

LESSON CARD

CARD NO: 1

DATE

TEACHER: ABOGLO Kodjovi Séna.

DURATION : 55 min

SCHOOL: CS ESSO

SEQUENCE1:

FORM: 2

CLASS SIZE:.....B.....G.....

THEME1: MAN'S MOVEMENTS

LESSON1: ON THE ROAD

TEACHING AIDS: Visual Aids (Images), Drawings, Realia

REFERENCES : Programme Educatif 5ème, Guide d'Exécution 5ème, EFSA BK2, Oxford Advanced Learners Dictionary

CAPACITIES	CONTENTS
Recognize	-Words and expressions related to the traffic: road, avenue, asphalt/tarred road, roundabout, car, traffic -The use of the temporal "when" in the sentences
Use	-Orally and in writing Words and expressions related to the traffic -The temporal "when" to describe actions
Listen	-To a short passage related wto the traffic and answer the questions
Write	-A short passage related to the traffic

Competence1 Handle orally a language structure in a communicative situation by means of a simple language

Learning Situation : Koffi is a student in form II. Tomorrow morning they are going to have course on the road traffic. So, the teacher gave them homework to find words and expressions related to the road traffic. Help Koffi select from the list of word and expressions below, the words and expressions related to the road traffic.

List: traffic lights, trees, to speed, roundabout, taxi, tarred road, football, to dance, slow and heavy traffic, crossroads, road accidents, road regulations, etc...

Woking and teaching strategies: 3PS, Pair and group work

LESSON ORGANIZATION

PRE-ACTIVITIES

Stages/Timing	Teacher's Role	Learners 'Role	Notes on board	Materials
1-Greetings 2-Roll check 3-Date 4-Warm up	-Greet the students -Checks presence -Asks the date -Gives a tune	-Answer greeting -Answer the call -Say and write the date -Sing the song	Date	

MAIN ACTIVITIES

Learning Situation	Teacher's Role	Learners 'Role	Learning Situation	Materials
<u>I-Vocabulary</u>	<p>-Presents the L.S, gives instructions -Monitors and helps</p> <p><u>Presentation</u> -Presents new words in context -Pronounces the words -Makes model sentences -Asks comprehension questions Eg : Where do cars and motorbikes pass?</p> <p><u>Practice</u> -Repetition drills -Makes sentences with the newly taught words</p> <p><u>Production</u> -Invites students to make their own sentences with</p>	<p>-Follow</p> <p>-Work in groups of 4/5</p> <p>-Listen carefully</p> <p>-Listen and repeat -Listen and repeat -Answer questions</p> <p>-Listen and repeat</p> <p>-Make sentences</p>	<p>Learning Situation</p> <p><u>Vocabulary</u> 1-A road (n): VA/drawing Eg: Cars, motorbikes bicycles and men pass on the road. 2-An avenue (n): VA&Def Def : A small and beautiful road in the town with houses and trees on each side.(=street) 3-A tarred road/An asphalt road(n) <i>opp</i> _An untarred road/A a unasphalt road(n): VA Eg: Ségbé road is a tarred road 4-A roundabout (n): VA/drawing Eg: Colombe de la Paix is a roundabout. 5-A car(n) VA/realia/drawing Eg: Last Friday my mother travelled to Lomé by car. 6-A traffic(n): VA & Def Def : The traffic is the movements of cars, motorbikes, bicycles and men on the roads. Eg: the traffic is dense this morning.</p> <p>-Model sentences</p> <p>Students' best sentences</p> <p>Grammar: The use of Simple Present tense.</p>	<p>Visual Aids Pictures Drawings</p>

<p>II-Grammar The use Simple Present tense.</p> <p>III-Listening Comprehension</p>	<p>the newly taught words</p> <p>Presentation -Presents the new structure in a context -Gives modal sentences</p> <p>-Asks verification questions Eg : Who travels to Lomé? What will he buy? -Asks questions on the structure Where is the position of “when”? What is the tense in the first sentence? What is the tense in the second sentence?</p> <p>Practice -<u>Repetition drills</u> -Makes 2 sentences and have the students repeat Eg: When Afi is hungry, she will eat food. When it is 12 O’clock, we will go home. -Tells the students to put “when” at the middle and take back the sentences -<u>Substitution drills</u> -Gives 2 sentences and asks students to complete the cue the corresponding word Eg: 1-When my mother...to the market, she...buy fruits.(will/goes/go) 2-When the traffic...calm, we...move.(is/are/will)</p> <p>Production -Invites the students to make their own sentences using the newly taught structure</p> <p>-Gives the objectives of the activity and makes the instructions clear</p>	<p>-Follow carefully</p> <p>-Listen and repeat</p> <p>-Answer questions</p> <p>-Answer questions</p> <p>-Listen and repeat</p> <p>-Take back the sentences</p> <p>-Complete the sentences</p> <p>-Make sentences</p> <p>-Listen carefully</p>	<p>Koffi reads well Ali always comes to school late. Note: ordinary verbs take "s" at the 3rd person singular (he, she, it) *When the verb ends with "y"and is preceded by a vowel, it takes "s" too. Eg: the teacher often says silence. Alice plays every day with her friends. * When the verb ends with "y"and is preceded by a consonant, we change "y" into "ies". To cry, to carry, to fly... Eg: The baby cries The woman carries the baby. The plane flies *When the verb ends with : o, ss, sh, ch, x, z. it takes "es" at the 3rd person singular (he, she, it) Eg: to go, to miss, to punish, to catch, to mix, to buzz. He,she, it goes, misses, punishes, catches, mixes, buzzes.</p> <p>-The sentences</p> <p>-The students’ good sentences</p> <p>Passage: The traffic of my town My town is called Osungu. In this town, there are many tarred roads and many beautiful avenues. Every day, the traffic is slow and heavy in the morning and at midday. It is very difficult for people to move but the police officers stop the cars for the students pass.</p>	
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	<p>-Write the title of the passage on the board</p> <p>-Reads the passage 3 times at a normal speed</p> <p>-Asks questions</p> <p>Questions</p> <p>1-Choose the correct answer The name of my town is: a-Ushango, b-Osungo, c-Oshogbo</p> <p>2-There are many asphalt roads in my town. True or False?</p> <p>3-How is the traffic in the morning and at midday?</p> <p>4-What do the police officers do?</p>	<p>-Think about the passage</p> <p>-Listen carefully</p> <p>-Answer questions</p>	<p>NB: In vocabulary number(1),the teacher must insist on the different parts of the road in the drawing: the <u>roadway</u>(la chaussée), the <u>sidewalks/pavements</u>(les trottoirs)</p>	
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POST ACTIVITIES

<p><u>Recapitulation</u></p> <p><u>Evaluation</u></p> <p><u>Remediation</u></p> <p><u>Homework</u></p> <p><u>Warm down</u></p>	<p>-Recalls the main points of the lesson</p> <p>-Asks questions on the lesson</p> <p>-Makes comment on the students' answers</p> <p>-Writes the homework on the bb</p> <p>-Gives a tune</p>	<p>-Listen</p> <p>-Answer questions</p> <p>-Listen and take note</p> <p>-Copy the homework</p> <p>-Sing the song</p>	<p><u>Homework</u></p> <p>Put the following verbs in simple présent tense.</p> <p>1- Dad always (to buy) cakes. 2- The bully (to push) me from the stairs. 3- The pilot (to fly) the plane. 4- we (to sing) the national anthem. 5- Koffi (to marry) Denise 6- The boy (to fix) the car 7- She never (do) her work. 8- The cat always (to catch) mice in the kitchen.</p>	
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LESSON CARD

CARD NO 2:

DATE:

TEACHER : MR ABOGLO Kodjovi Séna.

DURATION : 55 min

SCHOOL : CS ESSO

SEQUENCE 2:

FORM: 2

CLASS

SIZE:.....B.....G.....

THEME1: MAN'S MOVEMENTS

LESSON 1: ON THE ROAD

TEACHING AIDS Visual Aids (Images), Drawings, Realia

REFERENCES: Programme Educatif 5ème, Guide d'Exécution 5ème, EFSA BK2, Oxford Advanced Learners Dictionary

CAPACITIES	CONTENTS
Recognize	-Words and expressions related to the traffic: pedestrian, traffic lights, crossroads, road regulations, an accident, to cross the road, to speed, to slow down, etc... -The use of the temporal "as soon as"
Use	-Orally and in writing Words and expressions related to the traffic -The temporal "as soon as" to describe actions
Write	-A short passage describing the road traffic

LESSON ORGANIZATION

PRE-ACTIVITIES

Stages/Timing	Teacher's Role	Learners' Role	Notes on board	Materials
1-Greetings 2-Roll check 3-Date 4-Warm up 5-Homework correction	-Greet the students -Checks presence -Asks the date -Gives a tune	-Answer greeting -Answer the call -Say and write the date -Sing the song	Date	

MAIN ACTIVITIES

<p><u>I-</u> <u>Vocabulary</u></p>	<p><u>Presentation</u> -Presents new words in context -Pronounces the words -Makes model sentences -Asks comprehension questions Eg : How does Ali go to school? How do we call someone who goes on foot? On which part of the road does a pedestrian walk? <u>Practice</u> -Repetition drills -Makes sentences with the newly taught words <u>Production</u> -Invites students to make their own sentences with the newly taught words</p>	<p>-Listen carefully -Listen and repeat -Listen and repeat -Answer questions</p>	<p><u>I-Vocabulary</u> <u>1-A pedestrian</u>(n): Demonstration Eg: Every day Ali goes to school on foot, he is a pedestrian. <u>2-The traffic lights</u>(n) VA/drawing Eg the car will stop at the roundabout when the traffic light is red. <u>A crossroad</u> (n): VA/drawing= road junction Eg Ali's father sells bicycles near the CEET crossroad. <u>3-To cross the road</u>(V): demonstration Eg: Before I cross the road, I look at my right and my left. <u>4-The road regulations</u>(n): translation=le code de la route Eg : When people respect the road regulations, there will not be many accidents. <u>5-To speed</u>(v): Expl/Syn= to go fast Eg: When you speed on the road, you will have a terrible accident.</p>	
<p><u>II-</u> <u>Grammar:</u> The use of the temporal "as soon as, when, until"</p>	<p><u>Presentation</u> -Presents the new structure in a context -Gives modal sentences -Asks verification questions Eg: When will the passengers get out? Where will the car stop? <u>Practice</u> -Repetition</p>	<p>-Listen and repeat -Follow carefully -Listen and repeat -Answer questions</p>	<p><u>Grammar :The use of temporal "as soon as, when, until"</u> <u>Model sentences</u> 1-As soon as the bus stops, the passengers will get out in the station. 2-As soon as the teacher comes, we will start the lesson. When it is twelve o'clock, the students will go home. I will not leave here until I get my suitcase. <u>Rule: As soon as/when/until + simple present+ simple future</u> Simple Future + As soon as/When/until + Simple Present</p>	

<p>III-Writing: Jumbled sentences</p>	<p><u>drills</u> -Makes 2 sentences and have the students repeat Eg: As soon as Ali arrives, we will play football As soon I go to Lomé, I will visit the sea.</p> <p><u>-Substitution drills</u> -Gives 2 sentences and asks students to complete the cue the corresponding word Eg: 1-As soon as my mother...to the market, she...buy fruits.(will/goes /go) 2-As soon as the light ...green, the car...move.(is/a re/will)</p> <p>Production -Invites the students to make their own sentences using the newly taught structure</p> <p>-Writes the jumbled sentences on the blackboard -Gives instructions</p> <p>-Tells the students to be</p>	<p>-Repeat the sentences</p> <p>-Complete the sentences</p> <p>-Make sentences</p> <p>-Follow</p> <p>-Listen carefully</p> <p>-Listen carefully</p>	<p>-Students' sentences</p> <p><u>PASSAGE:</u> Road regulations</p> <p>On the road, the pedestrians walk on the pavements and/ At the crossroad as soon as the light is red the cars will stop /the cars move on the roadway. / and the pedestrians will move.</p>	
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	in group of 5 and to order the sentences in order to have a meaningful paragraph			
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POST ACTIVITIES

<u>Recapitulation</u>	-Recalls the main points of the lesson	-Listen	<u>Homework</u> Build/make correct sentences with: to speed, to cross, crossroad	
<u>Evaluation</u>	-Asks questions on the lesson	-Answer questions		
<u>Remediation</u>	-Makes comment on the students' answers	-Listen and take note		
<u>Homework</u>	-Writes the homework on the bb	-Copy the homework		
<u>Warm down</u>	-Gives a tune	-Sing the song		

LESSON CARD

CARD NO 3:

DATE

TEACHER : MR ABOGLO Kodjovi Séna

DURATION: 55min

SCHOOL : CS ESSO

SEQUENCE 3:

FORM: 2

CLASS SIZE:.....B.....G.....

THEME 1: MAN'S MOVEMENTS

LESSON 1: ON THE ROAD

TEACHING AIDS: Visual Aids (Images), Drawings, Realia

REFERENCES: Programme Educatif 5ème, Guide d'Exécution 5ème, EFSA BK2, Oxford Advanced Learners Dictionary

CAPACITIES	CONTENTS
Recognize	-Words and expressions related to the traffic: a helmet, to slow down, a car-crash, to run into, to hit, to run over etc... -The use of the temporal "while"
Use	-Orally and in writing Words and expressions related to the traffic -The temporal "while" to describe actions
Read	-A short passage describing some aspects of the road traffic and answer questions

LESSON ORGANIZATION

PRE-ACTIVITIES

Stages/Timing	Teacher's Role	Learners' Role	Notes on board	Materials
1-Greetings 2-Roll check 3-Date 4-Warm up 5-Homework correction	-Greet the students -Checks presence -Asks the date -Gives a tune -Corrects homework	-Answer greeting -Answer the call -Say and write the date -Sing the song -Take note	Date	

MAIN ACTIVITIES

<p><u>I-Vocabulary</u></p>	<p><u>Presentation</u> -Presents new words in context -Pronounces the words -Makes model sentences -Asks comprehension questions Eg: What does my father wear before going out?</p> <p><u>Practice</u> -Repetition drills -Makes sentences with the newly taught words</p> <p><u>Production</u> -Invites students to make their own sentences with the newly taught words</p>	<p>-Listen carefully -Listen and repeat -Listen and repeat -Answer questions -Listen and repeat -Make sentences</p>	<p><u>I-Vocabulary</u></p> <p><u>1-A helmet</u> (n): realia Eg: My father always wears his helmet before going out. <u>2-To slow down</u> (v): Demonstration <u>opp To speed up</u> Eg: The driver slows down at the crossroad. <u>3-A car crash</u> (n): Explanation Eg Last Friday there was a car crash in Faille d’Aledjo and many people died. <u>4-To run into</u>(v): Translation <u>entrer collision/ cogner</u> Eg: There is an accident; a car runs into a tree because the driver is sleeping. <u>5-To hit</u>(V) situation FR (frapper/tamponner) Eg: Afi was hit by the motorbike because she did not look well before crossing the road. <u>6-To run over</u>(V): <u>syn To drive over</u> translation FR (marcher sur/écraser) Eg: The car runs over a dog.</p>	
<p><u>II-Grammar</u> <u>the use of the temporal “while”</u></p>	<p><u>Presentation</u> -Presents the new structure in a context -Gives modal sentences -Asks verification questions Eg: when do the pedestrians stop?</p> <p><u>Practice</u> -Repetition drills -Makes 2 sentences and have the students repeat Afi went to the party, while her parents were sleeping.</p> <p>-Substitution drills -Gives 2 sentences and asks students to complete the cue the corresponding word Eg: 1-While it... raining, the children stay at</p>	<p>-Follow carefully -Listen and repeat -Answer questions -Repeat the sentences -Complete the sentences</p>	<p><u>II-Grammar</u> : <u>The use of “while”</u> <u>Model sentences</u> -While the driver was speeding, he ran over a dog. Afi went out to the party while her parents were sleeping.</p> <p><u>Rules:</u> -While+ past continuous+ simple past Simple Past + While + Past Continuous.</p>	

<p>III-Reading: Read and look up</p>	<p>home.(is/are/was) 2-While the driver...sleeping, he ran into a hall.(is/were/was)</p> <p>Production -Invites the students to make their own sentences using the newly taught structure</p> <p>-Divides the passage into sense groups</p> <p>-Gives instructions</p> <p>-Make sign</p> <p>-Make sign NB: The teacher can decide to deal with dictation after the reading and look up activity if there is time.</p>	<p>-Make sentences</p> <p>-Slice the passage using slashes</p> <p>-Listen carefully</p> <p>-Read the sense group</p> <p>-Stop reading and say loudly the sense group</p>	<p>-Students' sentences</p> <p>Text : Anani's first day in the town One day,/ Anani went/ to the town/ to visit his uncle. He could not/ walk alone/ on the road/ because the traffic was heavy/ and dangerous/ so he could not/ cross the road alone./ His cousin Yovo/ helped him/ to cross the road./ Anani did not/ enjoy that visit/ because there are/ too many accidents/ in the town.</p>	
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POST ACTIVITIES

<p><u>Recapitulation</u></p> <p><u>Evaluation</u></p> <p><u>Remediation</u></p> <p><u>Warm down</u></p>	<p>-Recalls the main points of the lesson</p> <p>-Asks questions on the lesson</p> <p>-Makes comment on the students' answers</p> <p>-Gives a tune</p>	<p>-Listen</p> <p>-Answer questions</p> <p>-Listen and take note</p> <p>-Sing the song</p>		
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LESSON CARD

CARD NO 4

TEACHER: MR ABOGLO Kodjovi Séna

SCHOOL: CS ESSO

FORM 2

SIZE.....B.....G.....

THEME 1: MAN'S MOVEMENTS

LESSON 2: TRAVELLING BY BUS

TEACHING AIDS: Realia, Picture, demonstration

**REFERENCES: Manuel de l'élève 5^e Longman dictionary, programme éducatif 5^e
Guide d'exécution 5^e.**

DATE

DURATION: 55 min

SEQUENCE 1

CLASS

Capacities	Contacts
Recognize	- Words and expressions related traveling activities. Bus station, bus, passengers, driver mate, bookmen, apprentice, luggage, busticket, bus stop - The use of 'ago' and Adverbs of frequency
Use	- Orally and then in written form words and expressions related to traveling by bus - adverbs of frequency: Eg: My uncle always travels to Lagos - Grammatical structures 'Ago' with Simple past Eg: The driver took me to Accra a Week ago
Make	Simple sentences related to traveling by bus. Eg: The bookman reserves a place in the bus.

Competences: Oral manipulation of language structure in communication situation using simple language.

Learning situation: Koffi, a student of form II at CEG Tidente is interested in traveling by bus. His teacher asks him to give the reason why. He lacks words and expressions to explain the situation. He needs your helps in order to find from the following bank of words and expressions these related to traveling by bus.

List: bus-station-school-passengers-teacher-bookman-driver mate. Do the work in pass.

LESSON ORGANISATION

A-/PRE-ACTIVITES

Stages /Timing	Teacher' role	Students' role	Note on the board	Teaching Materials
1- Greeting 2- Roll-check 3- Date 4-Warm up	- Greets students - Rolls cheek - Says and Writes - Strikes a song	Answer greeking - answer to the Roll check - Pepeat and write - Sing	Date	Teacher Students

MAIN-ACTIVITIES

Activity I VOCABULARY (15') The use of	I- Presentation stage Presents new word in a context using	Ss repeat individually, rows, chorus.	I- Vocabulary 1- Bus station (n). Eg: We have a bus station at Dapaong called ETRAB. 2- Bus: (n)(cognate)	
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the (03Ps)	the appropriate strategies and asks Ss to repeat.		Eg: My father has a long bus. 3- Passengers (n) Eg: There are many passengers in the bus station. 4- Driver (n) Eg: My father is a driver.	
	II- Practice Stage (Drills) Present new sentences and asks Ss to repeat? Substitution drill III- Production Stage Invites to make their own sentence	Listen and repeat Answer question Make their own sentences	Ss model sentence	
Activity II GRAMMAR: The use of "Ago" il ya.	I- Presentation Stage - We use "ago" after an expression of time. Makes sentences and asks ss to read.	Listen and repeat.	GRAMMAR: The use of "Ago" il ya The driver took me to Accra a week ago . We went to a party three days ago Dad bought me a new bicycle a month ago. The students of Form 2 were in form 1 a year ago. Ruel: Ago + Simple Past	
	II- Practice Stage Presents two sentences and asks Ss to repeat. <ul style="list-style-type: none">Substitution drill III- Production Stage Asks Ss to produce their own sentence wine ago	Answers questions A week ago Two weeks ago Listen and repeat Put the verbs into correct form. Produce their own sentence wine ago	Some Irregular verbs. Infinitive. S.Past. PP. French To be was/were. Been être To beat beat. Beaten. Battre To become became. Become. Devenir To begin. Began. Begun. Commencer To burn. Burnt. Burnt. Brûler To burst. Burst. Burst. Éclater To buy. Bought. Bought. Acheter To blow. Blew. Blown. Souffler To bring. Brought. Brought. Apporter To break. Broke. Broken. Casser. Ss own model sentences	

Activity III	Use the words and expressions student in vocabulary to describe the pictures.	Use and describe		Picture
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POST-ACTIVITIES

Evaluation (5min)	Make sentences with the newly teaching structure ago +simple past	Ss make sentences		
Remedial work	Makes comments on the recurrent mistakes	Take note of comments	<p align="center"><u>Homework</u></p> Reorder these words to have a meaningful sentences 1- bought/I/ a new pen/ Some weeks/ago 2- The teacher/ a week /at the market/met/Afi/ago	
Homework	Writes the homework on the board			
Warm up (3min)	Strikes a song, recalls next session and takes leave	sing		

LESSON CARD

CARD NO 5:

TEACHER: MR ABOGLO Kodjovi Séna.

SCHOOL : CS ESSO

FORM : 2.

THEME 1: MAN'S MOVEMENTS

LESSON 2: TRAVELLING BY BUS

TEACHING AIDS : Realia, drawing, Picture, demonstration

REFERENCES : Manuel de l'élève 5^e Longman dictionary, programme éducatif 5^e

Guide d'exécution 5^e.

DATE:

DURATION: 55 min

SEQUENCE 2

CLASS SIZE:B.....G.....

Capacities	Contents
Recognize	Words and expressions related to traveling by bus: driver mate, apprentice driver, luggage, busticket, bus stop. - The use of Adverbs of frequency (always, sometime)
Use	Words and expression related to traveling by bus: - Adverbs of frequencies. Eg: My uncle always travels by bus.
Make	Simple sentence related to traveling by bus. Eg: The bookman reserves me a place in the bus.

Competences: Oral manipulation of language structure in communication situation using simple language.

Learning situation: One of your friend or classmate lives in a village. He wants to go to Lomé but he does not know from where to start. Help to him to find his way by describing the process using the following word expressions: Leaves house-bookmen go to bus-stop-give-luggage to-see driver-buy-bus- ticket.

Do the work in pairs.

LESSON ORGANISATION

A-/PRE-ACTIVITIES

Stages Timing	Teacher' role	Students' role	Note on the board	Teaching Materials
1- Greeting 2- Roll-check 3- Date 4-Warm up	- Greets students - Rolls cheek - Says and Writes - Strikes a Tune	Answer greeting - answer to the Roll check - Repeat and write - Sing	Date	Teacher Students Blackboard

B./MAIN-ACTIVITIES

Activity I Vocabulary (15') 3Ps	I- Presentation Stage Presents new words and asks Ss to repeat. II Practice stage <i>Repetition drill</i> <i>Substitution drill</i> III- Production Stage Asks Ss to make sentences using the new vocabulary words studied	Listen and repeat Answer question Ss repeat Ss make sentences	I- Vocabulary 1- A driver mate (n) un coconducteur eg: the driver mate helps the driver when he's tired. 2- bookmen (n) exp men who book place to passengers. Eg A bookman booked me a seat yesterday. 3- Apprentice driver : Eg - The apprentice driver helps me carry out my luggage from the bus 4- To book (reg verb) s.p, pp booked (fr) réserver I book a seat in the restaurant. Ss own model sentences.	
Activity II Grammar: The use of adverbs of frequency (always sentences)	I- presentation Stage Presents sentences using the new structure and asks Ss to read Asks Ss to underline always and sometimes in the sentence and after the verbs in the two sentences. Asks what do they remark	Listen read The underline and make remarks	Grammar: The use of adverbs of frequencies "always, sometimes, usually, often, never" 1- I always travels by bus 2- My father sometimes travels to America. Adeline usually goes downtown for her shopping. The teacher never speaks Ewe. Rule S+ Adv of frequency +V in Simple present	

	<p>II- Practice Stage</p> <ul style="list-style-type: none"> • Repetition drill <p>Makes sentences and asks Ss to repeat. Kodjo always takes my bath in the morning. May mother sometimes send to Dapaong? ✓Substitution drill Use always a sometimes in the sentences I- play football Afi comes to school on time</p> <p>III- Production Stage Asks Ss to make their own sentences using the new structure</p>	<p>Use them in the sentences</p> <p>Make their own sentences.</p>	<p>Ss best sentences</p>	
<p>Activity III Read and Look up</p>	<p>Presents the text with slashes, asks Ss to follow him careful in his reading and after repeat the some actions once he gives a sign.</p>	<p>Ss follow him</p>	<p>Text: LARE is a student at CS ESSO/he always wakes up at 6 o'clock/and goes to school by bicycle. He got a new bicycle/ from his in uncle a week ago.</p>	

POST-ACTIVITIES

<p>Evaluation</p>	<p>Asks Ss questions with which tense is used always and sometime in a sentence. Asks to give the Rule</p>	<p>Ss answers question</p>	<p>Homework Use always and sometimes in these sentences. 1- Afi is first of the class 2- Teachers play football at school. Make sentence with the other adverbs if frequency.</p>	
<p>Remedial work</p>	<p>Makes comments on recurrent mistakes</p>	<p>Take note of the comments</p>		
<p>Homework</p>	<p>Copies the homework on the board</p>	<p>Copy the homework in their exercise book.</p>		

Warm down	Asks students to give a tune and sing	Give a tune and sing		
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LESSON CARD

CARD NO 6

TEACHER: MR ABOGLO Kodjovi Séna

SCHOOL: CS ESSO

THEME 1: MAN'S MOVEMENTS

LESSON 2: TRAVELING BY BUS

TEACHING AIDS : Realia, drawing, Picture, demonstration

REFERENCES: Manuel de l'élève 5° Longman dictionary, programme éducatif 5°
Guide d'exécution 5°.

DATE:

DURATION : 55 min

SEQUENCE 3

CLASS SIZE:B.....G

Capacities	Contents
Recognize	Words and expressions related to traveling activities luggage, busticket, bus stop The use of Adverbs of frequencies (often, usually)
Use	Words and expression related to traveling by bus: - Adverbs of frequencies. (often and usually)
Make	Simple sentence related to traveling by bus. Eg: The apprentice driver often takes my luggage from me and puts it in the bus.

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

Learning situation: To make the students be familiar with words and expressions related to traveling by or Activities, the teacher of form II at bougou JSS bring some pictures of a bus station on which one can clearly observe people in action and lorries. The teacher asks the students: use words and expression on the board, related to traveling activities to name what you observe on the picture.

List: passengers, Lorries, driver, adverbs, luggages, bus-stop.

Do the work in pairs.

LESSON ORGANISATION

A-/PRE-ACTIVITIES

Stages/ Timing	Teacher' role	Students' role	Note on the board	Teaching Materials
1- Greeting 2- Roll-check 3- Date 4-Warm up	- Greets students - Rolls checks - Says and Writes - Strikes a Tune	Answer greeting - answer to the Roll check - Repeat and write - Sing	Date	
Activity I Vocabulary 3Ps	I- Presentation Stage Presents new words and asks Ss to repeat A luggage (n) Translation A bus ticket (n) Explanation II- Practice Stage Repetition	Listen and repeat Listen and repeat	I- Vocabulary 1- A luggage (n) syn baggage Eg: The apprentice driver takes out luggage from the bus. 2- A bus tickets (n) (fr)ticket de bus. Eg: I bought a bus ticket at ETRAB Bus Station. 3- A bus-stop = bus Station. Eg: The driver parks his bus at the bus station.	

	<p>Stage Make sentences and asks Ss to repeat.</p> <p>Substitution drill</p> <p>II- Production Stage Asks students to produce their own sentences.</p>	<p>Reorder to have meaningful sentences</p> <p>Ss make sentences</p>	<p>Ss own good sentences</p>	
<p>Activity II WRITING.</p>	<p>I- Presentation Stage Presents new sentence containing the new structure and asks Ss to read. Asks Ss to underline the adverbs verbs.</p> <p>II- Practice Stage</p> <ul style="list-style-type: none"> • Repetition drill Makes two sentences and asks students to repeat. 1- He often speaks louder 2- My father usually goes to work by bus. • Substitution drill Asks Ss to reorder the words to have a meaningful sentences I/Play/Often/Guitar at church/ he/ Water/ drinks/. <p>III- Production Stage Asks Ss to produce their own sentence using often and usually</p>	<p>Listen and read.</p> <p>They underline adv and verbs and makes remarks.</p> <p>Ss repeat</p> <p>Reorder to have a meaningful sentence.</p> <p>Produce sentences</p>	<p>WRITING:</p>	

Activity III Writing: unprepared dictation	Asks Ss to listen and write the sentences dictated to them correctly in their exercise book	Listen and write	Dictation. Bola is a nurse at the hospital; she usually wakes up at six o'clock and goes to work by bus. She Often takes tea in the morning.	
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POST-ACTIVITIES

Evaluation	Asks Ss to make sentences with Luggage and bus stop.	Ss make sentences	<p align="center"><u>Homework</u> Make two (02) sentences using Often and usually.</p>	
Remedial work	Makes comments recurrent mistakes	Take note of comments		
Homework	Copies the homework on the board	Copy the homework		
Warm down	strikes a tune, recalls next session and takes leave	sing		

LESSON CARD

CARD NO 7

TEACHER: MR ABOGLO Kodjovi Séna

DATE:

DURATION

SCHOOL: CS ESSO

SEQUENCE 1

FORM 2.

CLASS SIZE.....B.....G.....

THEME 1: MAN' MOVEMENTS.

LESSON 3: AT THE AIRPORT

TEACHING AIDS : Drawing, Flashcard, Picture, demonstration

REFERENCES : Manuel de l'élève 5^e Longman dictionary, programme éducatif 5^e
Guide d'exécution 5^e.

Capacities	Contents
Recognize	Words and expression related to airport transport: - airport, airplane, passengers, passport,, air hostess, pilot, land, take off, luggage, customs, guide, departure, lounge, flight, to fly, to travel abroad, transport fareres, air ticket. - The use of "Since" and for".
Use	- The use of collective noun: Luggage, police, people, fish, furniture, cattle, sheep. - Words and expressions to express taste and preferences: prefer to, I like..... - Grammatical structures to express superiority (comparisons) With short adjectives: faster, quicker than.
Read and make	A simple text or sentences related to airport transport.

Competences: Recognize words in link with the airport and use them to describe the airport.

Learning Situation: After a visit airport Lomé, the English teacher wants to teach to his students elements related to the airport. He brought a picture of elements of the airport and a list of the airport element. He asked students to match the airport and a list to the pictures.

Do the work individually.

LESSON ORGANISATION

A-/PRE-ACTIVITIES

Stages/ Timing	Teacher' role	Students' role	Note on the board	Teaching Materials
1- Greeting 2- Roll-check 3- Date 4-Warm up	- Greets students - Checks presence - Ask the date and writes - Strikes a Tune	Answer greeting - answer to the Roll check - Say and write - Sing	Date	Teacher students chalk board

B- MAIN-ACTIVITIES

Activity I Vocabulary (3Ps) 15min	I- Presentation Stage Presents the new words and asks Ss to repeat II- Practice Stage Repetition drill Substitution	Listen and repeat Listen and repeat	I- Vocabulary 1- Airport (def) the place where planes land and take off. Eg: There are many passengers at the airport 2- Airplane: (n) (Drawing)(syn) plane Eg: The airplane for Japan will leave soon. 3- To travel aboard (v) (translation) = Voyager à l'étranger Eg: The President travelled aboard	
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	<p>drill.</p> <p>III-Production Stage Asks to make sentences using the new vocabulary words studied</p>	Make sentences	<p>yesterday.</p> <p>4- Pilot (n) (Translation) = Pilote 5- To Take off (v) (gestures) = décoller # to land Eg: Air France is going to take off in ten minutes.</p> <p>Ss own good sentences</p>	
<p>Activity II Grammar: The use of “Since” and “for”</p>	<p>I- Presentation Stage Presents new sentences containing the new structure and ask Ss to read</p> <p>II- Practice Stage Repetition drill - read and asks Ss to repeat - Asks comprehension questions: 1- How long have I been taught English? 2- When has Togo been independent?</p> <p>Substitution drill</p> <p>III- Production Stage Asks Ss to produces their own sentences</p>	<p>Ss read</p> <p>Listen and repeat</p> <p>Answer questions</p> <p>Make their own sentences.</p>	<p>GRAMMAR: The use of “Since” and “for”</p> <p>Sentences: I have been taught English for 2 years. Togo has been independent since 1960. Planes have been taking off since this morning The kids are playing for hours now.</p> <p>RULE: For + Duration Since + years, days, months, moment of day, hours</p> <p>Ss own good sentences</p>	
<p>Activity III Reading Aloud</p>	<p>I- presentation Stage Reading of the text: Everyday speaks English</p> <p>II- Practice Stage The teacher reads the text slowly and also asks students to repeat the difficult words after him</p>	<p>Listen and repeat</p> <p>Read the text</p>	<p>TEXT: AT THE AIRPORT. (OPEN ENGLISH. PARAGRAPH ONE. PAGE ...</p>	

	III- Production Stage Invite students to read the text			
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POST-ACTIVITIES

Evaluation 5'	Asks student to make sentences with air plane and the airport	Make sentences	Homework Complete the sentences with since/for. 1- We have been working on this program this morning. 2- I have been learning biology 4 years. 5- I stayed in Dapaong Two weeks.6- We have been running the morning . 7- I have been loving in this compound2010	
Remedial Work	Makes comments on the recurrent mistakes.	Take note of the comments.		
Homework	Writes the homework on the board.	Copy the homework in their Homework books.		
Warm down	Strikes a song, recalls next session	Sing.		

LESSON CARD

CARD NO 8

TEACHER: MR. ABOGLO Kodjovi Séna

SCHOOL: CS ESSO

FORM 2.

DATE

DURATION: 55 min

SEQUENCE 2

CLASS SIZE.....B.....G.....

THEME 1: MAN'S MOVEMENTS

LESSON 3: AT THE AIRPORT

TEACHING AIDS : Drawing, Flashcard, Picture, demonstration

REFERENCES: Manuel de l'élève 5^e Longman dictionary, programme éducatif 5^e

Guide d'exécution 5^e.

Capacities	Contents
Recognize	Words and expression related to airport transport: - Passport, air-hostess, land, costumes, guide, departure - The use of collective noun: Luggage, police, people, fish, furniture, cattle, sheep
Read	A simple text and answer comprehension questions on airport transport.
Make	sentences related to airport transport

Competence: Recognize words in link with the airport and use them to describe the airport.

Learning Situation: After a visit at the airport of Niamtougou, the English teacher wants to teach to his students the job of an air-hostess in the airplane, he gives a list of jobs and asks the student to choose Among the jobs listed these of an air-hostess.

List: Play guitar, dance, serves drinks, bring food, take care of passengers.

Do the work in pairs.

LESSON ORGANISATION

A-/PRE-ACTIVITIES

Stages/ Timing	Teacher' role	Students' role	Note on the board	Teaching Materials
1- Greeting 2- Roll-check 3- Date 4-Warm up	- Greets students - Checks presence - Says and writes - Strikes a Tune	Answer greeting - answer to the Roll check - Repeat and write - Sing	Date	Teacher students chalkboard

B- MAIN-ACTIVITIES

Activity I Vocabulary (15min)	I- Presentation Stage Presents new words and asks Ss to repeat II- Practice Stage Repetition drill Make simple sentences and asks Ss to repeat Substitution drill III-	Listen and repeat Listen and repeat Produce sentences	I- Vocabulary 1- A Passport (n) cognate. Eg: I have a new passport for Canada. 2- An air-hostess (def) a female flight attendant (Syn) flight attendant, stewardess.# steward. Eg: The air-hostess serves drinks for passengers in a plane. 3- customs (Fr) la douane Eg: All the passengers must go through the customs. 4- customs officer(Fr) un(e) douanier(e) Eg: Robert's dad is a customs officer. Ss own sentences	
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	Production Stage Asks students to produce their own sentences.			
ACTIVITY II : READING COMPREHENSION (PRE QUESTIONS+SILENT READING)	Ask students to read the text (Everybody speaks English) P.30 and answer questions Written on the board.	Read silently and answers questions	Questions 1- Bosede work for Nigeria airways True/False? 2- Bosede a pilot yes/No? Why? 3- Why is it exciting to be an air-hostess? 4- A part from English, which languages can Bosede speak? Answers 1-True 2-No, because she is an air-hostess 3- it is exciting to be an air-hostess because you can visit a lots of countries 4- French and three African languages.	
Activity III Speaking	Present a Topic and ask students to give their point of view	Give their viewq.	Topic What do you want to do as a job after your studies and say why?	

POST-ACTIVITIES

Evaluation (5min)	Asks student to make sentences with.	Make sentences	Homework Tell/give 3 activities of an air-hostess in a plane	
Remedial work	Makes comments on the recurrent mistakes	Take note of the comments		
Homework	Write the homework on the board.	Copy the homework		
Warm down	Strike a Tune	sing		

LESSON CARD

CARD NO : 9

TEACHER: MR ABOGLO Kodjovi Séna

SCHOOL: CS ESSO

DATE

DURATION: 55 min

SEQUENCE: 3

FORM 2.

THEME 1: MAN'S MOVEMENTS

CLASS SIZE:B.....G.....

LESSON 3: AT THE AIRPORT

TEACHING AIDS : Drawing, Flashcard, Picture, demonstration

REFERENCES: Manuel de l'élève 5^e Longman dictionary, programme éducatif 5^e

Guide d'exécution 5^e.

Capacities	Contents
Recognize	Words and expression related to airport transport: - Flight, to fly, air tick, transport fares, lounge, and luggage. - The use of collective noun: luggage, police, people, fish, ,furniture, cattle, sheep
Read	A simple text on airport transport
Make	Sentences related to airport transport.

Competence: Recognize words in link with the airport and use them to describe and tell the activities on the airport.

Learning Situation: The English teacher, after a course on at the airport asks Koffi a student of form II to classily the words listed below these related to the airport and these related to school but Koffi can't. As a classmate help him by classifying the element as instructed.

List: airport, teacher, class, air-hostess, airplane, pen, customs, pilot.

Do the work in pairs.

LESSON ORGANISATION

A-/PRE-ACTIVITIES

Stages/ Timing	Teacher' role	Students' role	Note on the board	Teaching Materials
1- Greeting 2- Roll-check 3- Date 4-Warm up	- Greets students - Checks presence - Says and writes - Strikes a Tune	Answer greeting - answer to the Roll check - Repeat and write - Sing	Date	Teacher students chalkboard

B- MAIN-ACTIVITIES

ACTIVITY I VOCABULARY (15min)	I- Presentation Stage Presents the new word and asks Ss to repeat II- Practice Stage Repetition drill - Substitution drill III- Production Stage Asks to produce their own sentences	Listen and repeat Ss read Complete the sentences Produce their own sentences	I- Vocabulary 1- To fly (v)S.P, PP flew, flown Eg: The airplanes fly to London. A flight(n) 2- a lounge (n) a waiting room in an airport. (Salle d'attente) Syn departure lounge. Eg: passengers are waiting for their flight in the lounge 3- Air ticket : (Fr) billet d'avion. Eg: How much is the air ticket Paris Lomé ? 4- Departure (noun) départ # arrival (arrivée) . To depart(verb)# to arrive (verb). Ss own good sentences	
Activity III Grammar:	I- Presentation	Listen and	Grammar: The use of collective nouns:	

The use of collective nouns	Stage Present some collective nouns and ask students to repeat II- Practice Stage Repetition drill. Substitution drill. III- Production Stage Asks Ss to make their own sentences using the collective nouns given	repeat Read Furniture Fish People Make sentences	Nouns that name a group of persons, animals or things are collective nouns . Eg: Police, Cattle (bétail), Furniture (meubles), People(les gens), Crowd(foule), government, team(équipe), news(nouvelles), luggage. Some collective nouns are followed by a singular verb. Eg: News, Team, Furniture, Luggage, Mathematics, Politics, Physics, The News is good. The furniture in our office is damaged. Our football team plays very well. The luggage is in the boot. Other collective nouns are followed by plural verbs . Eg: some information are wrong. The cattle are grazing. The police have arrested the thief. The wages are not paid earlier.	
Activity III Reading and work up	Present a text with slashes and give instructions to follow	Listen and follow instruction	<u>Text.</u> Bosede work for Nigeria an ways//she looks after the passengers /and brings them food//and drinks.	

POST-ACTIVITIES

Evaluation Remedial work Homework Warm down	Asks Ss to make sentence Makes comments on the recurrent mistakes. Write the homework on the board Strikes a Tune	Make sentences Take note of the Comments. Copy the homework sing	<u>Homework</u> Give 3 collectives nouns that you know	
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SEQUENCE 4

ACTIVITY ONE:

5- Expensive (adjective) cher (syn) costly, dear, pricey. (coûteux) # cheap, inexpensive.

Travelling by plane is very expensive.

6- Runway (def) the road on which the planes land. (Piste d'atterrissage).

Eg: there are planes on the runway.

7- Air ticket (n) billet d'avion.

Eg I bought my air ticket yesterday.

8- To travel(S.P, PP travelled) (syn) to trip, to voyage, to journey.

A tavel (n) (syn) a trip, a voyage, a journey.

Eg: My dad always travels by plane.

ACTIVITY TWO. Grammar: The comparison of Superiority

Short adjectives: tall, short, long, clever, small, easy, fat, thin, big, happy, strong, nice, heavy, dirty, noisy, ugly, sad, old, slim, fast, slow, dark, cheap, busy...

✓ Comparative with short adjectives.

Rule: Short Adjectives + er + than

Eg: Ruth is **taller than** Guilaine. Eg: Koffi is **stronger than** Robert. Eg: I am **cleverer than** you and your friends.

✓ When an adjective of one syllable ends with a vowel and consonant, we double that consonant before adding " er ". They are: **big, sad, thin, fat, slim, hot**

Eg: **Big = Bigger. Sad= Sadder. Thin = Thinner Fat = Fatter Slim = Slimmer, hotter**

✓ When the adjectives ends with "y", we change "y" into "i" + er. They are: **happy, ugly, easy, busy, heavy, dirty...**

Eg: **Happy = Happier. Ugly = Uglier. Easy = Easier. Busy = Busier. Heavy = Heavier.**

LESSON CARD

CARD NO 10

TEACHER: MR ABOGLO Kodjovi Séna

SCHOOL: CS ESSO

FORM 2.

THEME 2: THE TOWN

LESSON 4: IN THE TOWN

TEACHING AIDS: Flashcard, Realia, Drawing, Picture, demonstration

REFERENCES: Manuel de l'élève 5^e Longman dictionary, programme éducatif 5^e

DATE

DURATION 55'

SEQUENCE 1

CLASS SIZE.....B.....G.....

Capacities	Contents
Recognize	<ul style="list-style-type: none"> - The names of town substructures: Streets, one-way, street, No parking, buildings, story buildings, university, banks, Cinema buildings. - Words, expressions and grammar structures related to the orientations in the town: the use of "Would you please tell me the way to", "Excuse me can you show me the way to the" - The use of "Present Perfect + Already"
Identify	Indications to different places of the town: main market place, at the university.....
Sentences Marking	Sentences indicating different points of the town: <ul style="list-style-type: none"> - I am going to the Ecobank. - The ministry of Education is close France Embassy

Competence: Recognize words related to the town and use to describe it.

Learning Situation: Students of form II CEG A visited Lomé. They saw many things and they discuss with each other but they lack words. The teacher gives them a list of words and pictures to help them. He asks students to continue the discussion.

LESSON ORGANISATION

A-/PRE-ACTIVITIES

Stages/ Timing	Teacher' role	Students' role	Note on the board	Teaching Materials
1- Greeting 2- Roll-check 3- Date 4-Warm up	<ul style="list-style-type: none"> - Greets students - Checks presence - Says and writes - Strikes a Tune 	<ul style="list-style-type: none"> Answer greeting - answer to the Roll check - Says and writes - Sing 	Date	Teacher students chalkboard

B- MAIN-ACTIVITIES

ACTIVITY I VOCABULARY (15min)	I- Presentation Stage Presents the new sentences and asks Ss to repeat II- Practice Stage Repetition drill - Presents simple sentences and ask Ss to repeat Substitution drill III- Production stage Asks Ss to make their own	Listen and repeat Listen and repeat Answers questions Make sentences	I- Vocabulary 1- Town (syn) City.# village, countryside. Eg: Kpalimé is a town but Lomé is a city. 2-Streets(n)(drawing) Eg: it is not good to play on the streets 3-Buildings (n) (drawing) Eg: My father has a big building with a large Kitchen. 4- University (n) (Exple) Eg: My brother is studying at the University of Lomé. 5- A bank (n) (Situational) an institution where one can place and borrow money. Eg: UTB, BSIC, ORABANK, POSTE, ATLANTIC BANK, CORIS BANK. 6- Embassy (n) (Translation) = une ambassade. Eg: This is the United States' embassy Ambassador My dad is an ambassador.	
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	sentences.			
Activities II Grammar: The use of “Present Perfect + already	I- Presentation Stage Presents some simple sentences and asks students to read II- Practice Stage Repetition drill Present again 2 sentences and asks Ss to repeat. Substitution drill III- Production Stage Asks to make sentences using the new structure.	Listen and read They underline Tell Put the verbs into the correct form. Make sentences	Grammar: The use of “Present Perfect + already” <u>sentences</u> 1- I Have already received my gift. 2- Afi has already gone to school. 3- the airplane has already taken off 4- we have already paid the air ticket Rule Subject + Have/Has + Already + Past Participle. Ss own good simple sentences	
Activity III Reading	The teacher reads the text on the town for the class asks them to read	Listen and read after.	Text: Lomé is a big, clean and beautiful town of Togo. There are traffic lights everywhere in the streets. In Lomé, we can find an airport, embassies, beach and beautiful buildings. Lomé is a big town where, people pass their holidays. 1- What is the biggest and cleanest city in Togo. 2- Are there traffic lights in Lomé? 3- Name three things we can see in Lomé.	Reading books teacher student

C-POST-ACTIVITIES

Evaluation (5min)	<i>Put the verbs in brackets into the correct form.</i> 1- Yao (Have) already (to eat)	Put the verbs into the correct form	Homework Put the verbs in brackets into the correct form. 1- I(Have) already (to receive) my money from the bank 2- I (to Have) already (to leave) him 3- Kodjo (to Have) already (to repair) his phone. 4- we (to have) already (to buy) the Open English.	
Remedial work	2- I (Have) already (to take) my bath.	Take note of comments		
Homework	Makes	Copy the homework		
Warm down	comments on the recurrent mistakes. Write the homework on the board.	Sing		

	Strikes a song recalls next session and takes leave			
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LESSON CARD

CARD NO 11.

TEACHER: MR ABOGLO Kodjovi Séna

SCHOOL: CS ESSO

FORM 2.

THEME 2: THE TOWN

LESSON 4: IN THE TOWN

DATE

DURATION 55'

SEQUENCE 2

CLASS SIZE.....B.....G.....

TEACHING AIDS: Flashcard in the town, Realia, Drawing, Picture, demonstration, Translation,

REFERENCES : Manuel de l'élève 5^e Longman dictionary, programme éducatif 5^e
Guide d'exécution 5^e.

Capacities	Contents
Recognize	- The names of town substructures: streets, one-way, street No parking, storey building, cultural center Library, bookshop, public conveniences, ministry of Labour/Agriculture/Education/Justices etc..., Parliament, at the butcher, hairdresser, tailor/Seamstress, at the barber, to the right, to left, straight ahead, apposite.
Identify	- The use of would you please tell me the way to. - Indication to different points of the town. - Main market place
Make	Sentences indicating different points of the town -I am going to the Ecobank - The ministry of education is close France University.

Competence: Recognize words related to the town and use them to describe it.

Learning situation: One of your friends is lost in town. He cannot find the appropriate words to ask for the way home. From this list of jumbled words, helps him ask for his way home. Do the work in pairs

List of jumbled words:

- You/Would/Please tell me/Where/is/The cultural center?
- Please/Would you/The way/Show me/The University/to

LESSON ORGANISATION

A-/PRE-ACTIVITIES

Stages/ Timing	Teacher' role	Students' role	Note on the board	Teaching Materials
1- Greeting 2- Roll-check 3- Date 4-Warm up	- Greets students - Checks presence - Says and writes - Strikes a Tune	Answer greeting - answer to the Roll check - Says and writes - Sing	Date	Teacher students chalkboard

B- MAIN-ACTIVITIES

Activity I Vocabulary (15min)	<p>I- Presentation Stage Presents the new words and asks Ss to repeat</p> <p>II- Practice Stage</p> <ul style="list-style-type: none"> • Repetition drill Presents simple sentences and asks students to read Ask comprehension question: 1- What are in Dapaong town? 2-Where do people piss? 3- Where did the teacher buy this book? 4- Where is Kodjo reading? 5- Where does my father works? • Substitution drill Make sentences with these jumbles words. - I/Storey 	<p>- listen and repeat</p> <p>- Reads repeat</p> <p>Answers questions.</p> <p>Make sentences.</p>	<p>I- Vocabulary</p> <p>1-Storey buildings (n) (Trans) = étages. Eg: The highest storey building in Togo is Hotel 2 Fevrier.</p> <p>2-A Public convenience(n)(fr)toilettes (syn) public toilet, restroom Eg : People piss in the Public convenience.</p> <p>3-A bookshop (def) a shop that sells books. (Syn) Bookstore. (Trans) = Librairie. Eg: The teacher bought this book in the bookshop.</p> <p>4- A Library(def) a place where we can go</p>	
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	<p>buildings/Sleeping/in -Smell/bad/Public convenience/some. - Have/we/a library/in our school. III-Production Stage Asks to make their own sentences</p>	Make sentences.	<p>and read books.(Trans)= bibliothèque Eg: Kodjo is reading books in the library. 5- Ministry of Labor/Agriculture/justi ce/Foreign affairs/Sport/Trade and Industry /Economy and Finance. (n) (Translation) = (explanation) Eg: My father works at the ministry of Labor.</p> <p>Ss own good simple sentences</p>	
<p>Activity II Grammar: The use of “Would you please tell me the way to”</p>	<p>I- Presentation Stage Presents sentence containing the new structure and asks Ss to read II- Practice Stage • Repetition Drill Make again a sentence orally and asks Ss to repeat Would you please tell me the way to the beach? • Substitution drill Make a sentence with these jumbled/Words: Would you please tell me the way to/Police Station/the. III- Production Stage Asks to produce sentence using the new structure</p>	<p>Listen and read</p> <p>Listen and read</p> <p>Make a sentence</p> <p>Produce sentence</p>	<p>III-Grammar: The use of “Would you please tell me the way to” 1- Would you please tell me the way to tantoga? 2- Would you please tell me the way to Ecobank Dapaong?</p> <p>Ss own good simple sentences.</p>	
<p>Activity III Speaking Dialogue (Roll play)</p>	<p>- Presents the dialogue reads it 2 or 3 times for Ss and after play the dialogue with one of the student and asks Ss to play the dialogue - After use the easier technique to let Ss master the dialogue</p>	Listen, Repeat, follow and perform the dialogue	<p>Dialogue Balli: Hello! My friend, I am lost would you please tell me the way to Dapaong market? Bimpo: Oh! Yes, just go straight you will see it after the junction. Balli: Thanks. Blimpo: You are welcome.</p>	

C-POST-ACTIVITIES

<p>Evaluation (5min)</p>	Asks to make sentences using the structure “would you please tell me the way”	Make sentences	<p>Homework Make a sentence with each of these words: Library, bookshop, storey building</p>	
<p>Warm down</p>	Makes comments on the	Take note of the		

	recurrent mistakes	comments.		
Homework	Writes the homework on the board	Copy the homework		
Remedial work	Strike a tune and takes leave	Sing		

LESSON CARD

CARD NO 12

DATE

TEACHER: MR ABOGLO Kodjovi Séna

DURATION 55'

SCHOOL: CS ESSO

SEQUENCE 3

FORM 2.

CLASS SIZE.....B.....G.....

THEME 2: THE TOWN

LESSON 4: IN THE TOWN

TEACHING AIDS: Flashcard, Explanation, Translation, Realia, Drawing, Picture, demonstration.

REFERENCES Manuel de l'élève 5^e Longman dictionary, programme éducatif 5^e
Guide d'exécution 5^e.

Capacities	Contents
Recognize	- The names of town substructures: Cinema building cultural center, Parliament, at the right, to the left. Straight at the butcher, Tailor/Seamstress fairdresses
Identify	- The use of Show me the way to - Main market.
Make	Sentences indicating different points of the town

Competence: Recognize word and expressions related to the town and use them to describe it.

Learning situation: One of your classmate visited Lomé during the holidays. Back to school, the teacher asks him to talk about the fantastic things he saw in Lomé but he lacks the appropriate words.

Help him find the appropriate words from the following list of words.

List: Streets, storey building, university, beach, airport.

Do the work in group of four.

LESSON ORGANISATION

A-/PRE-ACTIVITIES

Stages/ Timing	Teacher' role	Students' role	Note on the board	Teaching Materials
1- Greeting 2- Roll-check 3- Date 4-Warm up	- Greets students - Checks presence - Says and writes - asks Ss to stretch themselves	Answer greeting - answer to the Roll check - repeat and write - stretch themselves	Date	Teacher students chalkboard

B- MAIN-ACTIVITIES

Activity I	I- Presentation Stage		I- Vocabulary	
Vocabulary (15min)	Ask students to repeat the	Listen and	1-Cultural center (n)	

	<p>words he tells.</p> <p>II- Practice Stage</p> <ul style="list-style-type: none"> • Repetition drill Presents simple sentences and asks Ss repeat. - Asks comprehension questions 1- Where did we dance during our cultural work? 2- What do I do before crossing the road? 3- Who is my sister? And my brother? 4- What is my mother's occupation? • Substitution drill Asks to make a sentence with the jumbled words. He/So/to/Straight/asked me/I/crossing/before/lock/at the right and at the left/the road <p>III- Production Stage Asks Ss to make their own sentences using the new studied words.</p>	<p>repeat</p> <p>Listen and repeat</p> <p>He asked me to go straight</p> <p>Make sentences</p>	<p>(Explanation) Centre culturel. Eg: During our cultural week, we danced in the cultural center</p> <p>2-At the right # At the left Eg: I look at the right and at the left of the road before crossing it.</p> <p>3- Straight(adj) Tout droit Eg: I am going straight to the market.</p> <p>4- A Tailor(n) # a seamstress. Eg: My sister is a seamstress and my mother is a seamstress too. They sew well.</p> <p>5- A hairdresser (n) Eg: My mother is a hairdresser.</p> <p>6- Parliament (def) a group of Representatives of the people elected to serve as Parliament for a certain period of time. Eg: Mr. ADEDZE is the president of the Parliament.</p> <p>6- Museum (def) the place where old things are kept. Eg. I'm going to visit the art museum tonight.</p> <p>Ss own good simple sentences</p>	
<p>Activity II Grammar: The use of "Excuse me, can you show me the way to".....</p>	<p>I- Presentation Stage Presents sentences containing the new structure and asks Ss to read</p> <p>II- Practice Stage</p> <ul style="list-style-type: none"> • Repetition drill Makes again a sentence orally and asks Ss to repeat. *Excuse me can you show me the way to CEG Nassable? • Substitution drill Make a sentence with these jumbled words. - Excuse me/to the bus station/show me/the way <p>III-Production Stage Asks to produce sentences using the new structure.</p>	<p>Listen and repeat</p> <p>Listen and repeat</p> <p>Produce sentences</p>	<p>II- Grammar: The use of "Excuse me, can you show me the way to".....</p> <p>1- Excuse me, can you show me the way to the market? 2- Excuse me, can you show me the way to Kara?</p> <p>Ss good simple sentences</p>	
<p>Activity III Reading Comprehension</p>	<p>Presents the text entitled Lomé and asks Ss to read aloud and answers comprehension question</p>	<p>Read and answer question</p>	<p>Text: Lomé Lomé is a big, clean and beautiful town of Togo. There are traffic lights everywhere on the streets. In Lomé, we can find</p>	

		1- Lomé 2- True 3- No 4-airport, embassies, beach....	an airport, embassies, beach and beautiful buildings. Lomé is a big town where people pass their holidays. Questions 1- Give the title of the text? 2- Lomé is a beautiful town of the Togo True/False 3- There aren't traffic lights everywhere. Yes/No 4- What can we find in Lomé according to the text?	
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C-POST-ACTIVITIES

Evaluation	Asks Ss make sentences with straight, Tailor, hairdresser.		<p align="center">Homework</p> Make two sentences using "Excuse me can you show me the way to"	
Remedial work	makes comments on the recurrent mistakes			
Homework	writes the homework on the board			
Warm down	strikes a tune			

CARD N:13

SCHOOL: ESSO

FORM II.

THEME 2: THE TOWN

Less

Sequence1:

Teaching Aids: Regalia, Drawing, synonyms, situational

References: Manuel de l'élève 5^e Longman dictionary, programme éducatif 5^e
Guide d'exécution 5^e.

Date:

Duration: 55'

Class size: B G

Teacher: ABA

Capacities	Contents
Recognize	Words and expression related to activities at the Post-Office
Read and understand	Advertisement or prospectus related to the activities of Post -Office
Use	The use of wish + simple Past.

Competence: use word related to the Post-Office for its description.

Learning situation: you come across one of your friends in front of a huge building on which it is written Post-Office. He wants to know what is done in the building. From the jumbled words. Do the work in pairs

- 1- Letters/at the Post-Office/ send or receive.
- 2- Sending/stamp/you/a letter/before.

LESSON ORGANISATION

A-/PRE-ACTIVITIES

Stages/ Timing	Teacher' role	Students' role	Note on the board	Teaching Materials
1- Greeting 2- Roll-check 3- Date 4-Warm up	- Greets students - Checks presence - Says and writes - asks Ss to chap	Answer greeting - answer to the Roll check - repeat and write - chap	Date	Teacher students chalkboard

B- MAIN-ACTIVITIES

<p>Activity I Vocabulary (3Ps) (15min)</p>	<p>I- Presentation Stage Presents the new words and asks Ss to repeat II- Practices Stage</p> <ul style="list-style-type: none"> • Repetition drill <p>- presents simple sentences and asks Ss to read. - Asks comprehension questions.</p> <p>1- What does the teacher put on the class text papers? 2- What does Koffi buy? 3- What is POBOX: 02 Lomé? 4- What is <u>yao@gmail.com</u>? 5- What do I receive from Ado?</p> <ul style="list-style-type: none"> • Substitution drill <p>Complete sentence with the right words: letter, stamped, envelope. Yesterday I received a from Afi in can which is</p> <p>III- Production Stage Asks to make sentences with the new vocabulary words</p>	<p>Listen and repeat</p> <p>Answer questions</p> <p>-Stamps</p> <p>-envelope -an address -a mail - a letter.</p> <p>Make sentences</p>	<p>I- Vocabulary Stamps (n) Realia. Eg: The teacher puts stamps on the class test papers - This is a Stamp. Envelope(n) Realia Eg: Koffi buy on envelope. An Address (n) Situational Eg: My address is POBOX: 02 Lomé. A mail (n) syn=address Eg: My mail is <u>yao@gmail.com</u>. A letter(n) (Situational) Eg: I receive a letter from Adjo</p>	
<p>Activity II Grammar: The use of "Wish"</p>	<p>I- Presentation Stage - Presents sentences containing the new structure and asks Ss to read - Asks give tense of the sentence II- Practice Stage</p> <ul style="list-style-type: none"> • Repetition drill <p>- presents a sentences and asks Ss to repeat - Asks to give the rule - Asks to use wish in the sentence completing it I am late. I wish I</p> <p>III- Production Stage Asks Ss to produce sentences</p>	<p>Listen and repeat</p> <p>They give the tense</p> <p>Listen and repeat</p> <p>Give the rule</p> <p>Was not late</p> <p>Produce sentences</p>	<p>II- Grammar: The use of "Wish" Sentence Koffi hasn't money but he wants to buy a car. → He wishes he had money. It is pity she doesn't know her village. →I wish she know her village I/is pity, they punished her I wish they hadn't. punished her Rule Present Situation Wish +Simple Past</p> <p>Ss own Sample Sentences</p>	

Activity III Speaking	Presents the topic and asks to deal with orally		Topic Describe an activity at the Post-Office.	
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C-POST-ACTIVITIES

Evaluation	Correct the verbs in bracket	Put the verbs in correct form.	I wish I (have) a car Komlan wishes his father (is) rich.	
Remedial work	Makes comments on the current mistakes	Take note of comments	Homework Put the verbs in o the parentheses into correct form. - Kodjo wishes he (receive) mu letter - I wish I (to be) at home	
Homework	Write the homework on the board	Copy the homework		
Warm down	Strike a tune	Sing		

Card n°:

School: Tidente JSS

Class: Form II

Theme2: the town

Lesson: 5 At the Post-Office

Teaching Aids:

References: Manuel de l'élève 5^e Longman dictionary, programme éducatif 5^e

Guide d'exécution 5^e.

Date:

Duration: 55'

Class size: B G

Teacher: ABA

Sequence2:

Regalia, Drawing, synonyms, situational.

Capacities	Contents
Recognize	Words and expressions related to the Post-Office: Post-Office Box, Package, taxes, address, to receive, to send.
Read and understand	Advertisement or prospectus related to the activities of Post -Office
Use	Modal verbs: Can may, must and their equivalent.

Competence: Use words and expressions related to the Post-Office for its description

Learning Situation: A man from a village came to town to Post a letter to one of his related. He doesn't know exactly what to do. You as the receptionist of the post-office, help him find expressions related to post office and letter mailing from the list below.

Do the work in group of four.

LESSON ORGANISATION

A-/PRE-ACTIVITIES

Stages/ Timing	Teacher' role	Students' role	Note on the board	Teaching Materials
1- Greeting 2- Roll-check 3- Date 4-Warm up	- Greets students - Checks presence - Says and writes - strike a tune	Answer greeting - answer to the Roll check - repeat and write - chap	Date	Teacher students chalkboard

B- MAIN-ACTIVITIES

Activity I Vocabulary	<p>I- Presentation Stage Presents the new words and asks Ss to repeat</p> <p>II- Practice Stage</p> <ul style="list-style-type: none"> • Repletion drill <p>- Present sample sentences and asks Ss to read. - asks comprehension questions</p> <p>1- From I receive a letter? 2- What is POBOX 06 Lomé-Togo? 3- What did my father send me through the post-office? 4- What does O.T.R collect from people every month?</p> <ul style="list-style-type: none"> • Substitution drill <p>Make a correct sentence with the jumbled words: 1-My/Packed/from aboard/comes. 2- Traders/taxes/pay/to OTR 3- There/the post-office/is/at Dapaong.</p> <p>III- Production Stage Asks Ss to make sentences with the new vocabulary words studied.</p>	<p>Listen and repeat</p> <p>Listen and read</p> <p>Answer questions</p> <p>-The post-office - The post-office Box of Lomé</p> <p>- Taxes</p> <p>Make sentences</p>	<p>I- Vocabulary The Post-Office (n) (Drawing). Eg: I received a letter from the post-office. The post office Box (n) (Explanation). Eg: The post-office Box of Lomé is P.O.BOX 06 Lomé-Togo. A package (n) (Translation) = le paquet. Eg : My father sent me a package through the post office. Taxe(n) (cognate= to taxe ou impôt Eg: OTR collects taxes from people every month.</p> <p>Ss good sample sentences.</p>	
Activity II Grammar: The use of modal verbs "Can, may, must"	<p>I- Presentation Stage Present sentences containing the new structure reads and asks Ss to read</p> <p>II- Practice Stage</p> <ul style="list-style-type: none"> • Repetition drill <p>Make 03 sentences orally and ask students to repeat.</p> <p>3- I Can learn hard 4- Please, father many I go to cinema?</p>	<p>Listen and repeat</p> <p>Listen and repeat</p>	<p>I- Grammar: The use of modal verbs "Can, may and must" Sentences 1- I Can play football 2- May I go out? 3- I must learn my lessons. Structure Can= to be able to May is use for a</p>	

	<p>5- I must succeed.</p> <ul style="list-style-type: none"> • Substitution drill <p>Use Can, may and must in this sentence. I sweeps the compound</p> <p>III-Production Stage</p> <p>Asks students to make their own sentences using the modal verbs.</p>	Make sentences	<p>permission Must is use for the duty Must = have to</p> <p>Ss good sample sentences</p>	
Activity III Speaking (Dialogue)	<p>Presents the dialogue Read it and after asks Ss to repeat.</p> <ul style="list-style-type: none"> - plays the dialogue with a student. - asks students to play it in pairs. 	<p>Listen and repeat</p> <p>Play it in pairs</p>	<p>Dialogue</p> <p>Post-Office manager: Hello! Sir A customer: Hello!, sir what can I do for you? Post-Office manager: I am post office manager of Dapaong it in just to inform you that you have a package at our officer. Customer: Thanks sir, I will pass to take it. Post office manager: OK but don't forget your identity card when you will com.</p>	

C-POST-ACTIVITIES

Evaluation	Asks Ss to make sentences with post office and taxes.	Make sentences	<p>Homework</p> <p>Make 03 sentences using Can, may and must.</p>	
Remedial work	Makes comments on the mistakes	Take not of comments		
Homework	Write the homework on the board	Copy the homework		
Warm down	Asks Ss to strike a tune	sing		

Card n°:

School: Tidente JSS

Class: Form II

Theme2: the town

Lesson: 5 At the Post-Office

Teaching Aids: Regalia, Drawing, synonyms, situational.

References: Manuel de l'élève 5^e Longman dictionary, programme éducatif 5^e

Guide d'exécution 5^e.

Date:

Duration: 55'

Class size: B G

Teacher: ABA

Sequence3:

Capacities	Contents
Recognize	Words and expressions related to the Post-Office activities: mail a letter, to receive, to send.
Read	Advertisements or prospectus related to the Post -Office

Make	Sentences to tell or describe the post-office activities
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Competence: Use word and expressions related to the post office for its description.

Learning Situation: A stranger met some students going to the office. He asks them the activities that can be done there but they are not capable to express themselves with the modal verbs. He are the sentences of the student. Help them chose the sentences in which the usage is correct.

- 1- We must the letter stamp
- 2- We can send letters to relatives
- 3- We may respect a parcel receive there.

Do the work individually.

LESSON ORGANISATION

A-/PRE-ACTIVITIES

Stages/ Timing	Teacher' role	Students' role	Note on the board	Teaching Materials
1- Greeting 2- Roll-check 3- Date 4-Warm up	- Greets students - Checks presence - Says and writes - strike a tune	Answer greeting - answer to the Roll check - repeat and write - chap	Date	Teacher students chalkboard

B- MAIN-ACTIVITIES

Activity I vocabulary	I- Presentation Stage Present the new vocabulary words and asks Ss to repeat II- Practice <ul style="list-style-type: none"> • Repetition drill - Presents sample sentences and asks Ss to repeat or read - asks comprehension questions 1- What do I receive from the post office? 2- What do I do to Adjo through her email? • Substitution drill Complete this sentences with receive, a parcel I A parcel from the post office III- Produce Stage Asks Ss to make their own sentences	Listen and repeat Listen and read Make sentences	I- Vocabulary A parcel Syn = Package Eg: I receive a parcel for the post office To mail a letter (Explanation). Eg: I mail a letter to Adjo through her e-mail. To receive(v) # to send Eg: I receive a letter from Yao Ss own good sentences.	
Activity II Reading comprehension	Presents the text, Read it 2 or 3 times and asks students to read Asks comprehension question	Ss read Ss answers question	Text: The post office The post office is a company which can be found everywhere in each region of Togo. It has many activities such as sending and receiving letters, parcels for people - Sending and receiving money for people - Apart from that the post office has buses for passengers who travel.	

			Question: 1- The post office can be found only in Kara, region True or False? 2- Has t the post office many activities? Yes/No 3- Give 02 activities of the post office?	
Activity III Grammar: Simon says.	Play the game with one of the student and after asks students to play it in pairs Ex: Simon Say, show me your bag	Listen and play This is my bag.		

C-POST-ACTIVITIES

Evaluation	Asks students to make sentences with to mail a letter, to send	Make sentences	<p align="center">Homework</p> Give two activities of the post office that you know.	
Remedial work	Make comments on the recurrent mistakes	Take note of the comments		
Homework	Listen the homework on the board	Copy the homework		
Warm down	Strikes a tine and takes leave	Sing		

CARD N°: 13

DURATION : 55 Min

SCHOOL: ESSO.

CLASS SIZE:

.....G.....B.....

TEACHER: ABOGLO Kodjovi Séna.

DATE

FORM: 2.

SEQUENCE : 1/3

THEME 2: THE TOWN

LESSON 5: AT THE BANK

TEACHING AIDS: realia, flashcards, notebooks, students, teacher

REFERENCES : Manuel de l'élève 5è, Programme éducatif 5è, Guide d'exécution 5e, Longman Dictionary. Wiktionary.

LESSON CARD

CAPACITIES	CONTENTS
Identify	-Words and expressions related to bank service: bank, banker, money, savings, crossed cheque, cashier, payment, bank note, travellers cheque, receipt, investment, interest rate, current account, deposit account, to open an account, credit card, cash card, (ATM), to cash money, deposit money, bank charges. -if clause type 1 to express condition in future (grammatical structure to express condition).
Use	-Words and expressions related to bank service. -Grammatical structure to express condition(if clause type1)
Build	Simple sentences to describe bank account opening procedures.

Competence: handle orally a language structure in communicative situation by using a simple language.

Learning situation: your father wants to go to the bank for the first time to take the money your uncle in America sent but he does not know anything about the bank. He asks you to tell him in English words and expressions related to bank. From the list below, select the words that are related to bank: king, bank account, receipt, man, banker, deposit account, to cash money.

Do the work in pairs.

LESSON ORGANIZATION

A. PRE-ACTIVITIES

STAGES/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	TEACHING MATERIALS
Pre- activities				
-Greeting(1min) -Roll call(1min) -Date(1min) -Warm up(1min)	-greet the SS -checks the presence -asks the students to write the date -gives a tune	-answer the greeting - answer the roll call -write the date - sing in chorus	Date	-Students -teacher -Blackboard
Main activities				
Learning situation(5min)	-presents the learning situation -asks the students to do the work in pairs -moves round -help if necessary	-Listen - work in pairs -present their answers	-Learning situation.	
Activity 1: Vocabulary(15min) 3ps.	I-PRESENTATION Presents the new vocabulary words: bank, banker, money, savings, crossed cheque. II- PRACTICE STAGE -repetition drill -makes sentences containing new words and asks students to repeat.	-listen carefully and repeat. -listen and repeat sentences. -make their own	Vocabulary 1- A bank(n) definition: An institution where one can place and borrow money. Eg: I love ORABANK. UTB is a bank. 2- A banker(n) definition: someone who works at the bank Eg: My father is a banker, he works at the bank. 3- Money(n) realia: Eg: every morning, my	

	<p>II- PRODUCTION -Invites students to make their own sentences with the new vocabulary words taught.</p>	sentences	<p>mother gives me money to buy food at school. 4-savings(n) definition: the money one has saved/ reduction in money(economy) Eg: My uncle has a savings at BTCl 5-Payment(n) definition: the act of paying. a sum of money paid in exchange for goods, or services. Eg: I want to pay my school fees. The payment must be done today.</p>
<p>Activity 2 Grammar If clause type 1(3Ps)</p>	<p>I-PRESENTATION STAGE : -introduces the new structure “if clause type 1” in a model sentence -read the sentence loudly. -ask comprehension questions.</p> <p>II- PRACTICE STAGE: -makes two sentences with the new structure orally. -puts three sentences on the board with a cue and asks students to provide answers in groups. -chooses some students to correct the exercise.</p> <p>II- PRODUCTION STAGE : -asks students to make their own sentences with the new structure. -correct students’ sentences if necessary -asks students to draw the rule.</p>	<p>-listen and repeat</p> <p>-listen and answer - work in groups and provide answers.</p> <p>-listen and repeat</p> <p>-do the exercise</p> <p>-produce their own sentences</p> <p>-listen and take note. -draw the rule</p>	<p>Grammar: If clause type1 <u>Model sentence</u> If I have money, I shall put it in Ecobank.</p> <p>If + Simple Present + Simple Future. Simple Future + If + Simple Present.</p> <p>-practical exercise Put the verbs in brackets in the correct form 1-If John (to go) to the bank he will see the cashier. 2-Koffi will put his money in his account if he (to have) a lot 3- If I study hard I (to become) a banker.</p> <p>-students’ sentences</p>

<p>Activity 3 Reading comprehension (10 min)</p>	<p>-introduces the new passage to students -Pre-teaches the difficult words of the passage -Puts some comprehension questions on the board -asks SS to read silently the passage -times the work and asks SS to work in groups -Asks SS to answer the questions -comments on the SS answers</p>	<p>-listen -listen -read silently -answer the questions -take note</p>	<p>TEXT: Bank Banks are very important for the functioning of the modern world. They enable people to save and borrow money. If people want certain services, they will have to visit the local bank. Then, they will see the bank manager if they want to open an account. Also if they want to borrow money, they will need to see the bank manager.</p> <p>QUESTION 1-Banks are not important. True or False 2- Who will people see if they want to open an account? 3-Will people visit the local bank if they want certain services? 4-will you save your money at the bank? Why or why not?</p>	<p>Students Teacher Board</p>
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Post-activities

<p><u>Evaluation</u> (5min)</p>	<p>-asks students to make sentences with the new structure studied -asks students to use the new vocabulary studied in their own sentences -comments on students' answers</p>	<p>-make their sentences</p>	<p><u>Homework</u> Choose the appropriate words from the brackets 1-If I work hard, I(pass, will pass, passed) my exam.</p>	
<p>Remedial</p>	<p>-comments on SS' mistakes</p>	<p>-listen</p>		

CARD N°: 14

Class size B....G.....

Homework

Date:

SCHOOL:
TEACHER: Mr ABOGLO Kodjovi Séna

Duration: 55 min

CLASS: FORM II

Sequence: 2

Warm do

THEME 2: THE TOWN

LESSON 5: AT THE BANK

TEACHING AIDS: Flashcard, teacher, students.

REFERENCES : Programme éducatif 5è, Guide d'exécution 5è, Oxford Advanced Learner's Dic

LESSON CARD

References:Programme éducatif 5ème, guide D'exécution 5ème, EFSA, Oxford Advanced Learners' Dictionary

CAPACITIES	CONTENTS
Identify	-Words and expressions related to bank service: bank, banker, money, savings, crossed cheque, cashier, payment, bank note, travellers cheque, receipt, investment, interest rate, current account, deposit account, to open an account, credit card, cash card, (ATM), to cash money, deposit money, bank charges. -if clause type 1 to express condition in future.(grammatical structure to express condition.
Use	-Words and expressions related to bank service. -Grammatical structure to express condition(if clause type1)
Build	Simple sentences to describe bank account opening procedures.

Competence: handle orally a language structure in communicative situation by using a simple language.

STAGES/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	TEACHING MATERIALS
Pre-activities				
-Greeting(1min) -Roll call(1min) -Date(1min) -Warm up(1min)	-greet the SS -checks the presence -asks the students to write the date -gives a tune	-answer the greeting - answer the roll call -write the date - sing in chorus	-Date	-Students -teacher -Blackboard
Main activities				
Activity 1: Vocabulary(15min) 3ps.	<p>I-PRESENTATION</p> <p>-Presents the new vocabulary words: receipt, cashier investment, interest rate, current account</p> <p>II- PRACTICE STAGE</p> <p>-repetition drill -makes sentences containing new words and asks students to repeat.</p> <p>III- PRODUCTION</p> <p>-Invites students to make their own sentences with the new vocabulary words taught.</p>	<p>-listen carefully and repeat.</p> <p>-listen and repeat sentences.</p> <p>-make their own sentences</p>	<p>1-Receipt (n) definition : the act of receiving or being received. Eg :the receipt at the Ecobank is the best .</p> <p>2- A Cashier (n) definition : A person whose job is to receive and pay out money in bank. Eg : my senior brother is a cashier at BTCL.</p> <p>3- investment (n) put money in something for a profit.</p> <p>4-interest rate(n) definition: it is either the cost of borrowing money or reward for saving it. Eg : Every year, I have interest rate of 50.000 over my money that is in Orabank.</p> <p>5-Current account (n)Fr (compte courant) Eg : salaries are paid on the current account</p>	

Activity2 : speaking (dialogue)	<ul style="list-style-type: none"> -Presents the topic of the dialogue -Explains difficult words -Role plays with one or two students -Reads it again for the second time -erases the dialogue progressively -Asks SS to role play the dialogue in pairs -Corrects some mispronunciation of the students 	<ul style="list-style-type: none"> -listen -listen -observe -listen and repeat in chorus -memorize the dialogue -role play the dialogue -listen and repeat 	<p>Dialogue</p> <p>Banker: hello, how are you?</p> <p>Customer : fine thanks</p> <p>Banker: what can I do for you?</p> <p>Customer :I would like to open an account</p> <p>Banker: What kind do you want?</p> <p>Customer: If you show me the different kinds, I shall choose one.</p> <p>Banker: Do you like current account?</p> <p>Customer: That is fine.</p>	Teacher Student Board
Activity 3 Writing Prepared dictation	<ul style="list-style-type: none"> -introduces the dictation -reads it once -asks students to write it -asks them to exchange their among themselves -corrects the dictation on the board 	<ul style="list-style-type: none"> -listen -listen -take it in their exercise book -execute -take the correction 	<p>Dictation :Bank</p> <p>Banks are very important for the functioning of the modern world. They enable people to save and borrow money. If people want certain services, they will have to visit the local bank.</p>	
POST-ACTIVITIES				

Evaluation (5min)	-asks students to use the new vocabulary studied words in their own sentences	-make their sentences		
Remedial	-comments on students' answers	-take note		
Homework	-gives homework	-copy the homework	Homework	
Warm down	-asks students to tune a song and leaves	-sing	Make one sentence with each of the vocabulary words studied.	

CARD N°: 15

SCHOOL:

TEACHER: Mr ABOGLO Kodjovi Séna

CLASS: FORM II

THEME 2: THE TOWN

LESSON 5: AT THE BANK

TEACHING AIDS: Flashcard, teacher, students.

Date:

Class size:

Duration: 55 min

Sequence: 3

CAPACITIES	CONTENTS
Identify	-Words and expressions related to bank service: bank, banker, money, savings, crossed cheque, cashier, payment, bank note, travellers cheque, receipt, investment, interest rate, current account, deposit account, to open an account, credit card, cash card, (ATM), to cash money, deposit money, bank charges. -if clause type 1 to express condition in future.(grammatical structure to express condition.
Use	-Words and expressions related to bank service. -Grammatical structure to express condition(if clause type1)
Build	-Simple sentences to describe bank account opening procedures.

Competence: handle orally a language structure in communicative situation by using a simple language.

References: Programme éducatif 5ème, guide D'exécution 5ème, EFSA, Oxford Advanced Learners' Dictionary

STAGES/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	NOTE ON BOARD	TEACHING MATERIALS
Pre-activities				
-Greeting(1min) -Roll call(1min) -Date(1min) -Warm up(1min)	-greet the SS -checks the presence -asks the students to write the date -gives a tune	-answer the greeting - answer the roll call -write the date - sing in chorus	-Date	-Students -teacher -Blackboard
Main-activities				
Activity 1: Vocabulary(15min) 3ps	<p>I-PRESENTATION</p> <p>-Presents the new vocabulary words: receipt, cashier investment, interest rate, current account</p> <p>II- PRACTICE STAGE</p> <p>-repetition drill</p> <p>-makes sentences containing new words and asks students to repeat.</p> <p>III- PRODUCTION</p>	<p>-listen carefully and repeat.</p> <p>-listen and repeat sentences.</p> <p>-make their own</p>	<p style="text-align: center;">Vocabulary</p> <p>1-A deposit account(n): a bank account on which one can deposit and take money</p> <p>Eg: I have 2 million on my deposit account.</p> <p>2-to open an account (v)= to create an account</p> <p>Eg: Kodzo opened his first account at UTB.</p> <p>3-credit card(n) : a card that is used to take money at ATM.</p> <p>4-ATM (an automated teller machine)</p> <p>Eg: My father uses credit card to take money at ATM .</p> <p>5-to deposit money(v):to</p>	

	-Invites students to make their own sentences with the new vocabulary words taught.	sentences	put money into an account. Eg: Anani deposits 2000 into his account every month.	
Activity 2: listening comprehension (Post listening)	-selects a passage -gives the instruction -reads the text two or three time -asks comprehension questions	-listen -listen -answer the questions	Text: bank accounts Kodzo has two accounts, the current account and the saving account. He usually deposits money on the saving account and takes money from the current account. On Sundays, he can use his credit card to take money at ATM when he needs money. Questions 1-How many accounts does Kodzo have? 2-He usually deposits money on the current account, true or false. 3- Name the two accounts that Kodzo has.	
Activity 3: reading aloud	-selects a short passage -reads loudly the text -asks SS to read aloud the passage individually -corrects pronunciation, intonation and stress mistakes	-follow the reading -read aloud individually the passage	Text: bank accounts Kodzo has two accounts, the current account and the saving account. He usually deposits money on the saving account and takes money from the current account. On Sundays, he can use his credit card to	

			take money at ATM when he needs money.	
POST-ACTIVITIES				
Evaluation (5min)	-asks students to use the new vocabulary studied in their own sentences	-make their sentences		
Remedial	-comments on students' answers	-take note		
Homework	-gives homework	-copy the homework	Homework	
Warm down	-asks students to tune a song and leaves	-sing	Which bank do you like the most? Why?	

CARD N: 16

SCHOOL: CS ESSO

TEACHER : MR ABOGLO Kodjovi Séna

SIZE.....B.....G....

CLASS. FORM II

THEME 3: MAN AND HIS HEALTH

LESSON 6: AT THE HOSPITAL

TEACHING AIDS: Realia, Picture, demonstration.

REFERENCES: Manuel de l'élève 5^e Longman dictionary, programme éducatif 5^e

Guide d'exécution 5^e.

DATE

DURATION: 55 min

CLASS

SEQUENCE: 1/3

Capacities	Contents
Recognize	- Words and expressions related to the Hospital and sickness symptoms. - Regular Adverbs, Irregular adverbs.
Describe	- Sickness, symptoms
understand	- The prescription and advice of a nurse
Read and understand	- An easy text related to the health

Competence: Oral manipulation of language structure on communicative situation using simple language.

Learning situation: A patient arrives at the Hospital. The Doctor asks him what is wrong with him but he lacks word expressions to explain exactly what is wrong with him. Basing on the following word, help the patient to find out words and expression to say what is wrong with him. List: Pain, Stomachache, fever, temperature, thermometer, teacher. Do the work in pairs.

LESSON ORGANISATION

A-/PRE-ACTIVITIES

Stages/ Timing	Teacher' role	Students' role	Note on the board	Teaching Materials
1- Greeting 2- Roll-	- Greets students - Checks presence	Answer greeting		Teacher students chalkboard

check 3- Date 4-Warm up	- Says and writes - strike a song	- answer to the Roll check - repeat and write - chap	Date	
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B- MAIN-ACTIVITIE

<p>Activity I Vocabulary (15min) The use of the 3 Ps</p>	<p>I-Presentation Stage</p> <ul style="list-style-type: none"> • Repetition drill <p>- Presents new words and expressions in a context using the appropriate strategies and asks Ss to repeat.</p> <p>- Hospital(n)(demonstration) - Clinic(n) (synonyms) - Disease (n) (Synonyms) - Medicine Realier - Treatment: (Explanation) - A nurse: (Syn) doctor midwife - A Patient : (Situation)</p> <p>II- Practice Stage</p> <ul style="list-style-type: none"> • Repetition drill <p>Presents new sentences and asks Ss to repeat</p> <p>1- My father is a doctor; he works at the CHR Hospital. 2- “Ma vie” is a Clinic in Chaminade. 3- Beriberi is a disease 4- My father is nurse at a big hospital; he gives treatment to sick persons.</p>	<p>Ss listen</p> <p>Ss repeat</p> <p>Ss repeat</p> <p>Hospital Clinic</p> <p>Hospital Medicine Ss complete with the right words. Medicine /tablet/Treatment</p> <p>Patient</p>	<p>I-Vocabulary</p> <p>1- Hospital (n) (syn) clinic, dispensary, sick house. Hospitalize (SP,PP Hospitalized) hospitaliser Eg: There are a lot of patients at Tokoin Hospital.</p> <p>2-Disease : (syn) illness, sickness Eg: Malaria, fever, COVID-19, are <u>diseases</u></p> <p>3- Medicine (n) (syn) drugs, tablet, Medical (adj) Eg: Hemafer, Advil Med, Broncoxil, are medicines.</p> <p>4-Treatment (n) medical care for an illness or injury. To treat (SP, PP treated), treatable (adj) Eg: Bola is receiving a three days treatment of malaria.</p> <p>5- Doctor (n) a person who is trained to heal the sick. (Syn) A physician, general practitioner, nurse. Eg: Susan, call the doctor, mum is not feeling good.</p> <p>6- a Health record: (fr) carnet de santé.</p> <p>Ss own good sentences</p>	
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	<p>5- My sister is a nurse at Poli-Clinic, she gives me an injection. 6- A sick person is a patient at Hospital.</p> <ul style="list-style-type: none"> • Substitution drill <p>Asks Ss to complete the sentences with the right words. 1- CHR ... is a and polyclinic is My mother is a nurse, She works at a Para Siro is a</p> <p>1- If I am sick, the doctor will give me a Afi is sick and her father sends her to the hospital. There she is a</p> <p>III- Production Stage - asks Ss to make their own sentences using the new vocabulary words studied.</p>	<p><i>Ss make sentences</i></p>		
<p>Activity II Grammar: The comparative with long Adjective</p>	<p>I- Presentation Stage Presents 1 or 2 sentences and asks Ss to repeat.</p> <ul style="list-style-type: none"> • Repetition drill <p>1- Lion is dangerous 2- Dog is dangerous too 3- Lion is more dangerous than dog. - asks questions:</p>	<p>Ss repeat</p> <p>Ss answer questions</p>	<p>II- GRAMMAR: THE COMPARATIVE WITH LONG ADJECTIVES. Example: Dangerous, attractive, beautiful, efficient, expensive, interesting, excited, famous, popular, wonderful, excellent, marvelous, fabulous, important,</p> <p>1- Lion is more dangerous than dog. 2- Afi is more intelligent than Yawa. 3- English class is more interesting than French class</p> <p>Rule: MORE + LONG ADJECTIVE+ THAN</p>	

	1- How is Lion and Dog 2- How is Lion compare to the dog		Practice: Put the adjectives in brackets in the correct form. 1- Cartel is (efficient) Paracetamol. 2- Suzy is (attractive) Ruth 3- Santrinos is (famous) Pachi Chenzu. Correction 1- more efficient than 2 more attractive than 3- more famous than.	
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C-POST-ACTIVITIES

Evaluation Homework Warm down	- Ask Ss make sentences with new vocabulary words taught - Asks Ss to make a full sentences with long Adjective listed. 1- Kodzo-Serious-Prince 2-English-intenesting-Mathematics. Write down the homework on the board - asks Ss to strike a sing	Ss make Ss copy down the homework Sing	<p align="center">Homework</p> Make sentence with Adjectives listed: 1- Pen is (Expensive)..... pencil 2- The Pen is (Useful) a pencil 3- The dog is (Dangerous) a cut.	
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CARD N: 17

DATE

SCHOOL: CS ESSO

DURATION: 55 min

**TEACHER : MR ABOGLO Kodjovi Séna
SIZE.....B.....G....**

CLASS

CLASS. FORM II

SEQUENCE: 2/3

THEME 3: MAN AND HIS HEALTH

LESSON 6: AT THE HOSPITAL

TEACHING AIDS: Realia, Picture, demonstration.

REFERENCES: Manuel de l'élève 5^e Longman dictionary, programme éducatif 5^e

Guide d'exécution 5^e.

Capacities	Contents
Recognize	- Words and expressions related to the Hospital and sickness symptoms. - Regular Adverbs.
Describe	- Sickness, symptoms
understand	- The prescription and advice of a nurse
Read and understand	- An easy text related to the health

Competence: Oral manipulation of language structure in communicative situation using simple language

Learning situation: A patient arrives at the Hospital. The doctor asks him what is wrong with him but he lacks word and expressions to explain exactly what is using to him. Basing on the following words help the patient to find out words and expressions to say what is wrong with him.

List: pain, stomachache, fever, temperature, thermometer, teacher.

Do the work in pairs.

LESSON ORGANISATION

A-/PRE-ACTIVITIES

Stages/ Timing	Teacher' role	Students' role	Note on the board	Teaching Materials
1- Greeting 2- Roll-check 3- Date 4-Warm up	- Greets students - Checks presence - Says and writes - Strike a tune	Answer greeting - Answer to the Roll check - Repeat and write - Sing	Date	Teacher students

B- MAIN-ACTIVITIE

Activity I Vocabulary (3Ps) 3min	I- Presentation Stage - Presents new words and expressions in	Listen carefully and	I- Vocabulary 1- Ambulance (n) Cognate. Eg: Koffi made an accident yesterday and the ambulance took him to the Hospital (CHR) Kara. 2- Patient (n) Syn: Sick Person (Situation)	Teacher Students
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	<p>a context using on appropriate strategies. Says: Ambulance, Patient or sick person, Symptoms, pain, stomachache, fever, Temperature, Thermometer. II- Practice Stage</p> <ul style="list-style-type: none"> • Repetition drill - asks students to read example written on the board - Asks question on examples • Substitution drill - asks Ss to complete these sentences with the right words. 1- An (doctor, Fever, ambulance) takes Ali to the Hospital for treatment. 2- I felt a (..... pain) when my leg was broken. 3- I take my and it is up to 37°C III-Production Stage Asks Ss to make their own sentences 	<p>repeat</p> <p>Ss repeat</p> <p>Ss answers</p> <p>Ambulance</p> <p>Ss make sentences</p>	<p>Eg : At the Hospital Koffi is a patient 3- Symptoms (n) (Explanation). Eg: Symptoms of Aids are: Fever, Chronic Caught, emaciation, vomiting etc..... 4- Pain (n) douleur. (Situation) Painful (adj) douloureux. Eg: I felt a pain when I broke my leg. 5-A Stomachache (n) (Situation) maux de ventre Eg: I have a Stomachache 6-A Fever (n) (Situation) (Fièvre) Eg: I think I have a Fever</p> <p>Ss own model sentences</p>	
<p>Activity II Grammar: The formation or the use of Regular adverbs.</p>	<p>I- Presentation Stage - Presents 02 sentences containing the structure and ask students to</p>	<p>Ss read</p> <p>Ss Answers</p>	<p>II- GRAMMAR: FORMATION OF THE ADVERBS Note: Generally, we form adverbs in English by adding " ly" to the adjectives. Eg: Slow Slowly Quick Quickly Bad Badly Dangerous Dangerously</p>	

	<p>read. - Asks question 1- Yawa works slowly 2- Abalo runs quickly Q1- How does Yawa work? Q2 – How does Abalo? II- Practice Stage</p> <ul style="list-style-type: none"> • Repetition drill <p>- Present new sentences and asks Ss to read. 1- My father work Slowly 2- Hare runs quickly. Asks students to underline Slowly and quickly - Ask what are the adjectives coming from them - What is slowly and quickly? - How are formed? - Asks to replace Slowly in the first sentences by an adverbs coming from the adjective “bad”</p> <p>III- Production Stage - Asks Ss to make their own sentences with Regular adverbs.</p>	<p>Slowly Quickly</p> <p>Ss read</p> <p>Ss underline</p> <p>Slow and quick Adverbs Adj + ly</p> <p>Ss replace (badly)</p> <p>Ss make sentences</p>	<p>Efficient Efficiently Quiet Quietly</p> <p>Note: Any adjectives ending with "y" we change the " y" into "I" then we add "Ly" Eg: Happy Happily Noisy Noisily</p> <p>Ugly Uglily Easy Easily Angry Angrily.</p> <p>Note: If an adjective ends with "L" we maintain the " L" and we add "Ly" Eg: Beautiful Beautifully Wonderful Wonderfully Painful Painfully Dutiful Dutifully Careful Carefully</p> <p>Practice: write correctly theses adjectives. 1- Bola is sick, he walks (slow) 2- Today, I'm (beautiful) dressed 3- Some drivers drive (careful) 4- Dad is angry, he speaks (angry)</p> <p>Ss own model sentences</p>	<p>Teacher Students</p>
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C-POST-ACTIVITIES

<p>Evaluation</p>	<p>- Asks Ss to practice in pairs vocabulary word taught</p>	<p>Ss Practice</p>	<p align="center">Homework</p> <p>1- He likes listen to the teaches (careful)</p> <p>2- He answers him (Kind)</p>	
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Remedial work	- Complete the following sentence with Regular adverbs.	Students take note	Find 6 other Regular adverbs among the other and make sentences.	
Homework	1-He likes listening to the teacher			
Warm down	(careful) 2- He answers him (Kind) Correct Ss mistakes of possible and makes comment on it - Asks Ss to find 6 other Regular adverbs at home make sentences. Strike a song and take and takes leave.	Sing		

CARD N: 18

SCHOOL: CS ESSO

**TEACHER : MR ABOGLO Kodjovi Séna
SIZE.....B.....G....**

DATE

DURATION: 55 min

CLASS

THEME 3: MAN AND HIS HEALTH

LESSON 6: AT THE HOSPITAL

TEACHING AIDS: Realia, Picture, demonstration.

REFERENCES: Manuel de l'élève 5^e Longman dictionary, programme éducatif 5^e

Guide d'exécution 5^e.

Capacities	Contents
Recognize	- Words and expressions related to the Hospital and sickness symptoms. - Regular Adverbs.
Describe	- Sickness, symptoms
understand	- The prescription and advice of a nurse
Read and understand	- An easy text related to the health

Competence: Oral manipulation of language structure in communicative situation using simple language

Learning situation: A patient arrives at the Hospital. The doctor asks him what is wrong with him but he lacks word and expressions to explain exactly what is using to him. Basing on the following words help the patient to find out words and expressions to say what is wrong with him.

List: pain, stomachache, fever, temperature, thermometer, teacher.

Do the work in pairs.

LESSON ORGANISATION

A-/PRE-ACTIVITIES

Stages/ Timing	Teacher' role	Students' role	Note on the board	Teaching Materials
1- Greeting 2- Roll-check 3- Date 4-Warm up	- Greets students - Checks presence - Says and writes - Strike a tune	Answer greeting - Answer to the Roll check - Repeat and write - Sing	Date	Teacher students

B- MAIN-ACTIVITIE

<p>Activity I</p> <p>Vocabulary</p> <p>(3Ps) 3min</p>	<p>I- Presentation Stage</p> <p>- Presents new words and expressions in a context using on appropriate strategies.</p> <p>Says: Ambulance, Patient or sick person, Symptoms, pain, stomachache, fever, Temperature, Thermometer.</p> <p>II- Practice Stage</p> <p style="text-align: center;">Repetition drill</p> <p>- asks students to read example written on the board</p> <p>- Asks question on examples</p> <p style="text-align: center;">Substitution drill</p> <p>- asks Ss to complete these sentences with the right words.</p> <p>1- An (doctor, Fever, ambulance) takes Ali to the Hospital for</p>	<p>Listen carefully and repeat</p> <p>Ss repeat</p> <p>Ss answers</p> <p>Ambulance</p>	<p>I- Vocabulary</p> <p>1- Thermometer (def) an apparatus used to measure temperature. (Drawing). Eg: The nurse put the thermometer under my armpit.</p> <p>2- X- ray (def) a photograph made with X-rays (Syn) Radiograph</p> <p>Eg: The doctor ordered some X-ray of my leg.</p> <p>3- Surgery (syn) Operation. (Chirurgie). Surgeon (def) one who performs surgery.(Chirurgien,ne).</p> <p>4- Injection (def) the act of injecting.</p> <p>Eg: the nurse gave the patient three injections</p> <p>5- Headache (def) the pain in the head.(Mal de tête) Eg: I took two drugs because I have a terrible headache.</p> <p>6- To Cure (syn) to heal,</p> <p>Eg: David cures from Malaria.</p> <p>Ss own model sentences</p>	<p>Teacher</p> <p>Students</p>
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	<p>treatment.</p> <p>2- I felt a (..... pain) when my leg was broken.</p> <p>3- I take my and it is up to 37°c</p> <p>III-Production Stage</p> <p>Asks Ss to make their own sentences</p>	<p>Ss make sentences</p>										
<p>Activity II</p> <p>Grammar: The formation or the use of Regular adverbs.</p>	<p>I- Presentation Stage</p> <p>- Presents 02 sentences containing the structure and ask students to read.</p> <p>- Asks question</p> <p>1- Yawa works slowly</p> <p>2- Abalo runs quickly</p> <p>Q1- How does Yawa work?</p> <p>Q2 – How does Abalo?</p> <p>II- Practice Stage</p> <p style="text-align: center;">Repetition drill</p> <p>- Present new sentences and asks Ss to read.</p> <p>1- My father</p>	<p>Ss read</p> <p>Ss Answers</p> <p>Slowly</p> <p>Quickly</p> <p>Ss read</p> <p>Ss underline</p> <p>Slow and quick</p> <p>Adverbs</p>	<p>II- GRAMMAR: FORMATION OF THE ADVERBS</p> <p>Note: Some adverbs do not admit "ly", they are called "irregular adverbs"</p> <p>Eg:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Good</td> <td style="width: 50%;">Well</td> </tr> <tr> <td>Fast</td> <td>Fast</td> </tr> <tr> <td>Hard</td> <td>Hard</td> </tr> <tr> <td>Late</td> <td>Late</td> </tr> </table> <p>Practice: write the adverb form of these adjectives.</p> <p>1- Maboudi drive (fast)</p> <p>2- This Ibo speaks Ewe very (good)</p>	Good	Well	Fast	Fast	Hard	Hard	Late	Late	<p style="text-align: center;">Teacher</p> <p style="text-align: center;">Students</p>
Good	Well											
Fast	Fast											
Hard	Hard											
Late	Late											

Remedial work		Students take note		
Homework				
Warm down		Sing		

CARD N°: 19

SCHOOL : CS ESSO

TEACHER: MR ABOGLO Kodjovi Séna

CLASS: FORM II

THEME 3: MAN AND HIS HEALTH

LESSON: 7 AT THE DRUGSTORE

DATE:

DURATION: 55min

CLASS SIZE.....B.....G.....

SEQUENCE:1/3

TEACHING AIDS : Realia, Picture, demonstration.

REFERENCES: Manuel de l'élève 5^e Longman dictionary, programme éducatif 5^e Guide d'exécution 5^e

Capacities	Contents
Recognize	- Words and expressions related to the drugstore. - Adverb of frequency - Words and expressions related to drugstore a duty
Use	- Words and expressions related to selling and bugging activities on the drugstore. - Adverbs of frequencies: twice a day, three times a day; during, after ...
Exchange	- Exchange orally in a dialogue ideas and expressions between a patient and the pharmacist.

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

Learning situation: You are in the classroom at CEG Tomdè. The teacher asks Ali to find out from the following list of words these related to the drugstore but he cannot. You are asked to help him find out the appropriate words. Do the work in pairs. List: Medicine, tablet, rice, pill, drug, pharmacist, antibiotic, syrup, cassava.

LESSON ORGANISATION

A-/PRE-ACTIVITIES

Stages/ Timing	Teacher' role	Students' role	Note on the board	Teaching Materials
1- Greeting 2- Roll-check 3- Date 4-Warm up	- Greets students - Checks absence - Says and writes - Strike a Song	Answer greeting - Answer to the Roll check - Repeat and write - Sing	Date	Teacher Students

B- MAIN-ACTIVITIE

Activity I Vocabulary 1- Pharmacist 2- drugstore 3- Pill 4- drugs 5- Prescription 6- to serve 7- to be on duty	I- Presentation Stage - Present new words and ask student to repeat 1- A pharmacist (n) 2- A drugstore (n)Syn Pharmacy 3- A pill (n) Syn Tablet 4- Drugs(n) Categorizing. 5- A prescription (n) Realia 6- to serve (n) syn to give. 7- to be on duty = être de garde *Asks Ss questions	Ss repeat.	I- Vocabulary 1- A Pharmacist (n) (fr) Pharmacien,ne Eg: A Pharmacist works at the pharmacy 2- A drugstore (n) Syn Pharmacy. Eg: I bought CAC 1000 at Segne Drugstore 3- A pill (n) Syn Tablet, drug Eg: Paracetamol is a pill 4- A prescription (n) to prescribe(verb) Eg: The doctor gives me a prescription to buy drugs at the drugstore. 5- on duty # off duty être de garde Eg: Ségbé drugstore is on duty this week.	
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	<p>1- “What is Santé plus”? 2- Where does the Pharmacist work? Who works at the Pharmacy. 3- What is Paracetamol? 4- What are mixagrip, paracetamol and Syrop? 5- What does the doctor give to go the drugstore to buy? 6- What does the Pharmacist do to me at the drugstore? 7- Which Pharmacy is on duty this week? II- Practice Stage Asks Ss to make sentence with these jumbled words. 1- Sister-my-is-pharmacist-a-At-drugstore-“Santé Plus”. 2- APC+, -drugs-and-Nivaquine-are. 3- LAFIA-is-drugstore-on duty-week-this. III-Production Stage Ask Ss to make their own sentences</p>	<p>My Sister is a pharmacist at “Santé Plus” drugstore. APC+ and Nivaquine are drugs MAFIA-is-drugstore-on duty-week-this. Make sentences</p>	<p>Ss best sentences</p>	<p>Teacher Students Realia</p>
<p>Activity II Grammar: The use of: twice a day; Three times a day; during, after.</p>	<p>I- Presentation Stage * Present sentences and asks Ss to read. 1- The patient takes drugs twice a day after meals. 2- Koffi drinks medicine three times a days during his treatment.</p>	<p>Ss read Twice a day After the meal.</p>	<p>GRAMMAR: THE USE OF: TWICE A DAY, THREE TIMES A DAY, DURING, AFTER. PRESENTATION Take this tablet twice a day after the meal Adele takes her drugs three times a day. 10ml in the Morning before breakfast, 10ml at midday before lunch and 10 ml in the evening after dinner.</p>	<p>Teacher Student</p>

Warm down	during. Ask Ss to Strike a Song	Sing		
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CARD N°: 20

DATE:

SCHOOL : CS ESSO

DURATION: 55min

TEACHER: MR ABOGLO Kodjovi Séna

CLASS SIZE.....B.....G.....

CLASS: FORM II

SEQUENCE: 2/3

THEME 3: MAN AND HIS HEALTH

LESSON: 7 AT THE DRUGSTORE

TEACHING AIDS : Realia, Picture, demonstration.

REFERENCES: Manuel de l'élève 5^e Longman dictionary, programme éducatif 5^e Guide d'exécution 5^e

Capacities	Contents
Recognize	- Words and expressions related to the drugstore. - Pharmacist, I am sorry, Syrop, bill, I need, antibiotic.
Use	- Words and expressions related to activities of the drugstore to buy pharmaceuticals

	products. - The grammatical structure «Superlative from of long and short Adjectives. »
Exchange	- Orally in a dialogue expressions between a patient and a pharmacist.

Competence: Handle orally in a dialogue ideas and expression in a communicative situation by using simple language.

Learning situation: Koffi arrives late at school. The teacher asks him the reason why he is late. He lacks words related to the drugstore to narrate what happened to him when he was sent to the drugstore.

Basing on the following jumbled words help him to narrate the story.

1- The/hadn't/Pharmacist/Syrop/Appropriate/The.

2- To/another/drugstore/go/.

LESSON ORGANISATION

A-/PRE-ACTIVITIES

Stages/ Timing	Teacher' role	Students' role	Note on the board	Teaching Materials
1- Greeting 2- Roll-check 3- Date 4-Warm up	- Greets students - Checks absence - Says and writes - Strike a tune	Answer greeting - Answer to the Roll check - Repeat and write - Sing	Date	Teacher board Students

B- MAIN-ACTIVITIE

<p>Activity I Vocabulary 1- Syrop 2- Bill 3- Antibiotic 4- I need 5- I am Sorry</p>	<p>I- Presentation Stage - Presents news Vocabulary words and asks Ss to repeat. - Asks questions: 1- What did I bought to heal my illness? 2- What is Antibiotic? 3- What did the pharmacist give me when I bought drugs? 4- How do I feel when I disturb him? II- Practice Stage • Repetition drill Present some sentences and ask Ss to repeat. I need to buy drugs as: Syrop and antibiotic • Substitution drill Make sentences with the jumbled words: 1- I – Syrop – twice – a day – drink 2- Antibiotic – bacteria – destroys. 3- Bill – I – receive- from – the pharmacist. III- Production Stage Asks Ss to make their own sentences.</p>	<p>Listen and repeat</p> <p>Answers questions</p> <p>Ss repeat</p> <p>Make sentences</p> <p>Make sentences.</p>	<p>I- Vocabulary 1- Syrup (n) definition: It is a pharmaceutical drug made in a liquid. Eg: I bought syrop to heal my illness. 2- Antibiotic (n) défin: It is a pharmaceutical drug that can destroy Bacteria (Growth) Eg: the doctor prescribed me an antibiotic 3- Bill (n)(syn) invoice Eg: the nurse gave me the Bill. 4- Prescription (n) (fr) Ordonnance. Eg: I received the prescription from the doctor 5- I am sorry (fr) je suis désolé Eg: I am sorry, we don't have this medicine.</p> <p>Ss own example sentences</p>	
<p>Activity II Grammar: The superlative of Long and short Adjective</p>	<p>I- Presentation Stage - Presents the Superlative of some Long and shorts Adjective and asks Ss to repeat.</p>	<p>Listen and repeat</p> <p>Answer questions</p>	<p>II- Grammar: The Superlative of " Short and Long Adjectives".</p> <p>Superlative of Short Adjectives 1. Yao is the cleverest student in the class. 2- Form 2A is the noisiest class in this school. 3- bicycles are the cheapest means of transportation.</p>	

	<p>- Asks questions 1- How are Yao and Koffi at English? II- Practice Stage</p> <ul style="list-style-type: none"> • Repetition drill <p>Presents some sentences, ask Ss to repeat.</p> <ul style="list-style-type: none"> • Substitution drill <p>Give the Superlative of Adjective in parentheses: 1- Tortoise is clever but Hare is the (clever) of animals. 2- She is the (intelligent) of the class.</p> <p>III- Production Stage Asks students to produce their own sentence using the Superlative of some Adjective.</p>	<p>Listen and repeat</p> <p>Give the Superlative</p> <p>Produce sentences</p>	<p>Rule: The + short Adjectives + est. ✓Happy. The happiest Easy The easiest, Lazy the laziest Ugly the Ugliest; dirty the dirtiest. ✓Big. The biggest, Fat. The Fattest, Hot. The Hottest. Sad. The Saddest Thin. The Thinnest. Slim. The Slimmest Wet. The Wettest.</p> <p>Superlative of Long Adjectives Ruth is the most intelligent in this class. Lion is the most dangerous animal Aspirin is the most bitter medicines. Suzan is the most charming girl in her family</p> <p>Rule: The + most + Long Adjectives IRREGULAR COMPARATIVE AND SUPERLATIVES</p> <table border="0"> <tr> <td>Adjectives.</td> <td>Comparative.</td> <td>Superlative</td> </tr> <tr> <td>Good.</td> <td>Better than</td> <td>The Best</td> </tr> <tr> <td>Bad</td> <td>Worse than</td> <td>The Worst</td> </tr> <tr> <td>Far</td> <td>Farther than.</td> <td>The Farthest</td> </tr> <tr> <td></td> <td>Further than</td> <td>The Furthest</td> </tr> <tr> <td>Many</td> <td></td> <td></td> </tr> <tr> <td>Much.</td> <td>More than.</td> <td>The most</td> </tr> <tr> <td>Little</td> <td>Less than.</td> <td>The least</td> </tr> </table>	Adjectives.	Comparative.	Superlative	Good.	Better than	The Best	Bad	Worse than	The Worst	Far	Farther than.	The Farthest		Further than	The Furthest	Many			Much.	More than.	The most	Little	Less than.	The least	
Adjectives.	Comparative.	Superlative																										
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Many																												
Much.	More than.	The most																										
Little	Less than.	The least																										
<p>Activity III Dialogue</p>	<p>Presents a dialogue and Asks Ss to repeat and Roll play.</p>	<p>Repeat and Roll Play</p>	<p>Dialogue Patient: Morning sir, I would like to buy some drugs. Pharmacist: Morning, the, prescription please! Patient: Here it is! Pharmacist: Here is the bill</p>																									

C-POST-ACTIVITIES

<p>Evaluation</p> <p>Homework</p> <p>Warm down</p>	<p>Make sentences with to be sorry, I need a bill.</p> <p>Write the homework on the board</p> <p>Asks Ss to Strike a Song</p>	<p>Make sentences</p> <p>Copy the homework</p> <p>Sing</p>	<p>Homework Give the Superlative of the Adjectives. 1- Laré is beautiful but Yendowoam is the of the class. 2- Afi is fat. She is the Girl of our class.</p>	
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CARD N°: 21

DATE:

SCHOOL : CS ESSO

DURATION: 55min

TEACHER: MR ABOGLO Kodjovi Séna

CLASS SIZE.....B.....G.....

CLASS: FORM II

SEQUENCE: 1/3

THEME 4: THE ENVIRONMENT (L'ENVIRONNEMENT)

LESSON 8: MAN AND HIS ENVIRONMENT (L'HOMME ET SON ENVIRONNEMENT)

TEACHING AIDS : Realia, Picture, demonstration.

REFERENCES: Manuel de l'élève 5^e Longman dictionary, programme éducatif 5^e Guide d'exécution 5^e

Capacities	Contents
Recognise	Words and expressions related to man and his environment: soil; climate; desert; desertification....
Use	Modal verbs: "Must/Musn't" to express an obligation.
Exchange	Oral information about the importance of environment.

Competence: handle orally a language structure in a communicative situation by using simple language.

Learning situation: After a course on some elements of the environment, the teacher asks yao to give two element of the environment but he can't. you, as his classmates help yao by giving the two elements and after, make a sentence with each of the word.

Do the work in pairs.

Teaching strategies: 3PS; individual; pairs; group work.

LESSON ORGANISATION

A/ Pre-activities

STAGE/TIMING	TEACHERS'ROLE	STUDENTS'ROLE	NOTE ON BOARD	MATERIALS USE
Greeting Roll check Date Warm up	Greets students Checks presence Asks Ss to say & write Gives a tune	Answer greeting Answer the roll check Say and write sing	date	Teacher Students board

B/ MAIN ACTIVITIES

Activity I	Presentation stage	Listen and	1- An environment:	
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<p>VOCABULARY</p>	<p>Presents words and asks Ss to repeat.</p> <p>Practice stage: <i>Repetition drill</i></p> <p>Presents some sentences and asks Ss to read.</p> <p>Asks comprehension questions.</p> <p>1-where are animals, trees...? 2-what is wetted after the rain? 3-what is salty in lomé? 4- what is cold in the morning in January? 5- what do we have in sahara?</p> <p><i>Substitution drill</i></p> <p>Complete with the correct answer: 1-trees and animals are in the (car; environment). 2-sahara is a (house; desert). 3-cutting trees cause a (desertification; rain).</p> <p>Production stage: Asks Ss to produce their own sentences.</p>	<p>repeat</p> <p>Look and read</p> <p>Answer</p> <p>Complete</p> <p>produce</p>	<p>(n) syn surroundings. <i>(cognate)</i> <i>Environmental (adj)</i> Eg: human beings, trees, animals are in the environment.</p> <p>2- A soil: (n) (syn) earth, land. Eg: the soil is wetted after the rain.</p> <p>3- A sea: (n)(def) a large area of salty water that covers the Earth's surface. (Syn) Ocean. Eg: The sea is blue.</p> <p>4- A climate: (n)(def) weather conditions in a particular area. Climatic (adj) Eg: in January, the climate in the morning is cold.</p> <p>5- A desert (def) a large area of land where there is a lot of sand. Eg: we have desert at sahara.</p> <p>6- A desertification: (n) (def) the process by which a useful land changes into desert. Eg: we must all avoid land desertification.</p> <p><i>Ss model sentences</i></p>				
<p>Activity I GRAMMAR: the use of: “ must and musn’t or must not”</p>	<p>Presentation stage <i>Repetition drill</i></p> <p>Presents the new structure in the situational context and asks Ss to read.</p> <p>Asks questions: 1-what must people do to protect the environment? 2-what musn’t I do?</p> <p><i>Substitution drill</i></p> <p>Make sentences basing on the chart.</p> <table border="1" data-bbox="411 1989 831 2020"> <tr> <td>I</td> <td>must</td> <td>Plant trees</td> </tr> </table>	I	must	Plant trees	<p>Ss read</p> <p>Answer</p> <p>Make sentences</p>	<p>GRAMMAR : THE USE OF MUST AND MUSTN'T SENTENCES</p> <p>Must expresses an obligation.</p> <p>1-people must plant trees to protect the environment. People have to plant trees to protect the environment.</p> <p>2- I mustn't cut trees.</p>	
I	must	Plant trees					

	<table border="1"> <tr> <td>You</td> <td>Must not</td> <td>Protect the environment</td> </tr> <tr> <td>He/She</td> <td>Have to</td> <td>Come to school late</td> </tr> <tr> <td>They</td> <td>Musn't</td> <td>steal</td> </tr> </table>	You	Must not	Protect the environment	He/She	Have to	Come to school late	They	Musn't	steal			<p>I must not cut trees RULE: MUST / MUSTN'T + V (Bare infinitive)</p> <p>MUST= HAVE TO</p> <p>Ss model sentences</p>	
You	Must not	Protect the environment												
He/She	Have to	Come to school late												
They	Musn't	steal												
<i>Activity III</i> GAME: the last letter chain	Presents a word and ask Ss to form a word with the last letter of his word and so on and so ford.	Play	Word: climate											

POST-ACTIVITIES

Evaluation	Asks questions about the sequence: 1-give some vocabulary words studied today. 2-give the grammar point studied today and its rule.	Answer	Homework Order these scrambled words to have correct sentences: 1- must/student/trees/We/take care of. 2-Students/work/hard/have to. 3-must not/cheat/l.	
Remedial work	Makes comments on the recurrent mistakes.	Listen and take note		
Homework	Writes the homework on the board	Copy		
Warm down	Strikes a tune	sing		

CARD N°: 23

DATE:

SCHOOL : CS ESSO

DURATION: 55min

TEACHER: MR ABOGLO Kodjovi Séna

CLASS SIZE.....B.....G.....

CLASS: FORM II

SEQUENCE: 2/3

THEME 4: THE ENVIRONMENT (L'ENVIRONNEMENT)

LESSON 8: MAN AND HIS ENVIRONMENT (L'HOMME ET SON ENVIRONNEMENT)

TEACHING AIDS : Realia, Picture, demonstration.

REFERENCES: Manuel de l'élève 5^e Longman dictionary, programme éducatif 5^e Guide d'exécution 5^e

Capacities	Contents
Recognise	Words and expressions related to man and his environment: soil; climate; desert; desertification....
Use	Modal verbs: "Must/Musn't" to express an obligation.
Exchange	Oral information about the importance of environment.

Competence: handle orally a language structure in a communicative situation by using simple language.

Learning situation: After a course on some elements of the environment, the teacher asks yao to give two element of the environment but he can't. you, as his classmates help yao by giving the two elements and after, make a sentence with each of the word.

Do the work in pairs.

Teaching strategies: 3PS; individual; pairs; group work.

LESSON ORGANISATION

A/ Pre-activities

STAGE/TIMING	TEACHERS'ROLE	STUDENTS'ROLE	NOTE ON BOARD	MATERIALS USE
Greeting	Greets students	Answer greeting		Teacher
Roll check	Checks presence	Answer the roll check	date	Students
Date		Say and write		board

	<p>2-sahara is a (house; desert).</p> <p>3-cutting trees cause a (desertification; rain).</p> <p>Production stage:Asks Ss to produce their own sentences.</p>		<p>The Fauna plays an important role in a country.</p> <p>5- Extinction (n) When a particular kind of animal or plant stops existing. Eg: some species are in danger of extinction.o</p> <p>6- Natural(adj) # unnatural, artificial.</p> <p>Nature(n), to naturalize (v)</p>
<p>ACTIVITY II</p> <p>DIALOGUE</p> <p>Koffi is a farmer. He always cuts trees for farming and for firewood. Without knowing the negative impacts of his actions on the environment, Your teacher asks you to tell</p>	<p>Presentation stage</p> <p><i>Repetition drill</i></p> <p>Presents the new structure in the situational context and asks Ss to read.</p> <p>Asks questions:</p> <p>1-what must people do to protect the environment?</p> <p>2-what musn't I do?</p> <p><i>Substitution drill</i></p>	<p>Ss read</p> <p>Answer</p>	<p>DIALOGUE : Koffi is a farmer. He always cuts trees for farming and for firewood. Without knowing the negative impacts of his actions on the environment, Your teacher asks you to tell him about the importance of the environment.</p>

<p>him about the importance of the environment. Based on your competence, write out your dialogue.</p>	<p>Make sentences basing on the chart.</p> <p>Asks Ss to make sentences</p>	<p>Make sentences</p> <p>Make sentences</p>	<p>Based on your competence, write out your dialogue.</p> <p>RESOLUTION.</p> <p>Koffi is a farmer. He always cuts off trees. Here is the discussion we have on the importance of environment.</p> <p>Me: Hello dear Koffi How are you today?</p> <p>Koffi: I'm good.</p> <p>Me: where are you going this morning with this machete and axe?</p> <p>Koffi: I'm going to farm to cut off some trees.</p> <p>Me: we need to protect our environment because</p> <p>Ss model sentences</p>	
<p><i>Activity III</i></p> <p>GAME: the last letter</p>	<p>Presents a word and ask Ss to form a word with the last letter of</p>	<p>Play</p>	<p>Word: climate</p>	

chain	his word and so on and so ford.			
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POST-ACTIVITIES

Evaluation	Asks questions about the sequence: 1-give some vocabulary words studied today. 2-give the grammar point studied today and its rule.	Answer Listen and take note	Homework Order these scrambled words to have correct sentences: 1-must/student/trees/We/take care of. 2-Students/work/hard/have to. 3-must not/cheat/I.	
Remedial work	Makes comments on the recurrent mistakes.			
Homework	Writes the homework on the board	Copy		
Warm down	Strikes a tune	sing		

CARD N°: 22

DATE:

SCHOOL : CS ESSO

DURATION: 55min

TEACHER: MR ABOGLO Kodjovi Séna

CLASS SIZE.....B.....G.....

CLASS: FORM II

SEQUENCE: 3/3

THEME 4: THE ENVIRONMENT (L'ENVIRONNEMENT)

LESSON 8: MAN AND HIS ENVIRONMENT (L'HOMME ET SON ENVIRONNEMENT)

TEACHING AIDS : Realia, Picture, demonstration.

REFERENCES: Manuel de l'élève 5^e Longman dictionary, programme éducatif 5^e Guide d'exécution 5^e

Capacities	Contents
Recognise	Words and expressions related to man and his environment: soil; climate; desert; desertification....
Use	Modal verbs: "Must/Musn't" to express an obligation.
Exchange	Oral information about the importance of environment.

Competence: handle orally a language structure in a communicative situation by using simple language.

	<table border="1"> <tr> <td>He/She</td> <td>Should not</td> <td>Come to school late</td> </tr> <tr> <td>They</td> <td>Should not</td> <td>steal</td> </tr> </table>	He/She	Should not	Come to school late	They	Should not	steal			
He/She	Should not	Come to school late								
They	Should not	steal								
	<p>Production stage</p> <p>Asks Ss to make sentences</p>	Make sentences								
<p><i>Activity III</i></p> <p>GAME: the last letter chain</p>	Presents a word and ask Ss to form a word with the last letter of his word and so on and so ford.	Play	Word: climate							

POST-ACTIVITIES

Evaluation	Asks questions about the sequence:	Answer	Homework	
	1-give some vocabulary words studied today.		Order these scrambled words to have correct sentences:	
	2-give the grammar point studied today and its rule.	Listen and take note	1-must/student/trees/We/take care of.	
Remedial work	Makes comments on the recurrent mistakes.		2-Students/work/hard/have to.	
Homework	Writes the homework on the board	Copy	3-must not/cheat/I.	
Warm down	Strikes a tune	sing		

CARD N°: 23

DATE:

SCHOOL : CS ESSO

DURATION: 55min

TEACHER: MR ABOGLO Kodjovi Séna

CLASS SIZE.....B.....G.....

CLASS: FORM II

SEQUENCE: 1/3

THEME 4: THE ENVIRONMENT (L'ENVIRONNEMENT)

LESSON 9: POLLUTION

TEACHING AIDS : Realia, Picture, demonstration.

References : programme 5è, guide d'exécution, manuel de l'élève, Oxford dictionary.

Teachingaids : Realia, flashcards, notebooks, students, teacher

Capacities	Contents
Recognize	Words and expressions related to pollution.
Construct	Simple sentences using structures related to pollution.
Exchange	The point of view of bad effect of pollution

Competence : Manipulate words and expressions to master communication related to pollution

Learning situation :During the breakfast, one of your classmate drinks pure water and puts the plastic on the ground. You see him and would like to advise him and sensitize the other students of your class on the pollution of the environment but you lack words and expressions. Use the following words and expressions to make yourself understood.

- I would advise you to.....
- It is advisable to.....
- I would advise you not to.....

Do the work in pairs

Stages	Teacher's role	Learner's role	Note on the board	Material
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PRE – ACTIVITIES

Greeting, presence, date, warm up	-greet the students -check the presence -say and write the date Gives a song	Answer ,repeat the date, sing	Date	Blackboard
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MAIN ACTIVITIES

I- ACTIVITY ONE: VOCABULARY	<p><u>Presentation stage</u> : The teacher presents the new items</p> <p><u>Practice stage</u> : the teacher asks students to repeat model sentences individually and in chorus</p> <p><u>Production stage</u> : invites students to make their own sentences</p>	<p>Listen carefully and repeat</p> <p>observe ,repeat and take note</p> <p>give model sentences</p>	<p>1-Pollution:(n) (explanation) the contamination of environment by harmful substances. # purity, conservation Pollutant(n), polluted, polluting (adj) pollutingly (adv), To pollute (verb) Eg: Pollution is a serious problem.</p> <p>2-Water pollution: (def) the contamination of water by industrial chemical discharge. Eg: water pollution causes a lot of diseases.</p> <p>3- Greenhouse effect (def) the process by which the planet is warmed by its atmosphere. (Effet de serre.) Eg: the Greenhouse effect causes global warming.</p> <p>4- Rubbish (n) (syn) garbage, trash, waste,refuse Eg: Rubbish is collected every Friday.</p>	Blackboard, notebooks
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<p>II- GRAMMAR: THE USE OF : I WOULD ADVISE YOU TO/ IT IS ADVISABLE TO...</p>	<p><u>Presentation stage</u> : the teacher gives the new structures and explain <u>Presentation stage</u> : complete the following sentences. 1-I would advise you to..... 2-My father would advise me to..... <u>Production stage</u> : asks students to make sentences using would advise</p>	<p>Listen ,follow Do the work individually Give their sentences</p>	<p>The teacher would advise you to protect the environment I would advise you not to pollute the classroom It is advisable to collect plastics on the ground Rule: I would advise you to/it is advisable to + Verb (bare infinitive)</p>	
<p>iii reading comprehension</p>	<p>Gives the reading topic, make a joke ,gives vocabulary words, puts pre and post questions</p>	<p>Listen and answer</p>	<p>Questions 1) Where did Sikiru go ? 2) Sikiru is the boss of Mr Buhari. T/F 3) They drove down a tarred earth road to a small village. T/F 4) Who walked across the market-place to greet them ?</p>	

POST-ACTIVITIES

Evaluation	Gives an exercise	Do the exercise		
Homework	Writes the homework exercise on the board	Copy in their exercise books	Make two sentences giving advise to protect the environment	
Warm down	Strikes a song or a story	Follow and sings		

CARD N°: 24

DATE:

SCHOOL : CS ESSO

DURATION: 55min

TEACHER: MR ABOGLO Kodjovi Séna

CLASS SIZE.....B.....G.....

CLASS: FORM II

SEQUENCE: 2/3

THEME 4: THE ENVIRONMENT (L'ENVIRONNEMENT)

LESSON 9 : POLLUTION

TEACHING AIDS : Realia, Picture, demonstration.

References : Programme 5è, Guide d'exécution, manuel de l'élève, Oxford dictionary

Teaching aids: Realia, flashcards, note book, students, and teacher

capacities	Contents
Recognize	-Words and expressions related to pollution : sanitation, noise, bad smell, plastic product, sanitary conditions, vehicular,
Use	-The grammatical structures to express the advice on pollution. It is advisable to.....
Make sentences	Simple sentences to avoid pollution ; I will not throw rubbish in drinking water
Discuss	On the disadvantages of the pollution

Competence: manipulate words and expressions to master communication related to the pollution

Learning situation: At CEG ENS, the teacher wants to teach the lesson on pollution. He writes on the blackboard the list of words and expressions. He asks you to select words that are related to pollution

List: effect, plastic product, pen, noise, rubbish, bad smell.

Do the work individually

Stages	Teacher's role	Students' role	Note on the board	Material
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PRE – ACTIVITIES

-Greeting	Greets students,	Answer	Date	Blackboard
-Roll call	checks the presence,	,repeat the		

-Date	says and writes the date, gives a song	date , sing		
-Warm up				

MAIN – ACTIVITIES

I- Vocabulary	<p>Presentation stage : the teacher presents the new items</p> <p>Practice stage : Use words and expressions to make sentences. Kodjo takes rubbish to the dump.</p> <p>Production stage : Invites students to make their own sentences using the new words</p>	<p>Repeat individually, rows and in chorus</p> <p>Listen, observe, repeat and take note</p> <p>Give original sentences</p>	<p>1- Vehicular pollution : (def) fumes that run out from an exhaust pipe of a car or bikes.</p> <p>2- Plastic products: Produits plastiques Eg: Plastic products contribute to the pollution of the atmosphere.</p> <p>3- Rubbish heap (fr) t'as de déchets/ d'ordures. Eg: There are Rubbish heaps everywhere in town.</p> <p>4- Rubbish collection (def): the process of collecting rubbish.</p> <p>5- Industrial wastes.(def) Wastes from industries. Eg: industrial waste pollute the streams.</p>	
II- Grammar	<p>Presentation stage : explains how to give advise to prevent pollution with grammatical sentences</p> <p>Practice stage : makes sentences</p> <p>Production stage : let students make sentences with the expressions thought on their own</p>	<p>Listen</p> <p>Repeat individually and in chorus</p> <p>Do the work</p>	<ol style="list-style-type: none"> 1- I would advise you to clean your house 2- It is advisable to keep clean your house. 3- I would advise you to sweep your room every morning 4- It is advisable not to throw the plastic waste everywhere around you. 5- We will not throw dirty water everywhere 	Blackboard
III- Discussion	Asks students to discuss the disadvantages of pollution	Discuss in group and present in the class	The pollution gives sickness, contamination, rapid spread of diseases	

POST – ACTIVITIES

Evaluation	Read the following words to make meaningful sentences : - will-throw-rubbish-in-the gutter	Practice the vocabulary		Blackboard
Homework	Writes the homework exercise on the blackboard	Copy the homework in their exercise books	What is pollution ?	
Warm up	Strikes a song, recall next session and takes leave. goodbye	Sing		

LESSON CARD

CARD N°: 25

DATE:

SCHOOL : CS ESSO

DURATION: 55min

TEACHER: MR ABOGLO Kodjovi Séna

CLASS SIZE.....B.....G.....

CLASS: FORM II

SEQUENCE: 1/3

THEME 4: THE ENVIRONMENT (L'ENVIRONNEMENT)

Lesson10: PRESERVING OUR FORESTS

Teaching aids: picture; drawing; realia; flashcard.

References: Programme éducatif 5è; guide d'exécution 5è; EFSA SB Oxford dictionary.

Capacities	Contents
Recognise	Words and expressions related to preserving: nature; natural resources; mineral resources; sensitization campaign; to protect; to preserve; to avoid; to sensitize...
Use	The grammar structure: "It is no good".
Make	Sentences using the grammar structure to express ideas related to preserving the forest.

Competence: handle orally a language structure in a communicative situation by using simple language.

Learning situation: you are in the classroom, the teacher asks one of your classmates to find out from the following list of words those related to the preservation of forest, but he is not capable to. The teacher asks you to help him by finding the appropriate words and make sentences telling how to preserve a forest.

List: cut; to preserve; to plant trees; not to destroy; make fire; market; desk

Do the work in pairs.

Teaching strategies: 3PS; individual; pairs; group work.

LESSON ORGANISATION

A/ Pre-activities

STAGE/TIMING	TEACHERS'ROLE	STUDENTS'ROLE	NOTE ON BOARD	MATERIALS USE
Greeting Roll check	Greets students Checks presence	Answer greeting Answer the roll check		Teacher Students
Date	Asks Ss to say & write	Say and write	date	board

Warm up	Gives a tune	sing		
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B/ MAIN ACTIVITIES

<p>Activity I VOCABULARY</p>	<p>Presentation stage Presents words and asks Ss to repeat.</p> <p>Practice stage: <i>Repetition drill</i> Presents some sentences and asks Ss to read. Asks comprehension questions.</p> <p>1-what is marbre; iron; hosphate...? 2-what is mountains and tress? 3-what do people do every first of june? 4- what does koffi make? 5- what does government do? <i>Substitution drill</i> Complete with the correct answer:</p> <p>1-trees and mountains are (mineral resources; natural resources). 2-government (plant; sensitize) people on the importance of tress.</p> <p>Production stage: Asks Ss to produce their own sentences.</p>	<p>Listen and repeat</p> <p>Look and read</p> <p>Answer</p> <p>Complete</p> <p>produce</p>	<p>A nature: (n) <i>cognate</i> Mineral resources: (n) <i>examples</i> Eg: marbre; iron; phosphate are mineral resources. Natural resources: (n) <i>expl</i> Eg: mountains; trees; forests...are natural resources. To plant trees: (v) <i>demonstration</i> Eg: every first of June people plant trees. A tree nursery: (n) <i>translation:</i> pépinière. Eg: Koffi makes makes a large tree nursery. To sensitize: (V) <i>explanation.</i> Eg: government sensitize people on the importance of trees. <i>A sensitization campaign: explanation</i> Eg: During elections government make a sensitization campaign on non-violence.</p> <p>Ss model sentences</p>	
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Activity I GRAMMAR: the use of: "it is no good"	Presentation stage <i>Repetition drill</i> Presents the new structure in the situational context and asks Ss to read. Asks questions: 1-what is no good doing? Practice stage Asks Ss to repeat these sentences orally. 1-it is no good cheating. 2-it is no good insulting people Asks Ss to put the verbs into the parentheses into the correct form. 1-it is no good (to talk) in the classroom. 2-it is no good (to play) on the road. Production stage Asks Ss to make sentences	Ss read Answer repeat Put into the correct form Make sentences	Grammar: the use "it is no good". SENTENCES 1-it is no good cutting trees. 2- it is no good coming to school late. RULE: it is no good+V+ING Ss model sentences	
Activity III READING ALOUD	Presents the text to Ss .	read	TEXT: preserving our forest (P34).	

POST-ACTIVITIES

Evaluation	Asks questions about the sequence: 1-give some vocabulary words studied today. 2-give the grammar point studied today and its rule.	Answer	HOMEWORK: Use these words to make sentences using "it is no good" Words: to phone him today; to destroy the environment; to throw plastics on the school compound.	
Remedial work	Makes comments on the recurrent mistakes.	Listen and take note		

Homework	Writes the homework on the board	Copy		
Warm down	Strikes a tune	sing		

LESSON CARD

CARD N°: 26

DATE:

SCHOOL : CS ESSO

DURATION: 55min

TEACHER: MR ABOGLO Kodjovi Séna

CLASS SIZE.....B.....G.....

CLASS: FORM II

SEQUENCE: 2/3

THEME 4: THE ENVIRONMENT (L'ENVIRONNEMENT)

LESSON 10: PRESERVING OUR FORESTS.

Teaching aids: picture; drawing; realia; flashcard.

References: Programme éducatif 5è; guide d'exécution 5è; EFSA SB Oxford dictionary.

Capacities	Contents
Recognise	Words and expressions related to preservation of the forest: to protect; to preserve; protection...
Use	The grammar structure related to the preservation of the forest.
Exchange	On factors and the inconvenience of the destruction of the forest.

Competence: handle orally a language structure in a communicative situation by using simple language.

Learning situation: your teacher asks one of your classmates to write a paragraph on the preservation of the forest using these phrases but he can't. Write a paragraph with the following jumbled sentences.

Jumbled sentences: not to cut trees/must protects the forest/not set fire to the forest/to plant trees/sensitize the population on the importance of forests.

Do the work in pairs.

Teaching strategies: 3PS; individual; pairs; group work.

LESSON ORGANISATION

A/ Pre-activities

STAGE/TIMING	TEACHERS'ROLE	STUDENTS'ROLE	NOTE ON BOARD	MATERIALS USE
Greeting Roll check	Greets students Checks presence	Answer greeting Answer the roll check		Teacher Students
Date	Asks Ss to say & write	Say and write	date	board
Warm up	Gives a tune	sing		

B/ MAIN ACTIVITIES

<p>Activity I VOCABULARY</p>	<p>Presentation stage Presents words and asks Ss to repeat.</p> <p>Practice stage: <i>Repetition drill</i> Presents some sentences and asks Ss to read. Asks comprehension questions. 1-what does koffi do to his trees? 2-what does government do? 3-what must people do to protect our environment? 4- what should people not do to forests? 5- what does government do? <i>Substitution drill</i> Order these scrambled words to have meaningful sentences: 1-protects/yao/his trees/fire/against. 2-government/the population/</p> <p>Production stage: Asks Ss to produce their own sentences.</p>	<p>Listen and repeat</p> <p>Look and read</p> <p>Answer</p> <p>Complete</p> <p>Produce</p>	<p>To protect: (v) a protection: expl <i>Eg: koffi protects his tree with stones.</i> To preserve: (v) cognate <i>Eg: government preserves children against poliomyelitis.</i> To avoid: (v) demonst <i>Eg: people must avoid cutting trees to protect our environment.</i> Not to destroy: (v) demonstration <i>Eg: people should not destroy forests.</i></p> <p>Ss model sentences</p>	
<p>Activity II WRITING</p>	<p>Presents the topic on the board and asks Ss to make correct and full sentences using the the semantic map on the board.</p>	<p>Ss make correct and full sentences</p>	<p>Topic: tell how to preserve the forest.</p> <p>SEMANTIC MAP</p> <p>Mustn't cut trees Avoid bush fire</p> <div style="border: 1px solid black; background-color: #4a86e8; color: white; padding: 5px; display: inline-block; margin: 5px 0;"> Preserve forest </div> <p>Sensitize the population on the importance of</p>	

			<p>fire; not destroy forests</p> <p>Topic correction To protect the forest; we must avoid bush fire; mustn't cut trees; we must not destroy forests; we must plant trees, sensitize the population on the importance of forests</p>	
Activity III READ AND LOOK UP	Presents the text to Ss .	read	<p>TEXT: preserving our forest (P34). Forest need to be preserved because/ they provide us with/ very many things needed in life./ We get plenty of timber from the forests./ From the timber/, we make tables, chairs, beds /and other furniture.</p>	

POST-ACTIVITIES

Evaluation	Asks questions about the sequence: 1-give some vocabulary words studied today. 2-asks to recall how to protect forests? Makes comments on the recurrent mistakes.	Answer	HOMEWORK: Give at least three importance of trees.	
Remedial work		Listen and take note		
Homework	Writes the homework on the board Strikes a tune	Copy		
Warm down		sing		

LESSON CARD

CARD N°: 27

DATE:

SCHOOL : CS ESSO

DURATION: 55min

TEACHER: MR ABOGLO Kodjovi Séna

CLASS SIZE.....B.....G.....

CLASS: FORM II

SEQUENCE: 1/3

THEME 5: TRADITIONAL CEREMONIES (LES CÉRÉMONIES TRADITIONNELLES.)

LESSON 11: LIFE IN THE VILLAGE (LA VIE AU VILLAGE)

TEACHING AIDS: picture; drawing; realia; flashcard.

REFERENCES: Programme éducatif 5è; guide d'exécution 5è; EFSA SB Oxford dictionary.

Capacities	Contents
Recognise	Words and expressions related to Life in the village: Farming, agriculture, cooperative work, solidarity, friendship, community life, polygamy, big families, lack of, water/food shortage, poverty, famine, rural/urban, drift/rural exodus, dowry, illiteracy. The grammar structure to describe daily activities: * in Present: to be/get used to + verb + ing. Eg: We are used to going to farm every Saturday. * in the past: Used to/ Would + bare infinitive. Eg: Adote used to dance Agbadza when she was very young.
Write	The name of different activities in the village.
Build	Simple sentences with words and expressions related to life in the village.
WRITING	A simple letter to your pen pal on life in the village.

Competence: handle situations related to the Understanding of a text in a communicative situation by using simple language.

LEARNING SITUATION: Egbebedo is a pupil in form 2 at CEG Kougnohou. During a class on life in the village, Mr ABOGLO the English teacher asks him to two or three words on village but he is incapable. The teacher the asks you to help him do his work. Do the work in pairs.

Teaching strategies: 3PS; individual; pairs; group work.

LESSON ORGANISATION

A/ Pre-activities

STAGE/TIMING	TEACHERS'ROLE	STUDENTS'ROLE	NOTE ON BOARD	MATERIALS USE
Greeting	Greets students	Answer greeting		Teacher
Roll check	Checks presence	Answer the roll check		
Date	Asks Ss to say & write	Say and write	date	Students
Warm up	Gives a tune	sing		board

B/ MAIN ACTIVITIES

ACTIVITY I VOCABULARY	Presentation stage. Presents words and asks Ss to repeat. Practice stage: <i>Repetition drill</i> Presents some sentences and asks Ss to read <i>Substitution drill</i>	Listen and repeat Look and read	1-Village (syn) countryside, rural. # town, city, urban. 2- Farming(n) (def) the practice or business of growing crops or keeping animals on a farm. Eg: Farming is a very difficult activity. 3- Cooperative work 4-Friendship(n) relationship between friends. Eg: our friendship is very strong. 5- community life (fr) la vie communautaire. Eg: we need to develop a community life	
	Production stage: Asks Ss to produce their own sentences.	Complete		
ACTIVITY TWO GRAMMAR: THE USE OF: BE/GET	Presentation stage <i>Repetition drill</i> Presents the new structure in	Follow carefully		
			THE USE OF : BE /GET	

			<p>fowl, cocks...</p> <p>ANSWER Every morning, before Uncle Edudzi, goes to farm, he feeds all his livestock. He brings grasses to his goats and sheep. After, he calls the fowls with a mimic. Quickly, they all run quickly to him and he grains them with corns millets and rice. After feeding them, he then pours water in a big bowl for them then he leaves for his farm.</p>	
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POST-ACTIVITIES

Evaluation	<p>Asks questions about the sequence:</p> <p>1-give some vocabulary words studied today.</p> <p>2-asks to recall how to protect forests?.</p> <p>Makes comments on the recurrent mistakes.</p>	Answer	HOMEWORK:	
Remedial work	<p>Writes the homework on the board</p> <p>Strikes a tune</p>	Listen and take note		
Homework		Copy sing		

Warm down				
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LESSON CARD

CARD N°: 28

DATE:

SCHOOL : CS ESSO

DURATION: 55min×2

TEACHER: MR ABOGLO Kodjovi Séna

CLASS SIZE.....B.....G.....

CLASS: FORM II

SEQUENCE: 2/3

THEME 5: TRADITIONAL CEREMONIES (LES CÉRÉMONIES TRADITIONNELLES.)

LESSON 11: LIFE IN THE VILLAGE (LA VIE AU VILLAGE)

TEACHING AIDS: picture; drawing; realia; flashcard.

REFERENCES: Programme éducatif 5è; guide d'exécution 5è; EFSA SB Oxford dictionary.

Capacities	Contents
Recognise	<p>Words and expressions related to Life in the village: Farming, agriculture, cooperative work, solidarity, friendship, community life, polygamy, big families, lack of, water/food shortage, poverty, famine, rural/urban, drift/rural exodus, dowry, illiteracy.</p> <p>The grammar structure to describe daily activities: * in Present: to be/get used to + verb + ing. Eg: We are used to going to farm every Saturday. * in the past: Used to/ Would + bare infinitive. Eg: Adote used to dance Agbadza when she was very young.</p>
Write	The name of different activities in the village.
Build	Simple sentences with words and expressions related to life in the village.
WRITING	A simple letter to your pen pal on life in the village.

Competence: handle situations related to the Understanding of a text in a communicative situation by using simple language.

LEARNING SITUATION: Egbebedo is a pupil in form 2 at CEG Kougnohou. During a class on life in the village, Mr ABOGLO the English teacher asks him to two or three words on village but he is incapable. The teacher the asks you to help him do his work. Do the work in pairs.

Teaching strategies: 3PS; individual; pairs; group work.

LESSON ORGANISATION

A/ Pre-activities

STAGE/TIMING	TEACHERS'ROLE	STUDENTS'ROLE	NOTE ON BOARD	MATERIALS USE
Greeting	Greets students	Answer greeting		Teacher
Roll check	Checks presence	Answer the roll check		
Date	Asks Ss to say & write	Say and write	date	Students
Warm up	Gives a tune	sing		board

B/ MAIN ACTIVITIES

ACTIVITY I VOCABULARY	<p>Presentation stage. Presents words and asks Ss to repeat.</p> <p>Practice stage: <i>Repetition drill</i></p> <p>Presents some sentences and asks Ss to read</p> <p><i>Substitution drill</i></p> <p>Production stage:</p> <p>Asks Ss to produce their own sentences.</p>	<p>Listen and repeat</p> <p>Look and read</p> <p>Complete</p>	<p>1- Solidarity (n) coopération, compassion. Eg: solidarity is very important in our society. 2- Polygamy (def) The condition of having more than one partner. # monogamy. Polygamous (adj). # monogamous. Eg: Polygamy is more practiced today.</p> <p>3- Food shortage:(def) the lack or deficiency of food. (Pénurie alimentaire) Eg: there is famine because of food shortage.</p> <p>4- Poverty (n) # riches, richness, wealth. Poor(adj) # rich, wealthy (adj). Eg: I hate poverty.</p> <p>5- illiteracy (def) the inability to read. (Analphabétisme) # literacy (littératie).</p> <p>6- Exodus: a sudden departure of large number of people. (syn) drift</p>	
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ACTIVITY TWO GRAMMAR: THE USE OF: BE/GET USED TO	Presentation stage <i>Repetition drill</i> Presents the new structure in the situational context and asks Ss to read. Asks questions: 1-what is no good doing? Practice stage Asks Ss to repeat these sentences orally. 1-girls get used to cheating. 2-she is used to insulting people Asks Ss to put the verbs into the parentheses into the correct form. 1-He is used (to talk) in the classroom. 2-the students get used (to play) on the road. Production stage Asks Ss to make	Follow carefully Answer the questions Students listen carefully and repeat Listen and put the sentences into simple past tense Make their own sentences		
	THE USE OF : USED TO/ WOULD I used to help my parents on farm when I was in village. The villagers would harvest all the crop with you. Rule: Subj + used to/would + bare infinitive Students' sentences			

	sentences			
Activity III. Writing: Informal letter	Gives a sample of activity in village	Students read the text and deal with it.	<p>An informal letter is a letter we write to our friends and relatives (father, mother, brother, sister, nièce, nephew, uncle, aunt). It has only one address.</p> <p>STARTING AN INFORMAL LETTER</p> <p>- I'm happy, I'm glad, it's a pleasure for me to..., I'm honored to jot down these words, I'm delighted.....</p> <p>CLOSING AN INFORMAL LETTER</p> <p>- Eager to read from you.</p> <p>- Write me back as soon as possible</p> <p>SUBSCRIPTION</p> <p>Yours, yours friend, yours ever, your niece(beloved son, daughter, sister, brother, dad, mom).</p> <p>LAYOUT OF INFORMAL LETTER.</p> <p style="text-align: right;">05BP25, L. Langabou -Togo</p> <p style="text-align: right;">March,18, 2025</p> <p>Dear friend Kenneth,</p> <p>I'm very glad to write you these few words hoping you are doing well. As you</p>	

			<p>said it in your previous letter, this letter aims at answering your worries. Life in town is more interesting than life in village in many ways. Here, the main activities are farming and fishing. We only go to farm on Saturdays and on Sunday, we all wear our beautiful clothes for church. We daily cover 2km to fetch water. It extremely exhausting work. There is no electricity as a result we learn with candles or lanterns. Despite all these difficulties, we live in harmony with the nature and one another. I hope that you will get satisfaction through this letter.</p> <p>Eager to read from you too.</p> <p style="text-align: right;">Yours friend, Edèwa.</p> <p>Topic: write a letter to your pen pal who lives in Accra to tell him about life in village. Your address is : 05BP25, Langabou - Togo. your name is Edèwa.</p> <p>ANSWER</p>	
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POST-ACTIVITIES

Evaluation	Asks questions about the	Answer	HOMEWORK:	
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LESSON CARD

CARD N°: 29

DATE:

SCHOOL : CS ESSO

DURATION: 55min

TEACHER: MR ABOGLO Kodjovi Séna

CLASS SIZE.....B.....G.....

CLASS: FORM II

SEQUENCE: 1/3

THEME 5: TRADITIONAL CEREMONIES (LES CÉRÉMONIES TRADITIONNELLES.)

LESSON 12: YAM FESTIVAL

TEACHING AIDS: realia, notebooks, students, teacher, and blackboard

REFERENCES: Programmme éducatif 5e, guide d'exécution 5e, oxford dictionary

Capacities	Contents
Recognize	Words and expressions related to dance and traditional ceremonies: crops, yam, feast, yam festival, drink, food, pounded yam.
Use	Simple past tense in simple sentences.
Write	The names of different dances and ceremonies: agbadja, gagalo, kamou, akpèssè, bobobo ... The names of differents traditional music instruments: atoupani, cora, flûte, castagnète, drums gong

COMPETENCE 2: Handle situations that related to the understanding of written text by means of simple language.

LEARNING SITUATION: Back from the yam festival (dipontre) at bassar, kondi wants to recount to his friends what exited feast it was. He lacks appropriate words to express himself. Help him from the list of words below to find the useful ones. Do it in pairs.

List: chair, pounded yam, kamou, teacher, feast, red chalk, yam festival.

Teaching strategies: Use of 3ps, individual, per row, in chorus.

LESSON ORGANISATION

Timing/Stage	Teacher's role	Learners' role	Note on board	Teaching materials
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PRE-ACTIVITIES

-Greeting (1min)	-Greets the students	-Answer the greeting	Date	Teacher Students
-Roll call/Check (3min)	-Check the presence	-Give the absentees' names		
-Date	-Says and write the date	-Repeat and write the date		
-Warm up	-Gives a tune	-Sing		

MAIN ACTIVITIES

Activity 1 Vocabulary (15min)	<p><u>I- Presentation stage</u></p> <p>-Presents the new words and expressions in a context using the appropriate teaching strategies.</p> <p><u>II- Practice stage:</u></p> <p>-Repetition drill: Makes sentences containing the new words and expressions and asks students to repeat</p> <p>Eg: 1-Sikiru was invited for the yam festival. 2-During the feast, we eat pounded yam.</p> <p>-Completion drill Makes sentences with proposals to students</p> <p>Eg: 1-Maize, rice, beans, is (crops, books, students). 2-We grow (yam, chicken, and pen) in the farm.</p> <p><u>III-Production</u></p>	<p>-Listen carefully and repeat individually, per row and in chorus</p> <p>Listen carefully and repeat the sentences, if possible choose the correct word</p>	<p>Vocabulary</p> <p>1-<u>Crops</u>(n): (syn) harvest Eg: The farmers have lots of crops this year.</p> <p>2-<u>Yam</u>(n): (realia) Eg: my mother makes koliko with yam.</p> <p>-<u>Pounded yam</u> (explanatory stce): fufu is pounded yam.</p> <p>3-<u>Feast</u> (n): Eg: Christmas is a feast.</p> <p>4-<u>yam festival</u> (exp): (image) Eg: Dipontri is bassarians' yam festival.</p> <p>5-<u>To drink</u> (v): (dem) Eg: When I am thirsty I drink some water.</p>	<p>Teacher</p> <p>Students</p> <p>Realia</p> <p>Black board</p> <p>Copy books</p>
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	<p>went to the village last Saturday.</p> <p>2-You was in Form I last year.</p> <p>-Substitution drill</p> <p>Makes sentences and asked students to put into simple past tense</p> <p>1-my mother (cook) pounded yam.</p> <p>2-He (drink) much beer last night.</p> <p>III-<u>Production stage</u></p> <p>Asks students to make their own sentences with the new structure</p>	<p>Listen and put the sentences into simple past tense</p> <p>Make their own sentences</p>	<p>Students best sentences</p>	
<p>Activity 3 Speaking (10min)</p>	<p>Asks to describe the traditional ceremonies of their village using the names of different dances and ceremonies: agbadja, gagalo, kamou, akpèssè, bobobo ...</p> <p>And names of different traditional music instruments: atoupani, cora, flûte, castagnète, drums gong</p>	<p>Describe the traditional ceremonies using such names of different dances and ceremonies. And names of different traditional music instruments</p>		<p>Teacher</p> <p>Students</p>

POST ACIVITIES

<p>Evaluation (5min)</p>	<p>Asks students to make sentences with the new</p>	<p>Make sentences</p>		<p>Teacher</p>
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	vocabulary words and the new grammar structure			Students
Remedial work	Makes comments on the current mistakes	Take into account the comments of the teacher		Exercise books
Homework	Puts the homework on the board	Take note in their exercise books	Homework: Put into simple past tense the verbs in brackets: 1-Obi (have) new car last year. 2-She (sell) yam at the market. 3-My mother (prepare) something for us.	
Warm down (3min)	Asks students to sing and	Sing		

LESSON CARD

Card n°:30

Date:

Teacher: Mr ABOGLO Kodjovi Séna

Class Size: B G

School: CS ESSO

Duration: 55min

Class: Form II

Sequence: 2

Theme 5: Traditional Ceremonies

Lesson 12: Yam festival

Teaching aids: realia, notebooks, students, teacher, and blackboard

References: Programmme éducatif 5e, guide d'exécution 5e, oxford dictionary

Capacities	Contents
Recognize	Words and expressions that are related to dance and traditional ceremonies: food, libation, custom, to dance, drum, to kill, animals, traditional priest
Use	Exclamative sentences with: How, What a/an, What , Such a/an, and So
Build	A simple text related to traditional ceremonies

Competence 2: Handle situations that related to the understanding of written text by means of simple language.

Learning situation: In the classroom, Yovo was so willing to talk about the last year yam festival (Odonstou) to the teacher. He can't. Help him complete the unfinished sentences.
With: How, What a/an, What. Do it in pairs.

1-.....delicious this food is!

2-.....an exciting dance!

3-.....lucky those men are!

Teaching strategies: Use of 3ps, individual, per row, in chorus.

LESSON ORGANISATION

Timing/Stage	Teacher's role	Learners' role	Note on board	Teaching materials
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PRE-ACTIVITIES

-Greeting (1min)	-Greet the students	-Answer the greeting		Teacher Students
-Roll call/Check (3min)	-Check the presence	-Give the absentees' names		
-Date	-Says and write the date	-Repeat and write the date	Date	
-Warm up	-Gives a tune	-Sing		

MAIN ACTIVITIES

Activity 1 Vocabulary (15min)	<u>I- Presentation stage</u> -Presents the new words and expressions in a context using the appropriate teaching strategies	-Listen carefully and repeat individually, per row and in chorus	Vocabulary 1- <u>food</u> (n) (def): something that we eat Eg: Akplé, rice, pounded yam are food . 2- <u>libation</u> (n)	Teacher Students Realia
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	<p>II- <u>Practice stage</u>: -Repetition drill: Makes sentences containing the new words and expressions and asks students to repeat Eg: 1-They played rums to make people dance agbadja. 2-During the feast, my father kills a goat. -Completion drill Makes sentences with proposals to students Eg: 1-We (eat, play) food. 2-The traditional priest makes sacrifice with animas. III-<u>Production stage</u>: Asks students to make their own sentences</p>	<p>Listen carefully and repeat the sentences, if possible choose the correct word</p> <p>Make their own sentences</p>	<p>(dem) : Eg: Before the feast, Kougbinkin makes the libation. 3-<u>traditional priest</u> (exp)(trans fr): le charlatant Eg: The traditional priest makes libation with sodabi. 4-<u>drum</u> (n) (drawing) Eg: My grandfather has a drum. 5- <u>Animals</u> (n pl) (explanatory sentence): chicken, dog cat, lion, monkey are all animals. -to <u>kill</u> (v-ed) (dem): Eg: The hunter kills animals. 5-<u>custom</u> (n) (syn): practice, usage Eg: Our customs require giving baby's name on the eighth day. -to <u>dance</u> (v-ed) (picture) Eg during the yam festival in bassar, men danced on the fire.</p> <p>Students best sentences</p>	<p>Black board</p> <p>Copy books</p>
<p>Activity 2 Grammar: Exclamative sentences with: How,</p>	<p>I-<u>Presentation stage</u> -Presents a situation containing the new structure in a context:</p>	<p>Follow carefully</p>	<p>Grammar Exclamative sentences with: How, What a/an,</p>	<p>Teacher</p> <p>Students</p>

<p>What a/an, What and So (15min)</p>	<p>My friend is too kind. When my father met him, he said: what a kind boy! -Asks questions to 1-How is my friend? 2-What did my father say when he meet him. 3-What is the form of the sentence: what a kind boy! II-<u>Practice stage</u> -Repetition drill Makes sentences and containing the new structure and ask students to repeat 1-How clever this man was! 2-What an intelligent boy! -Completion drill Makes sentences and asked students to put into simple past tense 1-(What a, What) lazy students! 2-How, What a) nice car! III-<u>Production stage</u> Asks students to make their own sentences with the new structure</p>	<p>Answer the questions</p> <p>Students listen carefully and repeat</p> <p>Listen and put the sentences into simple past tense</p> <p>Make their own sentences</p>	<p>What and So 1-What a beautiful drum! 2-What bumpy roads! 3-How strange she is! <u>NB</u>: We use -How+adj+s+V+! -What a/an+adj+sing noun! -What+adj+pl noun!</p> <p>Students best sentences</p>	<p>Black board Copy books</p>
<p>Activity 3 Writing (10min)</p>	<p>Asks to build a paragraph using the jumbled sentences. 1-It was very excited. 2-My uncle drank much beer. 3-I went to bassarfor the yam festival. 4-People were dancing. 5-It was so noisy. 6-At the evening, my ante pounded yam for us.</p>	<p>Build the paragraph</p>	<p>TEXT I went to bassar for the yam festival. It was so noisy. People were dancing. Some are playing drums. My uncle drank much beer. At the evening, my ante pounded yam for us. It was very excited.</p>	<p>Teacher Students</p>

POST ACIVITIES

Evaluation (5min)	Asks students to make sentences with the new vocabulary words and the new grammar structure	Make sentences		Teacher Students Exercise books
Remedial work	Makes comments on the current mistakes	Take into account the comments of the teacher		
Homework	Puts the homework on the board	Take note in their exercise books	Homework: P 49 I n°1, 2	
Warm down (3min)	Asks students to sing and	Sing		

LESSON CARD

Card n°: 31

Date:

Teacher: Mr ABOGLO Kodjovi Séna

Class Size: B G

School: CS ESSO

Duration: 55min

Class: Form II

Sequence: 3

Theme 5: Traditional Ceremonies

Lesson 12: Yam festival

Teaching aids: realia, notebooks, students, teacher, and blackboard

References: Programme éducatif 5e, guide d'exécution 5e, oxford dictionary

Capacities	Contents
Recognize	Words and expressions that are related to dance and traditional ceremonies: sacrifice, meet, to perform, event, to celebrate, to enjoy oneself
Use	Reflexive pronouns
Apply	Techniques of writing a simple text: introduction-body-conclusion

Competence 2: Handle situations that related to the understanding of written text by means of simple language.

Learning situation: Your teacher asks Noufo to relate a story. But she can't. Help her with these scrambled words. Do it in in group.

1- lion/ One day,/ I /a /saw.

2- and/ a /He/ caches/ eats /it/ zebra.

3- so/it/ horrible! / Was

Teaching strategies: Use of 3ps, individual, per row, in chorus.

LESSON ORGANISATION

Timing/Stage	Teacher's role	Learners' role	Note on board	Teaching materials
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PRE-ACTIVITIES

-Greeting (1min)	-Greet the students	-Answer the greeting	Date	Teacher Students
-Roll call/Check (3min)	-Check the presence	-Give the absentees' names		
-Date	-Says and write the date	-Repeat and write the date		
-Warm up	-Gives a tune	-Sing		

MAIN ACTIVITIES

Activity 1 Vocabulary (15min)	<u>I- Presentation stage</u> -Presents the new words and expressions in a context using the appropriate teaching strategies	-Listen carefully and repeat individually, per row and in chorus	Vocabulary 1- <u>to perform</u> (v-ed) (antonym) misperform Eg: the young boy performs the dance. 2- <u>sacrifice</u> (v-ed) (syn): to offer Eg: The traditional priest sacrificed the goat. 3- <u>to meet</u> (v-ed) (def): to make contact with Eg: I meet my friend at the hotel. 4- <u>event</u> (n) (trans fr): un évènement Eg: Sikiru went to an event in the village. 5- <u>to celebrate</u> (v-ed) Eg: They celebrate yam	
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	<p>II- <u>Practice stage</u>: -Repetition drill: Makes sentences containing the new words and expressions and asks students to repeat Eg: 1-Grandfather meets sikiru at the bus satation. 2-We celebrate Christmas on the 25th December. III-<u>Production stage</u>: Asks students to make their own sentences</p>	<p>Listen carefully and repeat the sentences, if possible choose the correct word</p> <p>Make their own sentences</p>	<p>festival every year. 6-to enjoy oneself (exp) (explanatory sentence): I enjoy Myself in cooking.</p> <p>Students best sentences</p>																						
<p>Activity 2 Grammar: Reflexive pronouns (15min)</p>	<p>I-<u>Presentation stage</u> -Presents a situation containing the new structure in a context: When we went to the Ifa priest, he made the libation himself. -Asks questions to 1-Where did we go? 2-What did he do? 3-He made the libation himself. T/F II-<u>Practice stage</u> -Repetition drill Makes students practice the chart on the board</p>	<p>Follow carefully</p> <p>Answer the questions</p> <p>Students listen carefully and repeat</p>	<p>Grammar Reflexive pronouns 1-Koko makes the homework himself. 2-The villagers repair the bridge themselves. <u>NB</u>: We use reflexive pronouns to emphasize on the person who is making an action.</p> <table border="1"> <tr> <td>I</td> <td>Pounded</td> <td>Myself</td> </tr> <tr> <td>You</td> <td>The yam</td> <td>Yourself</td> </tr> <tr> <td>He</td> <td></td> <td>Himself</td> </tr> <tr> <td>She</td> <td></td> <td>Herself</td> </tr> <tr> <td>We</td> <td></td> <td>Ourselves</td> </tr> <tr> <td>You</td> <td></td> <td>Yourselves</td> </tr> <tr> <td>They</td> <td></td> <td>Temselves</td> </tr> </table>	I	Pounded	Myself	You	The yam	Yourself	He		Himself	She		Herself	We		Ourselves	You		Yourselves	They		Temselves	<p>Teacher</p> <p>Students</p> <p>Black board</p> <p>Copy books</p>
I	Pounded	Myself																							
You	The yam	Yourself																							
He		Himself																							
She		Herself																							
We		Ourselves																							
You		Yourselves																							
They		Temselves																							

	<p><u>III-Production stage</u> Asks students to make their own sentences</p>	Make their own sentences	Students best sentences	
Activity 3 Writing (10min)	<p>Asks students to build a text Basing on the jumbled sentences.</p> <p>1- I play a lot with him. 2- He is a white with black spot on his back and around his eyes. 3- He is so funny and an intelligent dog. 4- I like him very much. 5- I have a beautiful dog. My dog's name is Champion. 6- He helps my father at the bush. 7- He has a short tail.</p>	Build the text	<p>TEXT I have a beautiful dog. My dog's name is Champion. He is a white with black spot on his back and around his eyes. He has a short tail. Champion follows me everywhere. He helps my father at the bush. I play a lot with him. He likes jumping, running and dark to the strangers. I like him very much. He is so funny and an intelligent dog.</p>	Teacher Students

POST ACIVITIES

Evaluation (5min)	Asks students to make sentences with the new vocabulary words and the new grammar structure	Make sentences		Teacher Students Exercise books
Remedial work	Makes comments on the current mistakes	Take into account the comments of the teacher		
Homework	Puts the homework on the board	Take note in their exercise books	Homework: Use the appropriate reflexive pronouns. 1-He drives the car.....	

Warm down (3min)	Asks students to sing and	Sing	2-Fati wears the dress.... 3- The farmers catch the thief....	
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LESSON CARD

CARD N°: 32

DATE:

SCHOOL: CS ESSO

DURATION: 55 min

TEACHER: Mr. ABOGLO Kodjovi Séna

CLASS SIZE: B-..... G-.....

CLASS: FORM 2

SEQUENCE: 1

THEME 5: The traditional ceremonies

LESSON 13: The naming ceremony.

TEACHING AIDS: Students, teacher,

REFERENCES: Manuel de l'élève 5ème, Programme éducatif 5ème, Guide d'exécution 5ème, EFSA book 5ème.

CAPACITIES	CONTENTS
Recognize	-Words and expressions related to the naming ceremony: name, naming ceremony, baby, parents, relatives. - Grammar structure to describe passe vents : the use of verb + ing form (start, stop, begin...)
Construct	Simple sentences in past tense using the new words and grammar structure studied.

Competence 2: deal with situations related to the understanding of a written text using simple language.

Learning situation:

Last Saturday there was a naming ceremony in the house of one of your classmates. On Monday morning the teacher asks her to describe the ceremony. But she lacks words and structures to describe the ceremony. Help her find out the appropriate words and structures from the list below.

List: name; a book; naming ceremony; baby; enough; food; parents; headmaster; relatives; prayer; guest; presents; ancestor; clap; speech; kolanut; market.

Teaching strategies: individual work, pair work, the use of 3ps.

LESSON ORGANISATION

Stages/ Timing	Teacher's role	Learners' role	Note on the board	Teaching materials
PRE-ACTIVITIES				
1- Greeting (1mn) 2-Roll call(2mn) 3- Date (1mn) 4- Warm up (2mn) 5- Correction of homework (4mn)	-Greet ss -Checks the presence. - Says and writes the date. -Gives a tune. -leads ss to correct homework	-Answer the greeting -Answer the roll check -Repeat and copy the date -Sing -Take part in the homework correction	date corrected homework	Teacher, students, blackboard.
MAIN ACTIVITIES				
Activity 1: vocabulary (the use of 3Ps): 15 min	- Presents the new words in contexts using the appropriate strategy for each one. - Constructs 2/3 sentences with each word and asks students to repeat. - Asks ss to make sentences using each of the new words	-listen and repeat individually and in chorus. - Repeat after the teacher. - Make their own sentences.	Vocabulary 1-Name (ex) Eg: My name is John. 2-Ceremony (cognate) Eg: 3-Naming ceremony (explanation) it is a ceremony we perform for a baby on the eighth day after his birth. 4-baby (picture) Eg: my junior brother is one year old, he is a baby 5-Parents (explanation) My father and my mother are my parents.	Teacher, students, blackboard, copy books.
Activity 2: Grammar : The use of verb + ing form (stop/start/begin... + verb + ing.):10m	- Presents the new grammar point in context and asks students some questions: * The baby starts crying. Q1: what is the conjugated verb in the sentence?	-listen and repeat the sentence after the teacher. - Answer the questions.	Grammar: the use of verb + ing form. 1- the baby starts crying. 2- Grandfather stops praying and gives the baby's name. 3- People starts dancing. Rule: start/ stop/ begin/	Teacher, students, blackboard, copy books.

in	<p>Q2: what is the form of the verb that follows "starts"?</p> <ul style="list-style-type: none"> - Make some repetition and substitution drills: * Grandfater stops praying and give the baby's name. * people start dancing. - Asks students to construct their own sentences using the newly grammar point taught. 	<ul style="list-style-type: none"> - repeat the repetition drill. - make the substitutions. - Construct some sentences. 	finish/ like...+ ing form.	
Activity 3: Speaking (pictorial description): 10 min	<ul style="list-style-type: none"> - Asks students to open their EFSA reading books, page 26 - Asks students to tell what they can see on the pictures. 	<ul style="list-style-type: none"> - Take and open their reading books. - Describe orally what they can see on the pictures. 	Good description of students.	Students, teacher, form II EFSA book.
POST ACTIVITIES				
<p>Evaluation (5mn)</p> <ul style="list-style-type: none"> - Remedial work - Homework: 3min - Warm down (2min) 	<ul style="list-style-type: none"> - Asks students to make a recall of the new vocabulary words taught and asks them to make sentences with them. - Makes comment on students recurrent mistakes. - writevthe homework on the blackboard. -Strikes a song, recalls next session and takes leave 	<ul style="list-style-type: none"> - Answer the question. -take notes of comments -copy the homework in their homework books. -sing the song and say goodbye to the teacher. 	<p>Homework :</p> <p>Write the correct form of the bracketed verbs:</p> <ol style="list-style-type: none"> 1- The guests start (to give) presents to the baby's parents. 2- when he was making the speech, everybody stops (to talk). 3- He likes (to make) long speeches. 	Students, teacher, slates, blackboard, copy books.

LESSON CARD

CARD N°:33

DATE:

SCHOOL:CSESSO

DURATION: 55 min

TEACHER: Mr ABOGLO Kodjovi Séna

CLASS SIZE: B- G-

CLASS: FORM 2

SEQUENCE : 2

THEME 5: The traditional ceremonies

LESSON 13: The naming ceremony.

TEACHING AIDS: Students, teacher,

REFERENCES: Manuel de l'élève 5ème, Programme éducatif 5ème, Guide d'exécution 5ème, EFSA book 5ème.

CAPACITIES	CONTENTS
Recognize	-Words and expressions related to the naming ceremony: Guests, presents, speech, kolanut, clap, ancestors. - Grammar structure to describe past events : the use of "enough"
Read	A simple text related to the naming ceremony and understand it.

Competence 2: deal with situations related to the understanding of a written text using simple language.

Learning situation:

Last Saturday there was a naming ceremony in the house of one of your classmates. On Monday morning the teacher asks her to describe the ceremony. But she lacks words and structures to describe the ceremony. Help her find out the appropriate words and structures from the list below.

List: name; a book; naming ceremony; baby; enough; food; parents; headmaster; relatives; prayer; guest; presents; ancestor; clap; speech; kolanut; market.

Teaching strategies: individual work, pair work, the use of 3ps.

LESSON ORGANISATION

Stages/ Timing	Teacher's role	Learners' role	Note on the board	Teaching materials
PRE-ACTIVITIES				

-Greeting (1mn) -Roll call (2mn) -Date (1mn) -Warm up (2mn) - Correction of homework (4min)	-Greet ss -Checks the presence. - Says and writes the date. -Gives a tune. -leads ss to correct homework	-Answer the greeting -Answer the roll check -Repeat and copy the date -Sing -Take part in the homework correction	date corrected homework	Teacher, students, blackboard.
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MAIN ACTIVITIES

Activity 1: vocabulary (the use of 3Ps): 15min	- Presents the new words in contexts using the appropriate strategy for each one. - Constructs 2/3 sentences with each word and asks students to repeat. - Asks ss to make sentences using each of the new words	-listen and repeat individually and in chorus. - Repeat after the teacher. - Make their own sentences.	Vocabulary 1-Relatives (explanation) members of one's family 2-Speech (derivation) : noun from the verb "to speak" Eg: The president made a speech to the population in January. 3- Ancestors (syn) forefathers. Eg: grandfather pray our ancestors. 4- Clap (demonstration) Eg: Students clap for john because he give a good answer.	Teacher, students, blackboard, copy books.
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<p>Activity 2: Grammar : The use of "enough" : 10 min</p>	<p>- Presents the new grammar point in context and asks students some questions:</p> <p>* There is enough food for the guests.</p> <p>* The food was good enough.</p> <p>Q1: what is the word that follows "enough" in the first sentence? Is it a noun or an adjective?</p> <p>Q2: what is the word that precedes "enough" in the second sentence? Is it a noun or an adjective?</p> <p>- Make some repetition and substitution drills:</p> <p>* The baby is clever enough.</p> <p>* There are enough people in the market.</p> <p>- Asks students to construct their own sentences using the newly grammar point taught.</p>	<p>-listen and repeat the sentence after the teacher.</p> <p>- Answer the questions.</p> <p>- repeat the repetition drill.</p> <p>- make the substitutions.</p> <p>- Construct some sentences.</p>	<p>Grammar: the use of "enough"</p> <p>1-There is enough food for the guests.</p> <p>2-The food was good enough.</p> <p>Rule: -Enough + noun</p> <p>- Adjective + enough</p>	<p>Teacher, students, blackboard, copy books.</p>
<p>Activity 3: Reading comprehension: 10 min</p>	<p>- Puts some pre-reading questions on the blackboard and read them for students.</p> <p>- Asks students to open their EFSA reading books, page 27 and read the first paragraph silently and then answer the pre-reading questions.</p> <p>- Adds two post- reading questions</p>	<p>Listen to the teacher and meditate on the questions</p> <p>- Open their reading books, read the text silently and answer the questions.</p> <p>- Answer the questions.</p>	<p>Pre-reading questions</p> <p>1- Grandfather saw the Ifa priest. T/ F?</p> <p>2- What will be the baby's name?</p> <p>Post-reading questions</p> <p>3- Must the baby eat salt? Yes/ No.</p> <p>4- who is the father of Rissi?</p>	<p>Students, teacher, form II EFSA book.</p>
<p>POST ACTIVITIES</p>				

<p>Evaluation (3mn)</p> <p>- Remedial work 2 min</p> <p>- Homework: 3 min</p> <p>- Warm down (2 min)</p>	<p>- Asks students to take their slates and write: speech; ancestors; guests.</p> <p>- Makes comment on students recurrent mistakes.</p> <p>- write the homework on the blackboard.</p> <p>-Strikes a song, recalls next session and takes leave</p>	<p>- write the words on their slates</p> <p>-take notes of comments</p> <p>-copy the homework in their homework books.</p> <p>-sing the song and say goodbye to the teacher.</p>	<p>Homework :</p> <p>Rewrite the following sentences using "enough" in its right place.</p> <p>1- My father gave me money yesterday.</p> <p>2- My sister is not old to go to school.</p>	<p>Students, teacher, slates, blackboard, copy books.</p>
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LESSON CARD

CARD N°:

DATE:

SCHOOL:
min

DURATION: 55

TEACHER: Mr. ABA
G-

CLASS SIZE: B-

CLASS: FORM 2

SESSION: 3

THEME 5: The traditional ceremonies

LESSON 13: The naming ceremony.

TEACHING AIDS: Students, teacher,

REFERENCES: Manuel de l'élève 5ème, Programme éducatif 5ème, Guide d'exécution 5ème, EFSA book 5ème.

CAPACITIES	CONTENTS
Recognize	-Words and expressions related to the naming ceremony: guests, present, kolanut, to perform a ceremony.
Write	A simple text related to the naming ceremony.

Competence 2: deal with situations related to the understanding of a written text using simple language.

Learning situation:

Last Saturday there was a naming ceremony in the house of one of your classmates. On Monday morning the teacher asks her to describe the ceremony. But she lacks words and structures to describe the ceremony. Help her find out the appropriate words and structures from the list below.

List: name; a book; naming ceremony; baby; enough; food; parents; headmaster; relatives; prayer; guest; presents; ancestor; clap; speech; kolanut; market.

Teaching strategies: individual work, pair work, the use of 3ps. LESSON ORGANISATION

Stages/ Timing	Teacher's role	Learners' role	Note on the board	Teaching materials
PRE-ACTIVITIES				

1- Greeting (1min) 2- Roll call (2 min) 3- Date (1min) 4- Warm up (2min) 5- Correction of homework (4min)	-Greetss -Checks the presence. - Says and writes the date. -Gives a tune. -leads ss to correct homework	-Answer the greeting -Answer the roll check -Repeat and copy the date -Sing -Take part in the homework correction	date corrected homework	Teacher, students, blackboard.
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MAIN ACTIVITIES

Activity 1: vocabulary (the use of 3Ps): 15 min.	- Presents the new words in contexts using the appropriate strategy for each one. - Constructs 2/3 sentences with each word and asks students to repeat. - Asks ss to make sentences using each of the new words	-listen and repeat individually and in chorus. - Repeat after the teacher. - Make their own sentences.	Vocabulary 1-Guests (explanation): someone we invite. Eg: During my birthday anniversary, many guests came to our house. 2- A present (cognate & syn): a gift. Eg: During my birthday anniversary, my friend bought me a pair of shoes for present. 3- kolanut (realia) Eg: Muslims like eating kolanut. 4- To perform a ceremony (demonstration) Eg: The ifa priest performs a ceremony to his légba.	Teacher, students, blackboard, copy books.
Activity 2: listening comprehension. (10 min)	-Puts two pre-listening questions on the blackboard and read them for students. - Asks students listen to him very carefully. - Reads twice the last paragraph of "the naming ceremony", the text of page 27 of form two EISA book. - Asks students to	-listen and think about the possible intuitive answers. - Listen to the teacher very carefully. - Answer the pre	Listening comprehension. *Pre-listening questions 1- Who was the most important person at the ceremony? 2- He made a very short speech. T/ F? * Post-listening questions 3- why did everybody	Teacher, students, blackboard, copy books.

	<p>answer the pre-listening questions.</p> <ul style="list-style-type: none"> - Add two post listening questions that students answer as well. 	<p>and post listening questions.</p>	<p>clap?</p> <p>4- Did the guests give money to the best dancers? Yes/ No.</p>	
<p>Activity 3: writing (guided writing): 10min.</p>	<ul style="list-style-type: none"> - Puts the topic on the blackboard. - Reads the topic and gives a limit time to students to work. - Goes round to check from time to time what students are doing. - Makes some students read their essays for others to listen. - Puts the best work on the blackboard and together with students, they correct the mistakes in the work. 	<ul style="list-style-type: none"> - Follow the teacher carefully. - Do the work individually in their exercise books. - Read aloud their works. - With the teacher's help, correct the work and take note in their copy books. 	<p>Writing: (guided writing)</p> <p>Topic: Suppose that you took part in the naming ceremony of your nephew last Sunday. Describe the ceremony in a good paragraph of five line. These questions can help you:</p> <p>Where did the ceremony take place? When did it take place? Who were invited? Who performed the ceremony? What was the name given to the baby? Did the guests bring some presents to the baby? Did you dance/ drink/ eat? Do you like this ceremony? Why/ why not?</p> <p>-The best essay from a student.</p>	<p>Students, teacher, exercise books.</p>
POST ACTIVITIES				
<p>Evaluation (2min)</p> <ul style="list-style-type: none"> - Remedial work (1 2min) - Homework (3min) - Warm down (2min) 	<ul style="list-style-type: none"> - Asks students to make a recall of the new vocabulary words taught. - Makes comment on students recurrent mistakes. - writes the homework on the blackboard. - Strikes a song, recalls next session and takes leave 	<ul style="list-style-type: none"> - Answer the question. -take notes of comments -copy the homework in their homework books. -sing the song and say goodbye to the teacher. 	<p>Homework :</p> <p>Make a good sentence with the following words:</p> <p>Guests, present, to perform a ceremony.</p>	<p>Students, teacher, blackboard, copy books.</p>

LESSON CARD

CARD n°:

DATE

TEACHER: Mr. ABA
B G

CLASS SIZE:

SCHOOL:
55min

DURATION:

CLASS: 5em

SEQUENCE: 1

THEME 6: ENTERTAINMENTS

LESSON 14: *AT THE CINEMA*

TEACHING AIDS: Teacher, students, realia.

REFERENCES: Programme éducatif 5em, Guide d'exécution du programme de 5em, Manuel de l'élève de 5em, Oxford Advanced Learners' Dictionary.

CAPACITIES	CONTENTS
-Recognize	-Words and expressions related to the cinema : a movie, an actor, a star, a ticket, a screen.
-Use	-Grammar structure "the superlative of long adjective" in a conversation.
-Read	- A simple text related to cinema and answer comprehension questions on the text.

Competence: handle a situation related to the comprehension of a written text by using a simple language.

Learning situation: John is a student in CEG Katy. Last Sunday, he went to cinema with his uncle. When they came back, his sister asked him what they saw and observed. John is not able to tell it. Based on the list below, help John by selecting words and expressions related to cinema.

List: a screen, a mango, a film, an actor, a goal, a ticket, a star, a student, a player.

Do the work in pairs.

Teaching strategies: The use of 3Ps, Individual, pairs.

LESSON ORGANIZATION

TIMING/STAGE	TEACHER'S ROLE	STUDENTS'ROLE	NOTE ON THE BOARD	TEACHING MATERIALS
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PRE – ACTIVITIES

-Greetings (1min)	-Greet students.	-Answer greetings.		-Teacheer/ Students
-Roll check (1min)	-Checks the absence.	-Answer to the roll check.		
-Date (1min)	-Says and writes the date.	-Repeat and write.	-Date	
-Warm up (2min)	-Strikes a song.	-sing		
-Learning situation(4min)	- Copies, explains, and corrects.	-Answer the learning situation.		

MAIN-ACTIVITIES

<u>ACTIVITY 2</u> <u>Vocabulary</u> 3Ps (15min)	<u>I/ Presentation</u> -Presents the new words and expressions in a context using the appropriate teaching strategies. - Says : a ticket, an actor, a movie, a star, a movie. <u>II/ Praticce</u> -Repetition drill -Makes 2 or 3 sentences containing the new words/expressions.	-listen carefully -Repeat -listen	<u>VOCABULARY</u> 1-An actor(n) dem : sami, Jet lee, papa wovoin... are actors (fem: actress). 2- A screen(n) trns : un écran Eg : The screen of this television is too large. 3- A movie(n) syn : a film Eg : I like Ibo movie . 4- A ticket (n) trns : un ticket. Eg : I pay the ticket for the cinema. 5- A star(n) trns : l'acteur principal	Teacher/ Students/ Board
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	<p>-Asks students to repeat.</p> <p>-Substitution drill</p> <p>-Gives a sample of sentence containing the new word with a cue.</p> <p><u>III/PRODUCTION</u></p> <p>-Asks students to make their own sentences with the new words.</p>	<p>-repeat</p> <p>-Makes sentences using the cue.</p> <p>-make their own sentences.</p>	<p>Eg : Jack is the star of titanic.</p>	
<p><u>ACTIVITY 2</u></p> <p><u>Grammar</u></p> <p>3Ps</p> <p>(14min)</p>	<p><u>I)PRESENTATION</u></p> <p>-presents the new structure in a context.</p> <p>-asks students to repeat sentences.</p> <p>-Asks verification questions.</p> <p>1-underline the adjectives in these sentences.</p> <p>2- Which type of adjectives are they? Long/short?</p> <p>3-To what do we compare: Lion? Miss Togo?</p>	<p>-Listen</p> <p>-answer</p> <p>-answer verifications questions.</p>	<p><u>Grammar:</u> The Superlative of long adjectives.</p> <p>E.g.</p> <p>eg: Lion is the most dangerous animal in the forest.</p> <p>-Miss Togo is the most beautiful girl in Togo.</p>	

	<p>4-What comes before the adjectives in both sentences?</p> <p><u>II) PRATICE</u></p> <p>i)Repetition drill -Makes 2 sentences and asks students to repeat them.</p> <p>ii)Substitution drill -Asks students to make sentences with a cue.</p> <p><u>III-PRODUCTION</u></p> <p>-Invites students to make their own students.</p>	<p>-Repeat</p> <p>-Make sentences with a cue.</p> <p>-make their own sentences.</p>	<p><u>Exercise</u></p> <p>-Kodjo is (handsome) boy in the class.</p> <p>-Range Rover is (expensive) car in the world.</p> <p>-Hotel 2 Février is (attractive) place in Togo.</p>	
<p><u>ACTIVITY:III</u></p> <p>READING COMPREHENSION (10mn)</p> <p>Silent reading+Post questions</p>	<p>-Puts the text on the board.</p> <p>-Asks students to read silently.</p> <p>-Puts questions based on the texts.</p> <p>-Correct the work.</p>	<p>-Read silently</p> <p>-answer in their exercise book.</p> <p>-take note</p>	<p><u>Reading comprehension</u></p> <p>Text</p> <p>This Sunday, Koffi, his sister Joice and their parents went to the cinema. They watch a wonderful Nigerian film. The stars of the movie are Aki and popo. They are the most famous actors in Africa.They eat pop-corn and drink juice also at the cinema.They enjoyed very much the film.</p> <p>Questions</p> <p>1-The name of the actors are Koffi and Joice:</p>	

			<p>True/false</p> <p>2-When did they go to the cinema?</p> <p>3-They eat at the cinema. a) Juice. b) Aki. c) pop-corn.</p> <p>4- Did they like the film?</p>	
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POST-ACTIVITIES

<u>EVALUATION</u> (2min)	-Asks question orally	-Answer to the questions.		
<u>REMEDIAL WORK</u> (1min)	-Makes comments on current mistakes.	-Listen carefully.		
<u>-HOMEWORK</u> (2min)	-Puts the homework on the board.	-Copy	<u>Homework</u> Put the adjectives into correct form.	
<u>-WARM DOWN</u> (2min)	-Strikes a song.	-Sing	1-Afi is (intelligent) girl in the class. 2-Adjatotoa is (powerful) man in Togo.	

LESSON CARD

CARD n°:

TEACHER: Mr. ABA

SIZE: B G

SCHOOL:

55min

DATE

CLASS

DURATION:

CLASS: 5em

SEQUENCE:

2

THEME 6: ENTERTAINMENTS

LESSON 14: AT THE CINEMA

TEACHING AIDS: Teacher, students, realia.

REFERENCES: Programme éducatif 5em, Guide d'exécution du programme de 5em, Manuel de l'élève de 5em, Oxford Advanced Learners' Dictionary.

CAPACITIES	CONTENTS
-Recognize	-Words and expressions related to the cinema : a cowboy, a fight, horrible, newsreel, cartoon.
-Use	-Grammar structure "the simple future" in a conversation.
-write	- A simple text related to the cinema .

Competence: handle a situation related to the comprehension of a written text by using a simple language.

Teaching strategies: The use of 3Ps, Individual, pairs.

LESSON ORGANIZATION

TIMING/STAGE	TEACHER'S ROLE	STUDENTS'ROLE	NOTE ON THE BOARD	TEACHING MATERIALS
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PRE – ACTIVITIES

-Greetings (1min)	-Greets students.	-Answer greetings.		-Teacheer/ Students
-Roll check (1min)	-Checks the absence.	-Answer to the roll check.		
-Date (1min)	-Says and writes	-Repeat and write.	-Date	

-Warm up (2min)	the date. -Strikes a song.	-sing		
-Correction of the homework (3min)	-Corrects the homework.	-Take note.		

MAIN-ACTIVITIES

<p><u>ACTIVITY 1</u></p> <p><u>Vocabulary</u></p> <p>3Ps</p> <p>(15min)</p>	<p><u>I/ Presentation</u></p> <p>-Presents the new words and expressions in a context using the appropriate teaching strategies.</p> <p>- Says : a ticket, an actor, a movie, a star, a movie.</p> <p><u>II/ Praticce</u></p> <p>-Repetition drill</p> <p>-Makes 2 or 3 sentences containing the new words/expressions.</p> <p>-Asks students to repeat.</p> <p>-Substitution drill</p> <p>-Gives a sample of sentence containing the new word with a cue.</p> <p><u>III/PRODUCTION</u></p> <p>-Asks students to make their own sentences with the</p>	<p>-listen carefully</p> <p>-Repeat</p> <p>-listen</p> <p>-repeat</p> <p>-Makes sentences using the cue.</p> <p>-make their own sentences.</p>	<p><u>VOCABULARY</u></p> <p>1-A cartoon (n): cat: Tintin, tom and jerry, sangoku... are cartoon. Eg: my brother like cartoon very much.</p> <p>2- a cow-boy (n): trns: Cowboy Eg: I like cowboy film.</p> <p>3- a fight (n) syn: a combat Eg: There are fights in Agoe every sunday.</p> <p>4- Horrible (adj) syn: terrible, shocking. Eg: war film are horrible.</p> <p>5- A newsreel (n) trns: actualité. Eg: TV5 is a newsreel television.</p>	<p>Teacher/ Students/ Board</p>
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	new words.			
<p><u>ACTIVITY 2</u></p> <p><u>Grammar</u></p> <p>3Ps</p> <p>(15min)</p>	<p><u>1)PRESENTATION</u></p> <p>-presents the new structure in a context.</p> <p>-asks students to repeat sentences.</p> <p>-Asks verification questions.</p> <p>1-underline the verbs in these sentences.</p> <p>2- Which auxiliary is used in both sentences?</p> <p>3- In both sentences, the action expressed</p> <p>a) the present b) the past c) the future.</p>	<p>-Listen</p> <p>-answer</p> <p>-answer verifications questions.</p>	<p><u>Grammar: The Simple Future.</u></p> <p>E.g.</p> <p>eg: Afi will cook rice tomorrow.</p> <p>-My father will buy a car the next Monday.</p> <p>NB: S+will/shall+V+O</p> <p>-The tense indicators are: next, the following, tomorrow...</p>	

	<p>4-What will be the rule for the construction of both sentences?</p> <p><u>II) PRATICE</u></p> <p>i)Repetition drill -Makes 2 sentences and asks students to repeat them.</p> <p>ii)Substitution drill -Asks students to make sentences with a cue.</p> <p><u>III-PRODUCTION</u> -Invites students to make their own students.</p>	<p>-Repeat</p> <p>-Make sentences with a cue.</p> <p>-make their own sentences.</p>	<p><u>Exercise:</u> Put into simple future.</p> <p>-Kodjo (play) football tomorrow.</p> <p>-The teacher (punish) the lazy students.</p> <p>-We (eat) akoumé this sunday.</p>	
<p><u>ACTIVITY:III</u> DICTION (10mn)</p>	<p>-Reads the text for the first time.</p> <p>-Reads the text for the second time.</p> <p>-Reads slowly sense group by sense group and asks students to copy.</p> <p>-Correct the work.</p>	<p>-Listen carefully</p> <p>-Listen carefully</p> <p>-copy</p> <p>-take note</p>	<p><u>DICTION</u> This Sunday, Koffi, his sister Joice and their parents went to the cinema. They watch a wonderful Nigerian film. The stars of the movie are Aki and popo. They are the most famous actors in Africa.They eat pop-corn and drink juice also at the cinema.They enjoyed very much the film.</p>	

POST-ACTIVITIES

<u>EVALUATION</u> (2min)	-Asks question orally	-Answer to the questions.	
<u>REMEDIAL WORK</u> (1min)	-Makes comments on current mistakes.	-Listen carefully.	
<u>-HOMEWORK</u> (2min)	-Puts the homework on the board.	-Copy	<u>Homework</u> Put the adjectives into correct form. 1-Afi (play) tennis tomorrow. 2-King mensah (sing) the next Sunday.
<u>-WARM DOWN</u> (2min)	-Strikes a song.	-Sing	

LESSON CARD

CARD n°:

DATE

TEACHER: Mr. ABA

CLASS SIZE: B G

SCHOOL:

DURATION: 55min

CLASS: 5em

SEQUENCE: 3

THEME 6: ENTERTAINMENTS

LESSON 14: AT THE CINEMA

TEACHING AIDS: Teacher, students, realia.

REFERENCES: Programme éducatif 5em, Guide d'exécution du programme de 5em, Manuel de l'élève de 5em, Oxford Advanced Learners' Dictionary.

CAPACITIES	CONTENTS
-Recognize	-Words and expressions related to the cinema : a western, a thriller, a love film, to watch, a soap opera.
- Write	-Meaningful sentences related to the cinema .
-Says	- Words and expressions related to the Cinema and the use of simple future.

Competence: handle a situation related to the comprehension of a written text by using a simple language.

Teaching strategies: The use of 3Ps, Individual, pairs.

LESSON ORGANIZATION

TIMING/STAGE	TEACHER'S ROLE	STUDENTS'ROLE	NOTE ON THE BOARD	TEACHING MATERIALS
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PRE – ACTIVITIES

-Greetings (1min)	-Greets students.	-Answer greetings.		-Teacheer/ Students
-Roll check (1min)	-Checks the absence.	-Answer to the roll check.		
-Date (1min)	-Says and writes the date.	-Repeat and write.	-Date	
-Warm up (2min)	-Strikes a song.	-sing		
-Correction of the homework (3min)	-Corrects the homework.	-Take note.		

MAIN-ACTIVITIES

<p><u>ACTIVITY 1</u></p> <p><u>Vocabulary</u></p> <p>3Ps</p> <p>(15min)</p>	<p><u>I/ Presentation</u></p> <p>-Presents the new words and expressions in a context using the appropriate teaching strategies.</p> <p>- Says : a ticket, an actor, a movie, a star, a movie.</p> <p><u>II/ Praticce</u></p> <p>-Repetition drill</p> <p>-Makes 2 or 3 sentences containing the new words/expressions.</p> <p>-Asks students to repeat.</p> <p>-Substitution drill</p> <p>-Gives a sample of sentence containing the new word with a cue.</p> <p><u>III/PRODUCTION</u></p> <p>-Asks students to make their own sentences with the new words.</p>	<p>-listen carefully</p> <p>-Repeat</p> <p>-listen</p> <p>-repeat</p> <p>-Makes sentences using the cue.</p> <p>-make their own sentences.</p>	<p><u>VOCABULARY</u></p> <p>1-A western (n): Def: a film dealing with the cowboys vs Indians. Eg: Django is a western.</p> <p>2- a thriller (n): trns: roman policier. Eg : I will watch a thriller this evening.</p> <p>3-a soap opera (n): trns: Un feuilleton. Eg : Diablo, rubi, femme de sable are soaps opera.</p> <p>4- A love film(n): trns: un film d’amour Eg: I like watching love film.</p> <p>5-To watch(v): syn: to look at, to see. Eg: I am tired of watching T.V.</p>	<p>Teacher/ Students/ Board</p>
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<p><u>ACTIVITY 2</u> <u>WRITING:</u> JUMBLED SENTENCES (15min)</p>	<p>-Copies jumbled sentences on the board.</p> <p>-Explain the instructions.</p> <p>-Asks students to do the work.</p> <p>-Corrects the work.</p>	<p>-Follow</p> <p>-Listen carefully.</p> <p>-Do the work.</p> <p>-take note</p>	<p><u>WRITING: Jumbled sentences</u></p> <p>Re-order these words in order to have meaningful sentences.</p> <p>1-Cowboyfilm/this/the most/exciting/one/was.</p> <p>2-We/nice/shall/see/love film/next time.</p> <p>3-My parents/watch/ will/ tomorrow/ a soap opera.</p> <p>4- The best/in Togo/actor/ Kokou/is.</p> <p>5-Film/horrible/will be/this.</p>	
<p><u>ACTIVITY:III</u> <u>SPEAKING</u> (10mn)</p>	<p>-Reads the dialogue.</p> <p>-Asks two or three students to perform.</p> <p>-Asks students to do it in rows.</p> <p>-deletes nouns in the dialogue and asks students to perform it.</p>	<p>-listen carefully.</p> <p>-perform</p> <p>-read the dialogue</p> <p>-perform</p>	<p><u>Dialogue:</u></p> <p>Bola: Hello hajo, my darling.</p> <p>Hajo: Hello my love.</p> <p>Bola: Where shall we go this evening?</p> <p>Hajo: I would like to see a love film.</p> <p>Bola: Let's go to cinema rex. It's the best in lome.</p> <p>Hajo: ok! Darling.</p>	

	-clean the board and asks students to perform it.	-perform		
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POST-ACTIVITIES

<u>EVALUATION</u> (2min)	-Asks question orally	-Answer to the questions.		
<u>REMEDIAL WORK</u> (1min)	-Makes comments on current mistakes.	-Listen carefully.		
<u>-RECORD BOOK FILLING</u> (2min)	-fills the record book			
<u>-WARM DOWN</u> (2min)	-Strikes a song.	-Sing		

LESSON NOTES

Card N°
 School:
 Teacher:Mr. ABA
 Class: Form II
 students:...B...G...
 Theme 7: At the Restaurant
 Lesson 18: At the reception

Date:
 Duration:
 Number of
 Sequence: 1

CAPACITIES	CONTENTS
Recognize	different dish and drinks at the reception: Receptionist , counter, bill, meal, price, discount, cashier, starter, appetizers, main course, desserts , soft drinks, cold/hot drink , to order a drink, to pay the bill, to book a room, to check, balance.
Use	-the grammar structures to express preferences: -“would rather/had better” to express preferences or tastes
Identify	- the names of different dish and drinks

	- words and expressions that expressed quantity.
Distinguish	-correct intonation of words and expression related to the reception
Understand	-a simple oral message related to a payment in a restaurant

Competence: Deal with situations related to listening by means of simple language/
listening manipulation of language structure in a communication situation using simple language.

Learning situation: On Sunday, you and your father went at the restaurant “Bon Goût”. Your father went at the reception; the receptionist gave him a list of the menu of the day. But he can’t read.

- 1- Explain to your father what is written on the list
 - 2- Tell him what he will do and what he shouldn’t do.
 - 3- Complete this sentence of your father by using “would rather/had better:
- Receptionist: Please, do you prefer cold drink or hot drink?
 Father: I.....drink cold drink.

List of the menu of the day

Starter (green salad) 1/2 dish..... 300FCFA
 Main course (Roast chicken + Jollof rice).....3500FCFA
 Soft drink (malta, coca cola, sprit, cocktail,.....) 350FCFA
 Desserts (fruits)

NB: Pay the bill before eating
Smoking is not allowed.

Teaching strategies: individual/pair/rows/group works.

LESSON ORGANISATION				
Stages/Timing	Teacher’s role	Learners’ role	Notes on the board	Teaching materials
PRE-ACTIVITIES				
1- Greetings (1min) 2- Roll call (2min) 3- date (1min) Warm up: (2min) Revision/ homework correction (2min)	-greet students -checks presence -says and writes the date -gives a tune or asks Ss to give a tune	-answer greetings -each Ss answer the roll call -repeat the date and take note in their notebooks -sing	-Date	Teacher, students, presence list, Bb
MAIN ACTIVITIES				
Activity 1:	I-	- close their	<u>Vocabulary</u>	

<p>Vocabulary (the use of 3ps) (15min)</p>	<p>PRESENTATION T. presents the new items with the required techniques.</p> <p>II-PRACTICE T. listen to students' repetition of the new items and note the mistakes</p> <p>III- PRODUCTION T. asks students to make their own sentences with the new words</p>	<p>books -listen carefully -repeat after the teacher</p> <p>Practice with the new items (repeat as the teaching is pronouncing)</p> <p>Ss produce their own sentences under the supervision of the teacher.</p>	<p>1- Reception: n (def): a desk or a room of a restaurant or hotel where visitors are received. MS: There are many people at the reception.</p> <p>2- a receptionist: n (expl): a person (a secretary) who receive visitors or calls at a restaurant/hotel. MS: My sister is a receptionist at Rock Hotel.</p> <p>3- Starter n: (syn) = entrée/hors d'oeuvre/appetizer MS: a small amount of food that is served before the main course of a meal is called starter.</p> <p>4- Main course (categorizing) MS: Rice, pounded yams, jollof rice, couscous..... are main course.</p> <p>5- Derrerts (cognate): dessert</p> <p>6- Cold drink (exp) : (opp) ≠ hot drink</p>	
<p>Activity II Grammar: The use of "Would rather("d rather) (10min)</p>	<p>I- PRESENTATION Presents the grammar point on the BB with explanations concerning the use of the new item.</p> <p>II- PRACTICE Asks students to choose the correct form of the verb in bracket: 1- I'd ratherto dancing (went, go, to go) 2- Koffi would rather Malta (drinks, drink, to drink)</p> <p>II- PRODUCTION Asks students to make their own sentences with the new item</p>	<p>Listen to understand</p> <p>-Listen to understand in order to do the work.</p>	<p>Grammar: The use of would rather (preference)</p> <p>1- I like cold drink but today I would rather drink hot drink.</p> <p>2- My father like pounded yams but today he would rather eat jollof rice.</p>	<p>BB, Lesson card, Students' note books</p>

Activity III Speaking (10min)	copies the exercise on the bb and asks students to make orally good sentences choosing words from the box.	Listen to instruction carefully and do the work individually	I like	Soft drinks Appetizers Pounded yams	But today I'd rather	Drink Eat	Some beer Starter Spaguetti
POST-ACTIVITIES							
EVALUATION (2min)	Asks questions about the vocabulary words and the grammar point: - What have we learned today in vocabulary? - what have we learned today in grammar? - What is our text about?	-answer					
REMEDIAL WORK (2min)	-Makes comments on recurrent mistakes	Take note of the comments					
HOMEWORK (3min)	Writes the homework on the board.						
WARM DOWN (3min)	Recalls the next session, strikes a song and leaves	Sing.	<p style="text-align: center;">Homework</p> <p>1. Make two sentences with two vocabulary words of your choice.</p> <p>2. Make two sentences with: "would rather".</p>				

Card N° X
 School: Y
 Class: Form II
 Theme 7: At the Restaurant
 Teacher : Mr. ABA
 Lesson 18: At the reception

Date:
 Duration:
 Number of students:...B...G...
 Sequence: 2

CAPACITIES	CONTENTS
Recognize	different dish and drinks at the reception: Receptionist, counter, bill , meal, price , discount, cashier , starter, appetizers, main course, desserts, soft drinks , cold/hot drink, to order a drink, to pay the bill , to book a room, to check, balance.
Use	-the grammar structures to express preferences: -“would rather/had better” to express preferences or tastes
Identify	- the names of different dish and drinks - words and expressions that expressed quantity.
Distinguish	-correct intonation of words and expression related to the reception
Understand	-a simple oral message related to a payment in a restaurant

Competence: Deal with situations related to listening by means of simple language/
listening manipulation of language structure in a communication situation using simple language.

Teaching strategies: individual/pair/rows/group works.

LESSON ORGANISATION				
Stages/Timing	Teacher's role	Learners' role	Notes on the board	Teaching materials
PRE-ACTIVITIES				
1- Greetings (1min) 2- Roll call (2min) 3- date (1min) Warm up: (2min) Revision/ homework correction (2min)	-greet students -checks presence -says and writes the date -gives a tune or asks Ss to give a tune	-answer greetings -each Ss answer the roll call -repeat the date and take note in their notebooks -sing	-Date	Teacher, students, presence list, Bb
MAIN ACTIVITIES				
Activity 1: Vocabulary (the use of 3ps) (15min)	<p>I- PRESENTATION T. presents the new items with the required techniques.</p> <p>II-PRACTICE T. listen to students' repetition of the new items and note the mistakes</p> <p>III- PRODUCTION T. asks students to make their own sentences with the new words</p>	<p>- close their books -listen carefully -repeat after the teacher</p> <p>Practice with the new items (repeat as the teaching is pronouncing)</p> <p>Ss produce their own sentences under the supervision of the teacher.</p>	<p style="text-align: center;"><u>Vocabulary</u></p> <p>1- <u>Soft drink</u> (categorizing) MS: Malta, coca cola, sprit, cocktail, pompom, are soft drink.</p> <p>2- <u>to order a drink</u> (exp) MS: parents order soft drink for their children during the Christmas day.</p> <p>3- <u>a bill(n):</u> explanation MS: a piece of paper that shows how much you have to pay for the food and drinks in a restaurant is a bill.</p> <p>4- <u>to pay a bill</u> (exp) MS: My father paid the bill to the cashier before leaving the restaurant.</p> <p>5- <u>Cashier (n):</u> (def): a person who receive and pay out money in a restaurant, hotel. MS: My sister is a cashier at restaurant</p>	

			<p>“bon gout”. She takes money from the customers.</p> <p>6- price(n) MS: The price of soft drink is 350fcfa.</p>	
<p>Activity II Grammar: The use of “Had better (‘d better) (10min)</p>	<p>I-PRESENTATION Presents the grammar point on the BB with explanations concerning the use of the new item.</p> <p>II- PRACTICE Asks students to correct the verbs in bracket: 1- This restaurant is very expensive, I’d (went) to a cheap one 2- the starter is not sweet, I’d better (eaten) the main course Complete 3- Ami is sick, she.....</p> <p>II- PRODUCTION asks students to make their own sentences with the new item</p>	<p>Listen to understand</p> <p>-Listen to understand in order to do the work.</p>	<p>Grammar: The use of had better</p> <p>1- The main course is finished, the waiter had better cook. 2- Soft drinks are finished, I’d better order some beer.</p>	<p>BB, Lesson card, Students' note books</p>
<p>Activity III listening (10min)</p>	<p>records a conversation between a receptionist and a customer in a restaurant - plays the audio -asks questions</p>	<p>-listen to the audio carefully - answer question</p>		
POST-ACTIVITIES				
<p>EVALUATION (2min)</p>	<p>asks questions about the vocabulary words and the grammar point: - what have we learned today I vocabulary? - what have we learned today in grammar?.</p>	<p>-answer</p>		

<p>REMEDIAL WORK <i>(2min)</i></p> <p>HOMEWORK <i>(3min)</i></p> <p>WARM DOWN <i>(3min)</i></p>	<p>- what is our text about?</p> <p>-makes comments on recurrent mistakes</p> <p>writes the homework on the board.</p> <p>recalls the next session, strikes a song and leaves</p>	<p>take note of the comments</p> <p>sing.</p>	<p><u>Homework</u></p> <p>1. Make two sentences with two vocabulary words of your choice.</p> <p>2. Make two sentences with: " had better".</p>	
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