p><b>Activity III</b></p>				
<b>Post-Activities</b>				
<p><b>Evaluation</b></p>	<p>Asks questions to check the understanding of students -which words do learn to day? -which grammar point do you learn today</p>		<p>Orally</p>	
<p><b>Home work</b></p>	<p>Copy the homework on the board</p>			
<p><b>Warm down</b></p>	<p>Strikes a song</p>			



223	warm up	Gives a turn	Answer		
224	Correction	Asks to correct	Sing	Correction	
225	Review	Revision	Correct Review	Orally	
<b>Main Activities</b>					
<b>Activity I</b> Vocabulary <b>(The use of 3Ps)</b> (15 mn)		PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss to repeat. -Substitution drill -gives a sample of substitution drill		<b>Vocabulary :</b> <b>Vegetables:</b> lettuce, cabbage, pepper, bean, green bean, soya bean, carrot, onion,	
<b>Activity II</b> <b>Grammar:</b> <b>(The use of 3Ps)</b> (15 mn)		Uses 3ps *Presentation Introduces the new grammar point and check the understanding of students *Practice Make sentences with the new point *Production Asks students to produce their one sentences		Grammar: The use of why, who, how, which; what.....	
<b>Activity III</b>					
<b>Post-Activities</b>					
<b>Evaluation</b>		Asks questions to check the understanding of students -which words do learn to day?		Orally	

	-which grammar point do you learn today			
<b>Home work</b>	Copy the homework on the board			
<b>Warm down</b>	Strikes a song Recalls the next session and takes leave saying “ goodbye			

### LESSON NOTE

**Card N°** : 57  
**School** : CEG Fidokpui  
**Class** : Form I  
**Teacher** : Mme NOBA

**Date** :  
**Duration** : 55 min  
**N° of Ss** : B:..... G:.....  
**Sequence** : 3

**Theme IX** : Fruits and vegetables

**Lesson19** : Fruits and vegetables market

**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 5e, Longman Dictionary.

**Teaching aid** :

Capacity	Content
Identify	Vegetables : groundnut/peanut, green peas, garlic, spinach, wheat, tomato
Use	The use of how many; how much
Read	Comprehension

**Competences** :

**Learning situation** :

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

### LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
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<b>Pre-activities</b>					
<b>226</b>	<b>Greeting</b>	Greets	Answer		
<b>227</b>	<b>Date</b>	Says and write	Repeat	Date	
<b>228</b>	<b>Roll call</b>	Checks presence	the date		
<b>229</b>	<b>warm up</b>	Gives a turn	Answer		
<b>230</b>	<b>Correction</b>	Asks to correct	Sing	Correction	
<b>231</b>	<b>Review</b>	Revision	Correct Review	Orally	
<b>Main Activities</b>					
<b>Activity I</b> Vocabulary <b>(The use of 3Ps)</b> (15 mn)		PRESENTATION STAGE -presents new items in context using the appropriate teaching strategies: II- PRACTICE STAGE (Drills) -Repetition drill -says sentences containing new words/expressions and asks Ss to repeat. -Substitution drill -gives a sample of substitution drill		Vocabulary : groundnut/peanut, green peas, garlic, spinach, wheat, tomato	
<b>Activity II</b> <b>Grammar:</b> <b>(The use of 3Ps)</b> (15 mn)		Uses 3ps *Presentation Introduces the new grammar point and check the understanding of students *Practice Make sentences with the new point *Production Asks students to produce their one sentences		Grammar: The use of “how many”; “how much”	
<b>Activity III</b>					
<b>Post-Activities</b>					
<b>Evaluation</b>		Asks questions to check the		Orally	

	understanding of students -which words do learn to day? -which grammar point do you learn today			
<b>Home work</b>	Copy the homework on the board			
<b>Warm down</b>	Strikes a song Recalls the next session and takes leave saying “ goodbye			

### LESSON NOTE

**Card N°** :  
**School** : CEG Fidokpui  
**Class** : Form  
**Teacher** : Mme NOBA  
**Date** :  
**Duration** : 55 min  
**N° of Ss** : B:..... G:.....  
**Sequence** :

**Theme I** :  
**Lesson1** :  
**Reference** : Manuel de l'élève 6<sup>e</sup>, Programme éducatif 6<sup>e</sup>, Guide d'exécution 6<sup>e</sup>, Longman Dictionary.  
**Teaching aid** :

Capacity	Content

**Competences** :

**Learning situation** :

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

### LESSON ORGANISATION

Stages	Teacher's role	Learner's role	Note on the board	Material
<b><u>Pre-activities</u></b>				
<b>232</b>	<b>Greeting</b>	Greets	Answer	
<b>233</b>	<b>Date</b>	Says and	Repeat	Date
<b>234</b>	<b>Roll call</b>	write	the date	
<b>235</b>	<b>warm up</b>	Checks	Answer	
<b>236</b>	<b>Correction</b>	presence	Sing	Correction
<b>237</b>	<b>Review</b>	Gives a turn Asks to correct Revision	Correct Review	Orally
<b><u>Main Activities</u></b>				
<b><u>Activity I</u></b>				
<b><u>Activity II</u></b>				
<b><u>Activity III</u></b>				
<b><u>Post-Activities</u></b>				
<b><u>Evaluation</u></b>				
<b><u>Home work</u></b>				
<b><u>Warm down</u></b>				

### **LESSON NOTE**

**Card N°** :

**School** : CEG Fidokpui

**Class** : Form

**Teacher** : Mme NOBA

**Date** :

**Duration** : 55 min

**N° of Ss** : B:..... G:.....

**Sequence** :

**Theme I** :

**Lesson1** :

**Reference** : Manuel de l'élève 5<sup>e</sup>, Programme éducatif 5<sup>e</sup>, Guide d'exécution 5<sup>e</sup>, Longman Dictionary.

**Teaching aid** :

Capacity	Content

**Competences** :

**Learning situation** :

**Teaching strategies** : Individual / Pair / Group work / 3 Ps

**LESSON ORGANISATION**

Stages	Teacher's role	Learner's role	Note on the board	Material
<b><u>Pre-activities</u></b>				
<b>238</b>	<b>Greeting</b>	Greets	Answer	
<b>239</b>	<b>Date</b>	Says and	Repeat	Date
<b>240</b>	<b>Roll call</b>	write	the date	
<b>241</b>	<b>warm up</b>	Checks	Answer	
<b>242</b>	<b>Correction</b>	presence	Sing	Correction
<b>243</b>	<b>Review</b>	Gives a turn	Correct	Orally
		Asks to correct revision	Review	
<b><u>Main Activities</u></b>				
<b><u>Activity I</u></b>				
<b><u>Activity II</u></b>				
<b><u>Activity III</u></b>				
<b><u>Post-Activities</u></b>				
<b><u>Evaluation</u></b>				
<b><u>Home work</u></b>				
<b><u>Warm down</u></b>				