
DIRECTION DES PROGRAMMES
ET INNOVATIONS PEDAGOGIQUES



ANGLAIS

PROGRAMME DES COURS PREPARATOIRES 1^{re} ET 2^e ANNEE (CP1-CP2)

SEPTEMBRE 2023

C A B I N E T

SECRETARIAT GENERAL

NOTE DE SERVICE N° DRH /2023/MEPST/CAB/SG

relative à l'introduction de l'enseignement de l'anglais au préscolaire et au primaire

L'adhésion officielle du Togo au sein du Commonwealth le 26 juin 2022, traduit l'engagement des plus hautes autorités de garantir au pays son inéluctable marche vers le développement durable et la prospérité partagée à travers la diversification de sa coopération avec d'autres Etats dans plusieurs domaines, notamment diplomatique, économique, éducatif et culturel.

Dans cette optique, et pour préparer la jeunesse éducative à développer des compétences linguistiques et communicationnelles en anglais, le ministre des enseignements primaire, secondaire et technique, sur les orientations particulières de Son Excellence Monsieur le Président de la République, a décidé d'introduire l'enseignement de l'anglais au préscolaire et au primaire.

Afin de permettre une mise en œuvre efficace et efficiente de cette innovation pédagogique, la commission de pilotage a élaboré différents types d'outils, à savoir :

- les outils pédagogiques en versions physique et numérique (audios, vidéos, guides, manuels, tutoriels de sérialisation) ;
- les outils de suivi des enseignants ;
- les outils d'évaluation de la phase d'expérimentation.

Pour la phase initiale du projet, des écoles primaires publiques, privées laïques et confessionnelles identifiées sur toute l'étendue du territoire, ont été retenues et les enseignants formés en vue d'une pratique adéquate.

La phase pilote de l'introduction de l'anglais au préscolaire et au primaire, qui commence dès cette rentrée scolaire 2023-2024 dans les écoles retenues, concernera uniquement le sous-cycle « Cours Préparatoire » (CP). Progressivement, les autres sous-cycles suivront les années à venir.

A cet effet, j'invite les directeurs régionaux de l'éducation, les chefs d'inspection, les directeurs d'école et les enseignants expérimentateurs des écoles pilotes, à s'imprégner de cette nouvelle donne et à œuvrer, chacun en ce qui le concerne, à la réussite de cette initiative.

Fait à Lomé, le 15 SEPT 2023

SIGNE

Prof. Dodzi Komla KOKOROKO

**COMMISSION DE PILOTAGE DE LA PHASE EXPERIMENTALE DE
L'APPRENTISSAGE DE L'ANGLAIS AUX NIVEAUX PRESCOLAIRE ET
PRIMAIRE**

Liste des membres

N°	NOM	PRENOMS	FONCTION	TITRE
1	AGBOZOH	Koffi Séna	Président	Directeur DPIP/MEPST
2	TANANG	Kpaka	1 ^{er} Rapporteur	Directeur DEPP/MEPST
3	NOUWOSSAN	Komla	2 ^{ème} Rapporteur	Doyen IGE/MEPST
4	SABAH	Dégboé Agbeko	Membre	Directeur DESG/MEPST
5	ADAM-TSAR	Essogbarè Epse ALABA	Membre	Directrice DEST/MET
6	Dr AVONO	Komla Mawuenyega	Membre	Directeur Centre des Langues de l'UL
7	ALAGBO	Koffi Albert	Membre	Directeur des études/Ecole Inter Mariame Lomé

**EQUIPE DE REDACTION DU PROGRAMME D'APPRENTISSAGE DE
L'ANGLAIS AU CP1-CP2**

Liste des membres

N°	NOM	PRENOMS	FONCTION	STRUCTURE
1	AGBOZOH	Koffi Séna	Directeur	DPIP/MEPST
2	ADAM-TSAR	Essogbarè Epse ALABA	Directrice	DEST/MET
3	NATCHABA	Gamby, Epse De SOUZA	Directrice	Best Start International Educational Services
4	ALAGBO	Koffi Albert	Directeur des études	Ecole Inter Mariame Lomé
5	KPENOU	Koffi	Enseignant	Cours Lumière
6	ADJODI	Kwaku Edem	Formateur des formateurs	DPIP/MEPST
7	AKITI	Afiwa Oretan	Enseignante	CEG Tokoin Wuiti
8	HOUNGUIA	Komi Agbé	Enseignant	CS Rossignol
9	YAOPA	Koffi Soulémane	Chargé d'études	DEST/MET

OBJECTIFS DE L'ENSEIGNEMENT DE L'ANGLAIS AU COURS PRIMAIRE

L'adhésion du Togo au Commonwealth se matérialise dans le système éducatif par l'introduction de l'enseignement de l'anglais au niveau primaire. Cette introduction se veut progressive, en commençant par les classes de CP1 et CP2. Ce programme est structuré en six (06) unités d'enseignement (unit). Chaque unité d'enseignement est déployée généralement sur quatre (04) semaines de cours. Pendant l'installation des ressources de chaque unité, une évaluation des ressources et des compétences est faite (assessment).

Il est important de noter que cet enseignement vise essentiellement l'acquisition, par les jeunes élèves, de compétences linguistiques nécessaires pour communiquer sur les éléments basiques. Ainsi, cette initiative vise plusieurs finalités, profils des élèves, buts, objectifs, méthodologie d'enseignement, évaluation et remédiation :

1. Finalités :

- Renforcer les compétences linguistiques des élèves en anglais dès le plus jeune âge.
- Préparer les élèves à une meilleure intégration dans le monde globalisé où l'anglais est une langue largement utilisée.
- Offrir aux élèves une ouverture sur d'autres cultures et perspectives.

2. Profil des élèves :

- Les classes concernées sont le CP1 (Cours Préparatoire 1) et le CP2 (Cours Préparatoire 2).
- Les élèves sont généralement âgés de 6 à 8 ans.

3. But :

- Fournir aux élèves une introduction solide à la langue anglaise, en mettant l'accent sur la compréhension orale et la communication de base.
- Développer leur intérêt et leur confiance dans l'apprentissage de la langue anglaise.

4. Objectifs :

- Familiariser les élèves avec les sons, les mots et les expressions de base de l'anglais.
- Introduire des thématiques simples et familières, telles que les membres de la famille, les animaux, les fruits, etc.
- Encourager les élèves à s'exprimer oralement en anglais, en utilisant des phrases courtes et simples.
- Favoriser la compréhension orale à travers l'écoute d'histoires et de chansons en anglais.
- Introduire de manière ludique les premiers éléments de grammaire et de vocabulaire anglais.

5. Méthodologie d'enseignement :

- Utilisation d'une approche communicative qui privilégie l'interaction orale et la pratique de la langue.
- Utilisation de jeux, de chansons, de vidéos et de matériel pédagogique adaptés pour rendre l'apprentissage de l'anglais attrayant et amusant.
- Encouragement à l'immersion totale dans la langue anglaise, avec une utilisation minimale de la langue maternelle en classe.

6. Évaluation et remédiation :

- Évaluation régulière des compétences des élèves en anglais, en mettant l'accent sur la compréhension orale, la prononciation, la construction de phrases simples, etc.
- Identification des difficultés spécifiques rencontrées par les élèves et mise en place de mesures de remédiation appropriées.
- Suivi individuel des progrès des élèves et adaptation des activités d'apprentissage en fonction de leurs besoins.

7- Volume horaire

Les cours se déroulent vingt minutes par jour. Le volume hebdomadaire est de 1h40 mn conformément à la recommandation de l'UNESCO qui préconise un enseignement compris entre 1h30 et 2h.

Themes: Greetings, introductions, Alphabet classroom setting, Cardinal numbers, Ordinal numbers; The general objective of this lesson is: at the end of the unit learners should be able to use words and expressions related to school.

Specific learning objectives: at the end of this unit, the learners should be able to:

- Greet
- Sing alphabet song
- Give basic information about themselves ●

Name the various objects in the classroom

Week 1

➤ **Greetings**

➤ **Sing alphabet song**

Day 1:

Greeting song, Alphabet song as an ice breaking strategy

1. Hello song for kids with Bella- YouTube

<https://youtu.be/q5BcGrOny-k>

2. Alphabet song.

<https://www.youtube.com/watch?v=v3dkRo2IDdg>

3. Use flash card fun, super simple song

https://supersimple.com/downloads/supersimple_uppercase-alphabet-flashcards.pdf

Day 2:

Greeting song, Alphabet song as an ice breaking strategy

1. Hello song for kids with Bella- YouTube

<https://youtu.be/q5BcGrOny-k>

2. Alphabet song.

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Day 5:

Greeting song, Alphabet song as an ice breaking strategy

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Week 2

➤ Give basic information about themselves

Day 1

About myself - Let me introduce myself

<https://www.youtube.com/watch?v=KZn42zsbPN0>

Introduce subjects/pronouns: I, you, he, she.

<https://www.youtube.com/watch?v=9BmvvC9qe2s>

Day 2

About myself - Let me introduce myself

<https://www.youtube.com/watch?v=KZn42zsbPN0>

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Day 5

About myself - Let me introduce myself

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Introduce subjects/pronouns: I, you, he, she.

<https://www.youtube.com/watch?v=9BmvvC9qe2s>

Week 3

➤ Name the various objects in the classroom

Day 1:

Repeat classroom objects referring to cardinal numbers.

School supplies song: fun kids English:

<https://www.youtube.com/watch?v=nVdteH89iQI>

<https://www.youtube.com/watch?v=0CWWNzprEQ4>

<https://www.youtube.com/watch?v=MupV5x2jRzk>

Day 2:

Repeat classroom objects referring to cardinal numbers.

School supplies song: fun kids English:

<https://www.youtube.com/watch?v=nVdteH89iQI>

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Day 4:

Repeat classroom objects referring to cardinal numbers.

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Day 5:

Repeat classroom objects referring to cardinal numbers.

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Week 4

➤ Assessment of learning outcomes

Day 1:

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2. Alphabet song.
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Day 2:

About myself - Let me introduce myself
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Day 3:

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Day 4:

General revision

Day 5:

Assessment

UNIT 2: My identity (4 weeks)

Themes: More about me, praise formulations, my family, my home, my school, cardinal and ordinal numbers.

The general objective of this lesson is: at the end of the unit learners should be able to use words and expressions related to self-identification.

Specific learning objectives: At the end of this unit, the learners should be able to;

- Say more about themselves
- Use praise formulations •

Talk about their family

- Describe their home
- Describe their school

Week 1

Specific objectives

- Say more about themselves
- Use praise formulations

Day 1:

Use of flash cards on Self-Identification

Give more information about oneself (name (first and last name), age, residence,...)

Q1-What **is** your name?

-My name **is** Afi/Kossi

Q2-How old are you?

- I **am** 6 years old./ I **am** 6.

<https://youtu.be/UnEmEbWytI8>

<https://youtu.be/qfA4WzV2bpY>

Q3 Where do you live?

-I live at Agoé.

Use of praise formulations.

Introduce praise formulations like: good, nice, very good, congratulations, well done, good boy/girl etc.

<https://www.youtube.com/893190ba-2a27-4f83-9627-411a23451114>

Day 2:

Use of flash cards on Self-Identification

Give more information about oneself (name (first and last name), age, residence,...)

Q1-What **is** your name?

-My name **is** Afi/Kossi

Q2-How old are you?

- I **am** 6 years old./ I **am** 6.

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Day 3:

Use of flash cards on Self-Identification

Give more information about oneself (name (first and last name), age, residence,...)

Q1-What **is** your name?

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Day 4:

Use of flash cards on Self-Identification

Give more information about oneself (name (first and last name), age, residence,...)

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Day 5:

Use of flash cards on Self-Identification

Give more information about oneself (name (first and last name), age, residence,...)

Q1-What **is** your name?

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Q2-How old are you?

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Week 2

Specific objective

- **Talk about their family**

Day 1:

Warm up and Brainstorming on the family:

Introduce new topic on the family with a short video

<https://youtu.be/uVYP8U2I8NA>

Interact with the learners asking questions about what they have watched in the video

Identify the family members (father, mother, brother, sister, son, daughter, grandfather, grandmother, uncle, aunt, nephew, niece, cousins)

<https://youtu.be/x0mnJpty78E>

Exercise in the ESL Worksheets and activities for Kids. P 17-21

Introduce their parents (My father is Amelasco; my mother is Josephine.

<https://youtu.be/5gCb22gVWA8>

Day 2:

Warm up and Brainstorming on the family:

Introduce new topic on the family with a short video

<https://youtu.be/uVYP8U2I8NA>

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Week 3

Specific objectives

- **Describe their home**
- **Describe their school**

Day 1:

Warm up and brainstorming on Home
Use video to introduce the lesson “my home”
<https://youtu.be/CNJFORs1mHE>

Interact with learners about the video
Introduce words and expressions related to home (living room, bedroom, bathroom, dining room, kitchen, compound, garden, swimming pool, garage, gate, doors, windows, veranda...)
Present the basic colours by using visual aids (red, blue; yellow, green, black, white...) and pair them with words and expressions related to home.
<https://youtu.be/tkpfg-1FJLU>

Watch video talking about school
[Speech on my school, Topic my school, Few lines on my school, essay on my school - YouTube](#)
[School Rooms and Facilities Vocabulary with Pictures, Pronunciations and Definitions - YouTube](#)

Pair basic colours with words and expressions related to school (my school has green walls, we have beautiful classrooms, our gate is red).

Day 2:

Warm up and brainstorming on Home
Use video to introduce the lesson "my home"

<https://youtu.be/CNJF0Rs1mHE>

Interact with learners about the video

Introduce words and expressions related to home (living room, bedroom, bathroom, dining room, kitchen, compound, garden, swimming pool, garage, gate, doors, windows, veranda...)

Present the basic colours by using visual aids (red, blue; yellow, green, black, white...) and pair them with words and expressions related to home.

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Day 5:

Warm up and brainstorming on Home

Use video to introduce the lesson “my home”

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Interact with learners about the video

Introduce words and expressions related to home (living room, bedroom, bathroom, dining room, kitchen, compound, garden, swimming pool, garage, gate, doors, windows, veranda...)

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Pair basic colours with words and expressions related to school (my school has green walls, we have beautiful classrooms, our gate is red).

Week 4

Specific objectives

➤ Assessment of learning outcomes

Day 1

Use of flash cards on Self-Identification

Give more information about oneself (name (first and last name), age, residence,...)

Q1-What **is** your name?

-My name **is** Afi/Kossi

Q2-How old are you?

- I **am** 6 years old./ I **am** 6.

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Q3 Where do you live?

-I live at Agoé.

Use of praise formulations.

Introduce praise formulations like: good, nice, very good, congratulations, well done, good boy/girl etc.

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Day 2

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<https://youtu.be/x0mnJpty78E>

Exercise in the ESL Worksheets and activities for Kids. P 17-21

Introduce their parents (My father is Amelasco; my mother is Josephine.

<https://youtu.be/5gCb22gVWA8>

Day 3

Warm up and brainstorming on Home

Use video to introduce the lesson “my home”

<https://youtu.be/CNJFORs1mHE>

Interact with learners about the video

Introduce words and expressions related to home (living room, bedroom, bathroom, dining room, kitchen, compound, garden, swimming pool, garage, gate, doors, windows, veranda...)

Present the basic colours by using visual aids (red, blue; yellow, green, black, white...) and pair them with words and expressions related to home.

<https://youtu.be/tkpfg-1FJLU>

Watch video talking about school

[Speech on my school, Topic my school, Few lines on my school, essay on my school - YouTube](#)

[School Rooms and Facilities Vocabulary with Pictures, Pronunciations and Definitions - YouTube](#)

Pair basic colours with words and expressions related to school (my school has green walls, we have beautiful classrooms, our gate is red).

Day 4

General revision

Day 5

Assessment

UNIT 3: FOOD (4 weeks)

Themes: fruits, vegetables, local and world foods, meal time

The general objective of this unit is: at the end of the unit, learners should be able to use words and expressions related to foods and meal time on local and global scale.

Specific learning objectives: At the end of this unit, the learners should be able to;

- Identify specimens of fruits and vegetables
- Classify local and world foods
- Talk about meal time routines.

Week 1

Specific objective

- **Identify specimens of fruits and vegetables**

Day 1

Observe, listen and repeat

<https://www.youtube.com/watch?v=m4f3MoGBU98>

Sing song: I like to eat, apples and bananas / I love to eat apples and bananas **(record a song)**

Use flash cards to identify fruits and vegetables

Introduce the verbs: like and love

Day 2:

Observe, listen and repeat

<https://www.youtube.com/watch?v=m4f3MoGBU98>

Sing song: I like to eat, apples and bananas / I love to eat apples and bananas **(record a song)**

Use flash cards to identify fruits and vegetables

Introduce the verbs: like and love

Day 3:

Observe, listen and repeat

<https://www.youtube.com/watch?v=m4f3MoGBU98>

Sing song: I like to eat, apples and bananas / I love to eat apples and bananas **(record a song)**

Use flash cards to identify fruits and vegetables

Introduce the verbs: like and love

Day 4

Observe, listen and repeat

<https://www.youtube.com/watch?v=m4f3MoGBU98>

Sing song: I like to eat, apples and bananas / I love to eat apples and bananas (record a song)

Use flash cards to identify fruits and vegetables

Introduce the verbs: like and love

Day 5

Observe, listen and repeat

<https://www.youtube.com/watch?v=m4f3MoGBU98>

Sing song: I like to eat, apples and bananas / I love to eat apples and bananas (record a song)

Use flash cards to identify fruits and vegetables

Introduce the verbs: like and love

Week 2

Specific objective

➤ Classify local and world foods

Day 1

Name different local food

Use pictures to present some local food

Introduce world food Observe, listen
and repeat

<https://www.youtube.com/watch?v=IW5TXrKbsq4>

Use flash cards to present the following: hamburger, bread, pizza, hot dog; cheese, sausage, ice cream yogurt...

Day 2:

Name different local food

Use pictures to present some local food

Introduce world food Observe, listen
and repeat

<https://www.youtube.com/watch?v=IW5TXrKbsq4>

Use flash cards to present the following: hamburger, bread, pizza, hot dog; cheese, sausage, ice cream yogurt...

Day 3:

Name different local food

Use pictures to present some local food

Introduce world food Observe, listen

and repeat

<https://www.youtube.com/watch?v=IW5TXrKbsq4>

Use flash cards to present the following: hamburger, bread, pizza, hot dog; cheese, sausage, ice cream yogurt...

Day 4

Name different local food

Use pictures to present some local food

Introduce world food Observe, listen

and repeat

<https://www.youtube.com/watch?v=IW5TXrKbsq4>

Use flash cards to present the following: hamburger, bread, pizza, hot dog; cheese, sausage, ice cream yogurt...

Day 5:

Name different local food

Use pictures to present some local food

Introduce world food Observe, listen

and repeat

<https://www.youtube.com/watch?v=IW5TXrKbsq4>

Use flash cards to present the following: hamburger, bread, pizza, hot dog; cheese, sausage, ice cream yogurt...

Specific objective

➤ Talk about meal time routines

Day 1:

Sing song: this is the way I eat my food (song to be recorded)

Meal time routine illustration.

Use flash cards to introduce vocabulary related to meal time routine.

Body demonstrations follow: Wash hand – sit down – eat together/ eat alone, drink ; set a table – sit at a table - use a spoon/ hand - a fork or a knife

Interaction: What's for breakfast?

Day 2:

Sing song: this is the way I eat my food (song to be recorded)

Meal time routine illustration.

Use flash cards to introduce vocabulary related to meal time routine.

Body demonstrations follow: Wash hand – sit down – eat together/ eat alone, drink ; set a table – sit at a table - use a spoon/ hand - a fork or a knife

Interaction: What's for breakfast?

Day 3:

Sing song: this is the way I eat my food (song to be recorded)

Meal time routine illustration.

Use flash cards to introduce vocabulary related to meal time routine.

Body demonstrations follow: Wash hand – sit down – eat together/ eat alone, drink ; set a table – sit at a table - use a spoon/ hand - a fork or a knife

Interaction: What's for breakfast?

Day 4:

Sing song: this is the way I eat my food (song to be recorded)

Meal time routine illustration.

Use flash cards to introduce vocabulary related to meal time routine.

Body demonstrations follow: Wash hand – sit down – eat together/ eat alone, drink ; set a table – sit at a table - use a spoon/ hand - a fork or a knife

Interaction: What's for breakfast?

Day 5:

Sing song: this is the way I eat my food (song to be recorded)

Meal time routine illustration.

Use flash cards to introduce vocabulary related to meal time routine.

Body demonstrations follow: Wash hand – sit down – eat together/ eat alone, drink ; set a table – sit at a table - use a spoon/ hand - a fork or a knife

Interaction: What's for breakfast?

Week 4

Specific objective

- **Assessment of learning outcomes**

Day 1:

Observe, listen and repeat

<https://www.youtube.com/watch?v=m4f3MoGBU98>

Sing song: I like to eat, apples and bananas / I love to eat apples and bananas (record a song)

Use flash cards to identify fruits and vegetables

Introduce the verbs: like and love

Day 2:

Name different local food

Use pictures to present some local food

Introduce world food Observe, listen

and repeat

<https://www.youtube.com/watch?v=IW5TXrKbsq4>

Use flash cards to present the following: hamburger, bread, pizza, hot dog; cheese, sausage, ice cream yogurt...

Day 3:

Sing song: this is the way I eat my food (song to be recorded)

Meal time routine illustration.

Use flash cards to introduce vocabulary related to meal time routine.

Body demonstrations follow: Wash hand – sit down – eat together/ eat alone, drink ; set a table – sit at a table - use a spoon/ hand - a fork or a knife

Interaction: What's for breakfast?

Day 4:

General revision / Formative assessment

Day 5:

Assessment

UNIT 4: Physical Activities (4 weeks)

Themes: Body parts, Sport time, action words, racing, wrestling, hide and seek.

The general objective of this lesson is: at the end of the unit learners should be able to use words and expressions related to physical activities

Specific learning objectives: At the end of this unit, the learners should be able to:

- name body parts •
identify body parts
- identify physical activities
- name different kinds of sports.
- name items related to sports.

Week 1

Specific objectives

- **Name body parts**
- **Identify body parts**

Day 1

Learners watch a video on body parts to break the ice.

<https://www.youtube.com/watch?v=cm92rp7kYf0>

https://www.youtube.com/watch?v=KiWuYfv2n_4

Name the body parts

<https://www.youtube.com/watch?v=h4eueDYPTlg>

Simon says game.

<https://www.youtube.com/watch?v=QRVTPPfOwcM>

Action words: British council matching activities

Day 2:

Learners watch a video on body parts to break the ice.

<https://www.youtube.com/watch?v=cm92rp7kYf0>

https://www.youtube.com/watch?v=KiWuYfv2n_4

Name the body parts

<https://www.youtube.com/watch?v=h4eueDYPTlg>

Simon says game.

<https://www.youtube.com/watch?v=QRVTPPfOwcM>

Action words: British council matching activities

Day 3:

Learners watch a video on body parts to break the ice.

<https://www.youtube.com/watch?v=cm92rp7kYf0>

https://www.youtube.com/watch?v=KiWuYfv2n_4

Name the body parts

<https://www.youtube.com/watch?v=h4eueDYPTlg>

Simon says game.

<https://www.youtube.com/watch?v=QRVTPPfOwcM>

Action words: British council matching activities

Day 4:

Learners watch a video on body parts to break the ice.

<https://www.youtube.com/watch?v=cm92rp7kYf0>

https://www.youtube.com/watch?v=KiWuYfv2n_4

Name the body parts

<https://www.youtube.com/watch?v=h4eueDYPTlg>

Simon says game.

<https://www.youtube.com/watch?v=QRVTPPfOwcM>

Action words: British council matching activities

Day 5

Learners watch a video on body parts to break the ice.

<https://www.youtube.com/watch?v=cm92rp7kYf0>

https://www.youtube.com/watch?v=KiWuYfv2n_4

Name the body parts

<https://www.youtube.com/watch?v=h4eueDYPTlg>

<https://www.youtube.com/watch?v=SUt8q0EKbms>

Simon says game.

<https://www.youtube.com/watch?v=QRVTPPfOwcM>

Action words: British council matching activities

Week 2

Specific objectives

- **Identify physical activities**
- **Name different kinds of sports.**

Day 1

Deep physical education

Show video of first 3 exercises:

Back turn, jumping Jacks and side bends

<https://youtu.be/oc4QS2USKmk>

<https://www.youtube.com/watch?v=LhQY1Cy4IDw>

<https://www.youtube.com/watch?v=X8Y3u8Ujfe8>

Name different kinds of sports.

Example: football, volleyball, basketball, rugby, tennis, swimming

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

<https://www.youtube.com/watch?v=yZUeOF1Uak8>

Day 2:

Deep physical education

Show video of first 3 exercises:

Back turn, jumping Jacks and side bends

<https://youtu.be/oc4QS2USKmk>

<https://www.youtube.com/watch?v=LhQY1Cy4IDw>

<https://www.youtube.com/watch?v=X8Y3u8Ujfe8>

Name different kinds of sports.

Example: football, volleyball, basketball, rugby, tennis, swimming

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

<https://www.youtube.com/watch?v=yZUeOF1Uak8>

Day 3:

Deep physical education

Show video of first 3 exercises:

Back turn, jumping Jacks and side bends

<https://youtu.be/oc4QS2USKmk>

<https://www.youtube.com/watch?v=LhQY1Cy4IDw>

<https://www.youtube.com/watch?v=X8Y3u8Ujfe8>

Name different kinds of sports.

Example: football, volleyball, basketball, rugby, tennis, swimming

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

<https://www.youtube.com/watch?v=yZUeOF1UAk8>

Day 4

Deep physical education

Show video of first 3 exercises:

Back turn, jumping Jacks and side bends

<https://youtu.be/oc4QS2USKmk>

<https://www.youtube.com/watch?v=LhQY1Cy4IDw>

<https://www.youtube.com/watch?v=X8Y3u8Ujfe8>

Name different kinds of sports.

Example: football, volleyball, basketball, rugby, tennis, swimming

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

<https://www.youtube.com/watch?v=yZUeOF1UAk8>

Day 5:

Deep physical education

Show video of first 3 exercises:

Back turn, jumping Jacks and side bends

<https://youtu.be/oc4QS2USKmk>

<https://www.youtube.com/watch?v=LhQY1Cy4IDw>

<https://www.youtube.com/watch?v=X8Y3u8Ujfe8>

Name different kinds of sports.

Example: football, volleyball, basketball, rugby, tennis, swimming

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

<https://www.youtube.com/watch?v=yZUeOF1UAk8>

Week3

Specific objective

- Name items related to sports.

Day1

Name items related to sports

https://www.google.com/search?q=things+related+to+sports&rlz=1C1YTUH_enTG1059TG1059&sxsrf=APwxEdc0XMeAz1IhbTHJJXNNR7rL-a9iQQ:1686581012059&source=lnms&tbm=isch&sa=X&ved=2ahUKEwit6e7w-73_AhU8SkEAHbFuAZIQ_AUoAXoECAEQAw&cshid=1686581020274921&biw=1366&bih=617&dpr=1

Name items related to sports

https://www.google.com/search?q=things+related+to+sports&rlz=1C1YTUH_enTG1059TG1059&sxsrf=APwxEdc0XMeAz1IhbTHJJXNNR7rL-a9iQQ:1686581012059&source=lnms&tbm=isch&sa=X&ved=2ahUKEwit6e7w-73_AhU8SkEAHbFuAZIQ_AUoAXoECAEQAw&cshid=1686581020274921&biw=1366&bih=617&dpr=1

Name items related to sports

https://www.google.com/search?q=things+related+to+sports&rlz=1C1YTUH_enTG1059TG1059&sxsrf=APwxEdc0XMeAz1IhbTHJJXNNR7rL-a9iQQ:1686581012059&source=lnms&tbm=isch&sa=X&ved=2ahUKEwit6e7w-73_AhU8SkEAHbFuAZIQ_AUoAXoECAEQAw&cshid=1686581020274921&biw=1366&bih=617&dpr=1

Name items related to sports

https://www.google.com/search?q=things+related+to+sports&rlz=1C1YTUH_enTG1059TG1059&sxsrf=APwxEdc0XMeAz1IhbTHJJXNNR7rL-a9iQQ:1686581012059&source=lnms&tbm=isch&sa=X&ved=2ahUKEwit6e7w-73_AhU8SkEAHbFuAZIQ_AUoAXoECAEQAw&cshid=1686581020274921&biw=1366&bih=617&dpr=1

Day5

Name items related to sports

https://www.google.com/search?q=things+related+to+sports&rlz=1C1YTUH_enTG1059TG1059&xs_rf=APwXEdc0XMeAz1lhbTHJJXNNR7rL-a9iQQ:1686581012059&source=lnms&tbn=isch&sa=X&ved=2ahUKEwit6e7w-73_AhU8SkEAHbFuAZIQ_AUoAXoECAEQAw&cshid=1686581020274921&biw=1366&bih=617&dpr=1

Week 4

Specific objective

➤ **Assessment of learning outcomes**

Learners watch a video on body parts to break the ice.

<https://www.youtube.com/watch?v=cm92rp7kYf0>

https://www.youtube.com/watch?v=KiWuYfv2n_4

Name the body parts

<https://www.youtube.com/watch?v=h4eueDYPTlg>

<https://www.youtube.com/watch?v=SUt8q0EKbms>

Simon says game.

<https://www.youtube.com/watch?v=QRVTPPfOwcM>

Action words: British council matching activities

Deep physical education

Show video of first 3 exercises:

Back turn, jumping Jacks and side bends

<https://youtu.be/oc4QS2USKmk>

<https://www.youtube.com/watch?v=LhQY1Cy4IDw>

<https://www.youtube.com/watch?v=X8Y3u8Ujfe8>

Name different kinds of sports.

Example: football, volleyball, basketball, rugby, tennis, swimming

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

<https://www.youtube.com/watch?v=yZUeOF1UAk8>

Day 3

Name items related to sports

https://www.google.com/search?q=things+related+to+sports&rlz=1C1YTUH_enTG1059TG1059&sxsrf=APwXEdc0XMeAz1IhbTHJJXNNR7rL-a9iQQ:1686581012059&source=lnms&tbn=isch&sa=X&ved=2ahUKEwit6e7w-73_AhU8SkEAHbFuAZIQ_AUoAXoECAEQAw&cshid=1686581020274921&biw=1366&bih=617&dpri=1

General revision

Assessment

Unit 5: Healthy habits (3 weeks)

Theme: Body hygiene, Healthy diet, Common ailments and symptoms

The general objective of this lesson is: at the end of the unit learners should be able to use words and expressions related to healthy habits

Specific learning objectives: at the end of this unit, the learners should be able to:

- Practice body hygiene
- Learn healthy diet
- Identify common ailments

Week 1

Specific objectives

- **Practice Body hygiene**

Day 1

Revision of body parts by showing the video

<https://youtu.be/SUt8q0EKbms>

Introduce body hygiene: hand washing, cleaning teeth, bathing

[Hygiene Habits for Kids - Compilation - Hand washing, Personal Hygiene and Tooth Brushing - YouTube](#)

A song

[Song on Hygiene - Five things used for Hygiene in Ultra HD \(4K\) - YouTube](#)

[Personal Hygiene | Hygiene habits for kids - YouTube](#)

Day 2

Revision of body parts by showing the video

<https://youtu.be/SUt8q0EKbms>

Introduce body hygiene: hand washing, cleaning teeth, bathing

[Hygiene Habits for Kids - Compilation - Hand washing, Personal Hygiene and Tooth Brushing - YouTube](#)

A song

[Song on Hygiene - Five things used for Hygiene in Ultra HD \(4K\) - YouTube](#)

[Personal Hygiene | Hygiene habits for kids - YouTube](#)

Day 3

Revision of body parts by showing the video

<https://youtu.be/SUt8q0EKbms>

Introduce body hygiene: hand washing, cleaning teeth, bathing

[Hygiene Habits for Kids - Compilation - Hand washing, Personal Hygiene and Tooth Brushing - YouTube](#)

A song

[Song on Hygiene - Five things used for Hygiene in Ultra HD \(4K\) - YouTube](#)

[Personal Hygiene | Hygiene habits for kids - YouTube](#)

Day 4

Revision of body parts by showing the video

<https://youtu.be/SUt8q0EKbms>

Introduce body hygiene: hand washing, cleaning teeth, bathing

[Hygiene Habits for Kids - Compilation - Hand washing, Personal Hygiene and Tooth Brushing - YouTube](#)

A song

[Song on Hygiene - Five things used for Hygiene in Ultra HD \(4K\) - YouTube](#)

[Personal Hygiene | Hygiene habits for kids - YouTube](#)

Day 5

Revision of body parts by showing the video

<https://youtu.be/SUt8q0EKbms>

Introduce body hygiene: hand washing, cleaning teeth, bathing

[Hygiene Habits for Kids - Compilation - Hand washing, Personal Hygiene and Tooth Brushing - YouTube](#)

A song

[Song on Hygiene - Five things used for Hygiene in Ultra HD \(4K\) - YouTube](#)

[Personal Hygiene | Hygiene habits for kids - YouTube](#)

Week 2

Specific objectives

- Learn healthy diet
- Identify common ailments

Day1

Introduce healthy diet: What is healthy diet?

https://youtu.be/a_B_vL3iHQM

https://youtu.be/s_f_BWqZ6fc

Differentiate between healthy food and junk food

[Top chefs making school dinners – BBC London News - YouTube](#)

Common ailments and symptoms (headache, stomach ache, fever, sore throat, running nose, cough, minor injuries)

<https://youtu.be/1UgdEH0cUQ8>

<https://youtu.be/Zm1KKcgQ7DM>

Day 2

Introduce healthy diet: What is healthy diet?

https://youtu.be/a_B_vL3iHQM

https://youtu.be/s_f_BWqZ6fc

Differentiate between healthy food and junk food

[Top chefs making school dinners – BBC London News - YouTube](#)

Common ailments and symptoms (headache, stomach ache, fever, sore throat, running nose, cough, minor injuries)

<https://youtu.be/1UgdEH0cUQ8>

<https://youtu.be/Zm1KKcgQ7DM>

Day 3

Introduce healthy diet: What is healthy diet?

https://youtu.be/a_B_vL3iHQM

https://youtu.be/s_f_BWqZ6fc

Differentiate between healthy food and junk food

[Top chefs making school dinners – BBC London News - YouTube](#)

Common ailments and symptoms (headache, stomach ache, fever, sore throat, running nose, cough, minor injuries)

<https://youtu.be/1UgdEH0cUQ8>

<https://youtu.be/Zm1KKcgQ7DM>

Day 4

Introduce healthy diet: What is healthy diet?

https://youtu.be/a_B_vL3iHQM

https://youtu.be/s_f_BWqZ6fc

Differentiate between healthy food and junk food

[Top chefs making school dinners – BBC London News - YouTube](#)

Common ailments and symptoms (headache, stomach ache, fever, sore throat, running nose, cough, minor injuries)

<https://youtu.be/1UgdEH0cUQ8>

<https://youtu.be/Zm1KKcgQ7DM>

Day 5

Introduce healthy diet: What is healthy diet?

https://youtu.be/a_B_vL3iHQM

https://youtu.be/s_f_BWqZ6fc

Differentiate between healthy food and junk food

[Top chefs making school dinners – BBC London News - YouTube](#)

Common ailments and symptoms (headache, stomach ache, fever, sore throat, running nose, cough, minor injuries)

<https://youtu.be/1UgdEH0cUQ8>

<https://youtu.be/Zm1KKcgQ7DM>

Week 3

Specific objectives

- **Assessment of learning outcomes**

Day 1

Revision of body parts by showing the video

<https://youtu.be/SUt8q0EKbms>

Introduce body hygiene: hand washing, cleaning teeth, bathing
[Hygiene Habits for Kids - Compilation - Hand washing, Personal Hygiene and Tooth Brushing - YouTube](#)

A song

[Song on Hygiene - Five things used for Hygiene in Ultra HD \(4K\) - YouTube](#)
[Personal Hygiene | Hygiene habits for kids - YouTube](#)

Day 2

Introduce healthy diet: What is healthy diet?

https://youtu.be/a_B_vL3iHQM

https://youtu.be/s_f_BWqZ6fc

Differentiate between healthy food and junk food

[Top chefs making school dinners – BBC London News - YouTube](#)

Common ailments and symptoms (headache, stomach ache, fever, sore throat, running nose, cough, minor injuries)

<https://youtu.be/1UgdEH0cUQ8>

<https://youtu.be/Zm1KKcgQ7DM>

<https://youtu.be/Zm1KKcgQ7DM>

Day 3

General revision

Day 4

General revision

Day 5

Assessment

Unit 6: Domestic and wild animals (3 weeks)

Themes: Domestic and wild animals

The general objective of this unit is: At the end of the unit, learners should be able to use words and expressions related to domestic and wild animals

Specific objectives:

- Name five domestic and five wild animals
- Identify five domestic and five wild animals

Week 1

Specific objective

- Name domestic and wild animals

Day 1:

Use posters to present five domestic animals and five wild animals
Use flash cards to name five domestic animals and five wild animals
Simon says games

Day 2:

Use posters to present five domestic animals and five wild animals
Use flash cards to name five domestic animals and five wild animals
Simon says games

Day 3:

Use posters to present five domestic animals and five wild animals
Use flash cards to name five domestic animals and five wild animals
Simon says games

Day 4:

Use posters to present five domestic animals and five wild animals
Use flash cards to name five domestic animals and five wild animals
Simon says games

Day 5:

Use posters to present five domestic animals and five wild animals
Use flash cards to name five domestic animals and five wild animals
Simon says games

Week 2

Specific objective

- **Identify five domestic and five wild animals**

Day 1:

Observe and listen

Watch video on wild animals and pets

<https://youtu.be/oMy9vkdImbs>

Ask them to point to domestic or wild animals

Play game with animals

<https://youtu.be/CA6Mofzh7jo>

Pair work to match **sounds** and **animals**

List of Animal Sounds

Day 2:

Observe and listen

Watch video on wild animals and pets

<https://youtu.be/oMy9vkdImbs>

Ask them to point to domestic or wild animals

Play game with animals

<https://youtu.be/CA6Mofzh7jo>

Pair work to match **sounds** and **animals**

List of Animal Sounds

Day 3:

Observe and listen

Watch video on wild animals and pets

<https://youtu.be/oMy9vkdImbs>

Ask them to point to domestic or wild animals

Play game with animals

<https://youtu.be/CA6Mofzh7jo>

Pair work to match **sounds** and **animals**

List of Animal Sounds

Day 4:

Observe and listen

Watch video on wild animals and pets

<https://youtu.be/oMy9vkdImbs>

Ask them to point to domestic or wild animals

Play game with animals

<https://youtu.be/CA6Mofzh7jo>

Pair work to match **sounds** and **animals**

List of Animal Sounds

Day 5:

Observe and listen

Watch video on wild animals and pets

<https://youtu.be/oMy9vkdImbs>

Ask them to point to domestic or wild animals

Play game with animals

<https://youtu.be/CA6Mofzh7jo>

Pair work to match **sounds** and **animals**

List of Animal Sounds

Week 3

Specific objective

➤ **Assessment of learning outcomes**

Day 1:

Use posters to present five domestic animals and five wild animals
Use flash cards to name five domestic animals and five wild animals
Simon says games

Day 2:

Observe and listen
Watch video on wild animals and pets
<https://youtu.be/oMy9vkdImbs>

Ask them to point to domestic or wild animals

Play game with animals
<https://youtu.be/CA6Mofzh7jo>

Pair work to match **sounds** and **animals**

List of Animal Sounds

Day 3:

General revision

Day 4:

General revision

Day 5:

Assessment

GUIDELINES FOR THE ENGLISH PROGRAM:

1. Flashcards and Posters are alternative learning resources that may be used when teachers are unable to access online resources through the links provided in the English program.
2. For the purpose of achieving the specific objective in Unit 3 week 2, mainly to classify local and world food, teachers should note that they can create a poster on junk food versus healthy food in order to bring their learners to make the distinctions in this category.
3. For the purpose of achieving the specific objectives in Unit 4 week 1 and 2 , respectively naming body parts for week 1 and different kinds of sports for week 2 , teachers should:
 - Focus on the following body parts: Head, Shoulders, Knees, Toes, Eyes, Ears, Mouth, and Nose.
 - Focus on the sport of football as well as items related to playing football.
4. For the purpose of achieving the specific objective in Unit 5 week 1 ,mainly to practice body hygiene, teachers should note that they are not practicing body hygiene but rather teaching their learners about the importance of practicing basic body hygiene such as brushing their teeth, washing their hands, etc...
5. For the purpose of achieving the specific objectives of Unit 6 week 1 and 2, teachers should ensure that the types of animals are each introduced on different days in the week. For instance, teachers can introduce domestic animals on day 1 week 1 unit 6, practice more on day two week 1 unit 6, then introduce wild animals on day 3. Week 1 unit 6.

ANNEXES

LESSON CARD (FICHE PEDAGOGIQUE)

CARD N° 1:

DATE: 12/07/2023

SCHOOL: EPP Tokoin Tamè

DURATION: 30 min

CLASS: CP

NUMBER OF LEARNERS: 50

TEACHER: Mrs AMELASCO

UNIT 1: My school

SEQUENCE: Week 1

THEME: Greetings and alphabets

SPECIFIC OBJECTIVE:

Learners should be able to:

- **Differentiate types of greetings.**
- **Sing the alphabets song.**

RESOURCES: Flash card and video (Lien à préciser)

DOCUMENTS/REFERENCES: course manual and teachers guide class CP

LEARNING SITUATION:

- Present a situation to introduce learners to greeting.
- Show flash cards or watch video on the alphabets

STEPS	TEACHER'S ACTIVITIES	LEARNER'S ACTIVITIES	NOTES FOR TEACHERS
Warm up	-Ask the learners to sing a song.	-Sing.	
Revision	-Greeting.	-Greet.	-
Introduction of lesson	-Show a video on greetings. -Watch a video of the alphabets. -Show flash cards of the alphabets.	-Watch, observe and listen.	-Announce the objective of watching the video and flash cards.
Repetition of words and structures	-Say the words and ask learners to repeat. -Teach them greeting song. -Teach alphabets song.	-Repeat the words (good morning good afternoon, good evening and good night). -Learn greeting song. -Learn alphabets song.	-Individual repetition by the majority of learners.
Knowledge application	-Ask the learners to play a game about greeting. -Help learners to identify the letters of the alphabets. -Help learners name the letters of the alphabets.	-Play the game of different in group of two or more. -Identify the letters of the alphabets. -Name the letters of the alphabets.	-Emphasis on correct pronunciation.
Assessment	-Greet in the morning: -Greet in the afternoon: -Greet in the evening: Dad/mum/sister/brother/ the head teacher/class teacher... -Sing alphabets song.	-Greet according to the time. -Repeat the alphabets song.	-Emphasis on correct pronunciation.
Recapitulation	-Greet according to the time. -Repeat the alphabets song.	-Greet according to the time. -Repeat the alphabets song.	-

LINKS

UNITS	WEEKS	SPECIFIC OBJECTIVES	LINKS
UNIT 1: MY SCHOOL	1	- Greetings - Sing alphabet song	https://youtu.be/q5BcGrOny-k https://www.youtube.com/watch?v=v3dkRo2IDdg https://supersimple.com/downloads/supersimple_uppercase-alphabet-flashcards.pdf
	2	-Give basic information about themselves	https://www.youtube.com/watch?v=KZn42zsbPN0 https://www.youtube.com/watch?v=9BmVV9C9qe2s
	3	-Name the various objects in the classroom	https://www.youtube.com/watch?v=nVdteH89iQI https://www.youtube.com/watch?v=0CWWNzprEQ4 https://www.youtube.com/watch?v=MupV5x2jRzk
UNIT 2: My identity	1	-Say more about themselves -Use praise formulations	https://youtu.be/UnEmEbWytI8 https://youtu.be/qfA4WzV2bpY https://www.youtube.com/893190ba-2a27-4f83-9627-411a23451114
	2	-Talk about their family	https://youtu.be/uVYP8U2I8NA https://youtu.be/x0mnJpty78E https://youtu.be/5gCb22gVWA8
	3	-Describe their home -Describe their school	https://youtu.be/CNJF0Rs1mHE https://youtu.be/tkpfg-1FJLU Speech on my school, Topic my school, Few lines on my school, essay on my school - YouTube School Rooms and Facilities Vocabulary with Pictures, Pronunciations and Definitions - YouTube

UNIT 3: FOOD	1	-Identify specimens of fruits and vegetables	https://www.youtube.com/watch?v=m4f3MoGBU98 https://www.youtube.com/watch?v=m4f3MoGBU98
	2	-Classify local and world foods	https://www.youtube.com/watch?v=1W5TXrKbsq4
	3	-Talk about meal time routines	N/A
UNIT 4: Physical Activities	1	-Name body parts -Identify body parts	https://www.youtube.com/watch?v=cm92rp7kYt0 https://www.youtube.com/watch?v=KiWuYfv2n_4 https://www.youtube.com/watch?v=h4eueDYPTIg https://www.youtube.com/watch?v=QRVTPFfOwcM
	2	-Identify physical activities -Name different kinds of sports.	https://youtu.be/oc4QS2USKmk https://www.youtube.com/watch?v=LhQY1Cy4IDw https://www.youtube.com/watch?v=X8Y3u8Ujfe8 https://www.youtube.com/watch?v=OnaPNbOJrMQ https://www.youtube.com/watch?v=yZUeOF1Uak8
	3	-Name items related to sports¹	Note de bas de page

¹https://www.google.com/search?q=things+related+to+sports&rlz=1C1YTUH_enTG1059TG1059&sxsrf=APwxEdc0XMeAz1lhbTHJXNNR7rL-a9iQQ:1686581012059&source=lnms&tbn=isch&sa=X&ved=2ahUKEwit6e7w-73_AhU8SkEAHbFuAZIQ_AUoAXoECAEQAw&cshid=1686581020274921&biw=1366&bih=617&dpr=1

Unit 5: Healthy habits	1	-Practice Body hygiene	https://youtu.be/SUt8q0EKbms Hygiene Habits for Kids - Compilation - Hand washing, Personal Hygiene and Tooth Brushing - YouTube Song on Hygiene - Five things used for Hygiene in Ultra HD (4K) - YouTube Personal Hygiene Hygiene habits for kids - YouTube
	2	-Learn healthy diet -Identify common ailments	https://youtu.be/a_B_vL3iHQM https://youtu.be/s_f_BWqZ6fc Top chefs making school dinners – BBC London News - YouTube https://youtu.be/1UgdEH0cUQ8 https://youtu.be/Zm1KKcgQ7DM
Unit 6: Domestic and wild animals	1	-Name domestic and wild animals	N/A
	2	-Identify five domestic and five wild animals	https://youtu.be/oMy9vkdImbs https://youtu.be/CA6Mofzh7jo

	weeks (Semaines)	General objective (Objectif général)	Specific Objectives (Objectifs spécifiques)	Day1 (Jour1)	Day2 (Jour 2)	Day3 (Jour 3)	Day4 (Jour 4)	Day5 (Jour 5)
Units 1 (Unités 1): My school	1	At the end of the unit learners should be able to use	SO1 (OS1): Greetings	Hello song for kids with Bella-YouTube	Hello song for kids with Bella-YouTube	Hello song for kids with Bella-YouTube	Hello song for kids with Bella-YouTube	Hello song for kids with Bella-YouTube
			SO2 (OS2): Sing alphabet song	Alphabet song Use flash card fun, super simple song	Alphabet song Use flash card fun, super simple song	Alphabet song Use flash card fun, super simple song	Alphabet song Use flash card fun, super simple song	Alphabet song Use flash card fun, super simple song
	SO3 (OS3): Give basic information about themselves		About myself - Let me introduce myself Introduce subjects/pronouns: I, you, he, she.	About myself - Let me introduce myself Introduce subjects/pronouns: I, you, he, she.	About myself - Let me introduce myself Introduce subjects/pronouns: I, you, he, she.	About myself - Let me introduce myself Introduce subjects/pronouns: I, you, he, she.	About myself - Let me introduce myself Introduce subjects/pronouns: I, you, he, she.	
	2		words and expressions related to school.	Repeat classroom objects referring to cardinal numbers. School supplies song: fun kids English	Repeat classroom objects referring to cardinal numbers. School supplies song: fun kids English	Repeat classroom objects referring to cardinal numbers. School supplies song: fun kids English	Repeat classroom objects referring to cardinal numbers. School supplies song: fun kids English	Repeat classroom objects referring to cardinal numbers. School supplies song: fun kids English

various objects
in the
classroom

4	SO1+SO2+SO3 (OS1+OS2+OS3): Assessment of learning outcomes	Hello song for kids with Bella-YouTube	About myself - Let me introduce myself	Repeat classroom objects referring to cardinal numbers. School supplies song: fun kids English	General revision	Assessment
		Alphabet song	Introduce subjects/pronouns: I, you, he, she.			
		Use flash card fun, super simple song				

CRITERIA OF FORMATIVE ASSESSMENT:

Unit 1: My school

1) Specific objec_____

- **Gree ngs**
- **Sing alphabet song**

Criteria of Assessment for listening week 1:

- Able to differentiate types of greetings.
- Able to identify different letters of the alphabets.

Criteria of Assessment for Speaking week 1:

- Able to greet.
- Able to sing alphabets song.
- Able to name some letters of the alphabets.

2) Specific Objec_____

- **Give basic informa**

Criteria of assessment for listening week 2:

- Able to identify the subject pronouns I, you, he, she.
- Able to differentiate between subject pronouns I, you, he, she.
- Able to identify their names, age and gender.

Criteria of assessment for speaking week 2:

- Able to use subject pronouns through a song.
- Able to name subject pronouns I, you, he, she.
- Able to state their names, age and gender.

3) Specific objec_____

- Name the various objects in the classroom

Criteria of assessment for listening week 3:

- Able to identify various objects in the classroom.
- Able to classify various objects in the classroom.

Criteria of assessment for Speaking week 3:

- Able to name some classroom objects
- Able to answer questions related to classroom objects

Unit 2: My Identity

1) Specific objec_____:

- Say more about themselves
- Use praise formula

Criteria of Assessment for listening week 1:

- Able to identify words to introduce oneself.
- Able to recognize identification words and expressions.
- Able to hear praise formulations.

Criteria of Assessment for Speaking week 1:

- Able to introduce themselves.
- Able to say their age.
- Able to say where they live.

2) Specific Objec_____

- Talk about their family

Criteria of assessment for listening week 2:

- Able to identify the name of their family members.

- Able to identify the gender of their family members.

Criteria of assessment for speaking week 2:

- Able to name their family members.
- Able to talk about their parents. ●

Able to introduce their parents.

- Able to describe the members of their families.

3) Specific objec_____

- Describe their home
- Describe their school

Criteria of assessment for listening week 3:

- Able to identify home/school.
- Able to identify home/school items.
- Able to identify different components of a home/school.
- Able to point to various colours used in the home/school.

Criteria of assessment for Speaking week 3:

- Able to talk about home/school.
- Able to talk about home/school items.
- Able to talk about different component of home/school.
- Able to describe the home/school.

Unit 3: Food

1) Specific objec_____

- Iden

Criteria of Assessment for listening week 1:

- Able to identify different fruits.
- Able to identify different vegetables.

- Able to point to different fruits.
- Able to point to different vegetables.

Criteria of Assessment for Speaking week 1:

- Able to name different fruits.
- Able to name different vegetables.
- Able to answer questions regarding names of fruits and vegetables.
- Able to express preferences of fruit and vegetables.

2) Specific Objec

➤ Classify local and world foods

Criteria of assessment for listening week 2:

- Able to identify local food.
- Able to identify world food.
- Able to differentiate between local and world food.

Criteria of assessment for speaking week 3:

- Able to name local food.
- Able to name world food.
- Able to differentiate between local and world food.

3) Specific objec

➤ Talk about meal

Criteria of assessment for listening week 3:

- Able to identify breakfast.
 - Able to identify lunch. ●
- Able to identify dinner.
- Able to point to various items relating to meal time.
 - Able to name action relating to mealtime.

Criteria of assessment for Speaking week 3:

- Able to talk about breakfast.
- Able to talk about lunch. ●
- Able to talk about dinner.
- Able to describe mealtime routines.

Unit 4: Physical activities

1) Specific objec _____

- Name body parts
- Iden body parts

Criteria of Assessment for listening week 1:

- Able to point parts of the body.
- Able to identify different body parts.

Criteria of Assessment for Speaking week 1:

- Able to name different body parts.
- Able to describe the use of the different body parts.

2) Specific Objec _____

- Iden
- Name different kinds of sports.

Criteria of assessment for listening week 2:

- Able to identify some different physical activities.
- Able to demonstrate different kinds of sport.

Criteria of assessment for speaking week 2:

- Able to name different physical activities.
- Able to name different kinds of sports.

- Able to describe physical activities.
- Able to describe different kinds of sports.

3) Specific objec _____

- **Name items related to sports.**

Criteria of assessment for listening week 3:

- Able to identify items related to sports.
- Able to differentiate various items related to sports.

Criteria of assessment for Speaking week 3:

- Able to name some items related to sports.
- Able to say the use of items related to sports.

Unit 5: Healthy habits

1) Specific objec _____

- **Pr**

Criteria of Assessment for listening week 1:

- Able to identify the body parts.
- Able to know the body hygiene.

Criteria of Assessment for Speaking week 1:

- Able to name body parts.
- Able to describe body parts.
- Able to talk about body hygiene.

2) Specific Objec _____

- Learn healthy diet
- Iden

Criteria of assessment for listening week 2:

- Able to know about healthy diet.
- Able to know about common ailments.
- Able to learn about healthy diet.
- Able to learn about common ailments.

Criteria of assessment for speaking week 2:

- Able to talk about healthy diet.
- Able to talk healthy diet.
- Able to talk about common ailments.

Unit 6: Domestic and wild animals

1) Specific Objec_____:

- Name domes

Criteria of Assessment for listening- week 1

- Able to iden
- Able to iden
- Able to point to different domes
- Able to point to different wild animals.

Criteria of Assessment for Speaking - week 1

- Able to name domes
- Able to name wild animals.

2) Specific Objec_____:

- Iden

Criteria of Assessment for listening- week 2

- Able to iden
- Able to iden

Criteria of Assessment for Speaking - week 2

- Able to name domes .
- Able to name wild animals.
- Able to describe an animal habitat.