

## Unit 1 : My school

Theme : Greeting in English.

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

- Differentiate types of greeting
- Sing hello song

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

Documents : Anglais, programmes des cours préparatoires 1<sup>ère</sup> et 2<sup>e</sup> années (CP1 –CP2) page 6

Learning situation : Present a situation to introduce learners to greeting

Teaching materials : video

### Lesson course

Steps	Activities of teacher	Activities of learner	Notes for teacher
Warm up	Ask the learners to sing a song	-Sing a song	Sing with the students
révision			
Introduction of lesson	-Play a video to introduce greeting. Ask question : how to greet : In all time ? In the morning ? Afternoon ? Evening ?	-Watch and listen Hello !, hi Good morning Good afternoon Good evening	Announce the objet and the objective of lesson
Repetition of words and structures	-Say the words and ask learners to repeat : hello, hi, good morning, good afternoon, goog evening. How are you ? I'm fine. And you ?	-Repeat : hi, hello, good morning, good afternoon good evening. How are you ? I'm fine. And you ?	Individual repetition by the majority of learners

<b>Knowledge application.</b>	<p>-Greet one learner :          Good mornin/afternoon/evening          How ara you ?          I'm fine too/ I'm also fine.          -Repeat the exercise with several learners          -Ask the learners to greet you -Teach the hello song :          Hello, hello, how are you ?( trois fois)          How are you today ?          I'm fine, I'am great          I'am fine, I'am Just great I'm fine, I'am great          I'm very well to day.</p> <p>* Hello, hello, how are you ?( trois fois)          How are you today ?          I am hungry, I am tired / trois fois</p>	<p>-Greet          Good morning sir          I'm fine.          And you ?          -Participate</p> <p>-Greet the teacher          -Listen and repeat</p>	Ephasis on correct pronunciation
	I am not good today.		
<b>Assessment</b>	<p>-Let learners to greet each other. Use hello, hi, good morning, good afternoon, good evening, sir, father, mother.</p> <p>-Asks learners to sing hello song</p>	<p>-Greet          A : hello. B : hello AA : hi !          BB : hi !          A : god morning sir/father/mother.          B : good morning, how are you ?          A : I'm fine. And you ?          B : I'm fine to.          AA : good afternoon sir/teacher/father/mother.          BB : good afternoon, how are you ?          A A: I'm fine, and you ? BB : I'm fine to.</p> <p>-Sing the hello song</p>	Ephasis on correct pronunciation
<b>Recapitulation.</b>	<p>-Asks the questions :          How to greet In the morning ?          Afternoon ?          Evening ?          All times ?</p>	<p>-Answers :          Good morning          Good afternoon          Good evening          Hello !          Hi !</p>	
<b>Warm down</b>	Asks the learners to sing a song	Sing a song	Sing with the students

**Unit 1 : My school****Theme :** alphabet song**Specific objective :** at the end of this lesson, the learners should be able to name some letters of the alphabets in English.**Ressources :** Flash card and video : Links : <https://www.youtube.com/watch?v=9BmvvC9ge2s>**Documents :** Anglais, programmes des cours préparatoires 1<sup>ère</sup> et 2<sup>e</sup> années (CP1 –CP2) page 6**Learning situation :** Show flash cards or watch video on the alphabets song**Teaching materials :** video**Lesson course**

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

**Lesson1** : The subjects pronouns : **I, You, He, She**

**Theme:** Give basic information about themselves

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

- identify the subjects pronouns **I, You, He, She**
- diferenciate between subjects pronouns **I, You, He, She**
- use subjects pronouns through a song

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

**Document** : Anglais, programmes des cours préparatoires 1<sup>ère</sup> et 2<sup>e</sup> années (CP1 –CP2) page 6

**Learning situation** : watch video on subjects pronouns

**Teaching materials** : video

### Lesson course

STEPS	TEACHER'S ACTIVITIES	LEARNER'S ACTIVITIES	NOTES FOR TEACHERS
Warm up	Ask the learners to sing a song	Sing	Sing with the students
Revision	Ask students to greet each other	Greet : A :Good morning Abalo B : Good morning Esther	
Introduction of lesson	Show a video on subjects pronouns	-Watch, observe and listen	Announce the objet and the objective of lesson
Repetition of words and structures	-Read the pronouns and ask learners to repeat : <b>I, You, He, She</b> -Said : I, it's me You, it's you He, designates a boy (He is my friend) She, designates a girl (She is my sister)	-Repeat the subjects pronouns : <b>I, You, He, She</b>  -Listen	Individual repetition by the majority of learners

<b>Knowlage application</b>	-Ask students the pronouns who designates : Justine, Paul, me - Teach pronouns song : He for boy He he he She for girl She she she I for me I I I He he	-Said : Justine = she Paul = He ; me = I	Ephasis on correct pronunciation
	She she 3bis I I I Me and you You you you Bbis  You you You you You you you		
<b>Assessment</b>	-Give the following words and then ask students to identify pronouns : good morning, I, she, sir, student, he, hello, you -Ask to say the diference between « he » and « she » -Sing the pronouns song	-Identify pronouns : I, He, She, You  -He designates a boy She designates a girl -Sing	Ephasis on correct pronunciation
<b>Recapitulation</b>	Repeat the pronouns I, You, He, She	Repeat : I, You, He, She	
<b>Warm down</b>	Ask the learners to sing a song	Sing a song	Sing with the students

## Lesson1 : About myself

**Theme:** Give basic information about themselves.

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

-identify their name, age and gender

-state their name, age and gender

**Ressources :** Flash card and video : Links : <https://www.youtube.com/watch?v=kzn42zsbPNO>

**Document :** Anglais, programmes des cours préparatoires 1<sup>ère</sup> et 2<sup>e</sup> années (CP1 –CP2) page 6

**Learning situation :** watch video on about myself

**Teaching materials :** video

### Lesson course

STEPS	TEACHER'S ACTIVITIES	LEARNER'S ACTIVITIES	NOTES FOR TEACHERS
Warm up	Ask the learners to sing a song	Sing	Sing with the students
Revision	Ask students quote subject pronouns	Quoted : <b>I, You, He, She</b>	
Introduction of lesson	Show a video on about myself	-Watch, observe and listen	Announce the objet and the objective of lesson
Repetition of words and structures	-Say the words and ask learners to repeat : <b>My name is Tom. I am 7 years old. I am a boy. I am a girl.</b>	-Repeat the expressions : <b>My name is Tom. I am 7 years old. I am a boy. I am a girl.</b>	Individual repetition by the majority of learners

<p><b>Knowlage application</b></p>	<p>-Ask students to substitute « Tom » by « Yao, Afi, Emile, Kondo, Tsilaalu »</p> <p>- Ask students to substitute « 7 » by « four, five, six, eight, nine »</p> <p>-Present Kofi to the class and say : Kofi is a boy, and you Yao ?</p> <p>- Present Amina to the class and say : Amina is a girl, and you Yao ?</p>	<p>-Substitute :  <b>My name is Yao.</b>  <b>My name is Afi.</b>  <b>My name is Emilie.</b>  <b>My name is Kondo.</b>  <b>My name is Kondo.</b>  <b>My name is Tsilaalu.</b></p> <p>-Substitute :  <b>I am four years old.</b>  <b>I am five years old.</b>  <b>I am six years old.</b>  <b>I am eight years old.</b>  <b>I am nine years old.</b></p> <p>- I am a boy.</p> <p>- I am a girl.</p>	<p>Insist on correct pronunciation</p>
<p><b>Assessment</b></p>	<p>-Ask each learner to give their name, age and gender</p>	<p>-Give his name, age and gender  <b>My name is Akpedze.</b>  <b>I am eight years old.</b>  <b>I am a girl.</b></p>	<p>Ephasis on correct pronunciation</p>
<p><b>Recapitulation</b></p>	<p>Asks students to present themseves</p>	<p>Present</p>	
<p><b>Warm down</b></p>	<p>Ask the learners to sing a song</p>	<p>Sing a song</p>	<p>Sing with the students</p>

## Unit1: My school

Theme : Name the various objects in the classroom

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

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

**Ressources** : Flash card and video : Links : <https://www.youtube.com/watch?v=nVdteH89iQI>

**Document** : Anglais, programmes des cours préparatoires 1<sup>ère</sup> et 2<sup>e</sup> années (CP1 –CP2) page 9

**Learning situation** : Show the classroom objects

**Teaching materials** : The classroom objects

### Lesson course

STEPS	TEACHER'S ACTIVITIES	LEARNER'S ACTIVITIES	NOTES FOR TEACHERS
Warm up	Ask the learners to sing a song	Sing	Sing with the students
Revision	Ask students to give their name, age and gender	My name is Babalola.I am 6 years old.I am a boy	
Introduction of lesson	Present objects to the class	observe	Announce the objet and the objective of lesson
Repetition of words and structures	-Show the objects one by one and give their names :a pen ;a pencil ;a ruler ;a schoolbag ;an eraser ;a duster ;a slate ;a chalk ;a note book ;a read book ;a coloured pencils ;a blackboard -Ask learners to repeat the words	-Observe and listen  -Repeat : a pen ;a pencil ;a ruler ;a schoolbag ;an eraser ;a duster ;a slate ;a chalk ;a note book ;a read book ;a coloured pencils ;a blackboard	Individual repetition by the majority of learners

<b>Knowlage application</b>	<p>-Show the objects one by one and ask learners to give their names</p> <p>-Present the pen like this : It is a pen</p>	<p>-Give : a pen ;a pencil ;a ruler ;a schoolbag ;an eraser ;a duster ;a slate ;a chalk ;a note book ;a read book ;a coloured pencils ;a blackboard</p> <p>- It is a pen</p> <p>-Present the objects :</p>	<p>Ephasis on correct pronunciation</p>
	<p>-Ask learners to present the others objects (pencil ; ruler ; schoolbag ; eraser ; duster ; chalk ; blackboard)</p>	<p>It is a pencil  It is a ruler  It is a schoolbag  It is an eraser  It is a duster  It is a chalk  It is a blackboard</p>	
<b>Assessment</b>	<p>-Ask learners to show the objects and give the names</p>	<p>-Show and give the name :It is a chalk ;It is a blackboard ;It is a ruler ; It is a pencil</p>	<p>Ephasis on correct pronunciation</p>
<b>Recapitulation</b>	<p>Ask to give the name of objects</p>	<p>Give : a pen ;a pencil ;a ruler ;a schoolbag ;an eraser ;a duster ;a slate ;a chalk ;a note book ;a read book ;a coloured pencils ;a blackboard</p>	
<b>Warm down</b>	<p>Ask the learners to sing a song</p>	<p>Sing a song</p>	<p>Sing with the students</p>

Unit1: My school

Theme : Cardinal and ordinal numbers

Lesson1 : Cardinal numbers

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

-know the cardinal numbers from 1 to 20

Ressources : Flash card and video : Links : <https://www.youtube.com/watch?v=MupV5x2jRzk>

Document : Anglais, programmes des cours préparatoires 1ère et 2e années (CP1 –CP2) page 9

Learning situation : Watch video on cardinal numbers

Teaching materials : Video

### Lesson course

STEPS	TEACHER'S ACTIVITIES	LEARNER'S ACTIVITIES	NOTES FOR TEACHERS
Warm up	Ask the learners to sing a song	Sing	Sing with the students
Revision	Ask to give the name of objects	Give : It is a ruler ; It is a pen ; It is a pencil ; It is a read book ; It is a duster	
Introduction of lesson	Show a video on cardinal numbers	-Watch, observe and listen	Announce the objet and the objective of lesson
Repetition of words and structures	-Say the number and ask learners to repeat : One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty	-Repeat the expressions : One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty	Individual repetition by the majority of learners
Knowlage application	Show fingers and ask to say the number	Says : two, four, six, three, five...	Insist on correct pronunciation
Assessment	-Ask student to count fingers from 1 to 10	-Count : One, two, three, four, five, six, seven, eight, nine, ten	Ephasis on correct pronunciation
Recapitulation	Asks students to count from 1 to 20	-Count : One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty	
Warm down	Ask the learners to sing a song	Sing a song	Sing with the students

**Unit1** : My school

**Theme** : Cardinal and ordinal numbers

**Lesson1** : Ordinal numbers

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

-know the ordinal numbers from 1 to 20

**Ressources** : Flash card and video : Links : <https://www.youtube.com/watch?v=OCWWNzprEQ4>

**Document** : Anglais, programmes des cours préparatoires 1<sup>ère</sup> et 2<sup>e</sup> années (CP1 –CP2) page 9

**Learning situation** : Watch video on ordinal numbers

**Teaching materials** : Video

### Lesson course

STEPS	TEACHER'S ACTIVITIES	LEARNER'S ACTIVITIES	NOTES FOR TEACHERS
Warm up	Ask the learners to sing a song	Sing	Sing with the students
Revision	Asks students to count from 1 to 20	-Count : One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty	
Introduction of lesson	Show a video on ordinal numbers	-Watch, observe and listen	Announce the objet and the objective of lesson
Repetition of words and structures	-Say the number and ask learners to repeat : First, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth	-Repeat the expressions : First, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth	Individual repetition by the majority of learners
Knowlage application	-Ask 10 students to line up in rows -Give and ask students to give the numbers to the students :	-Observe and give the numbers : First, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth	Insist on correct pronunciation
Assessment	-Ask student to give numbers to table benches	-Give : First, second, third, fourth, fifth	Ephasis on correct pronunciation
Recapitulation	Asks students to count ordinal numbers from 1 to 10	-Count : First, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth	
Warm down	Ask the learners to sing a song	Sing a song	Sing with the students

**Unit2** : My identity

**Theme** : Say more about themselves

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

- identify words to introduce oneself
- recognize identification words and expressions
- say their age
- say where they live

**Ressources** : Flash card and video : Links : <https://www.youtbe.be/UnEmEbWytI8>

**Document** : Anglais, programmes des cours préparatoires 1<sup>ère</sup> et 2<sup>e</sup> années (CP1 –CP2) page 11

**Learning situation** : Watch video on myself

**Teaching materials** : Video

### Lesson course

STEPS	TEACHER'S ACTIVITIES	LEARNER'S ACTIVITIES	NOTES FOR TEACHERS
Warm up	Ask the learners to sing a song	Sing	Sing with the students
Revision	Ask the learners to give the names of some class objets	Give the names of some class objets : a table, a blackboard, eraser, a pen, a book, a note book, a reading book	
Introduction of lesson	Show a video on myself	- Observe and listen	Announce the objet and the objective of lesson
Repetition of words and structures	-Say the words and ask the learners to repeat : What's your name ? My name is ..... How old are you ? I am 5 years old/I am 5 Where do you live ? I live at .....	-Listen and repeat	Individual repetition by the majority of learners

<p><b>Knowlage application</b></p>	<p>-Ask some learners to ask you the questions one by one</p> <p>-Answers questions : My name is ASSIMDA Irène I am ten years old/I am ten I live at Agbelouvé.</p> <p>-Ask these questions to learners and request to answer</p>	<p>-Ask the questions : What's your name ? How old are you ? Where do you live ?</p> <p>-Listen</p> <p>-Answers questions : My name is ABA Akpédjé I am 5 years old/I am 5 I live at Lomé</p>	<p>Ephasis on correct pronunciation</p>
<p><b>Assessment</b></p>	<p>-Ask to play two by two : one ask the questions and the other answers</p>	<p>-Play :</p> <p>A : What's your name ? B : My name is BABA Lola A : How old are you ? B : I am 6 years old/I am 6 A : Where do you live ? B : I live at Agoè</p>	<p>Ephasis on correct pronunciation</p>
<p><b>Recapitulation</b></p>	<p>Ask each learners to give their name, age and to say where the live</p>	<p>-My name is OKOTAN Obiyèlè I am eight years old/I am eight I live at Notsè.</p>	
<p><b>Warm down</b></p>	<p>Ask the learners to sing a song</p>	<p>Sing a song</p>	<p>Sing with the students</p>

**Theme** : Use praise formulations

**Specifics objectifs** : at the end of this lesson, the learners should be able to use praise formulations.

**Ressources** : Flash card and video: Links : <https://www.youtube.com/893190ba-2a27-4f83-9627411a23451114>

**Document** : Anglais, programmes des cours préparatoires 1<sup>ère</sup> et 2<sup>e</sup> années (CP1 –CP2) page 11

**Learning situation** : Watch video on praise formulations

**Teaching materials** : Video            Lesson course

STEPS	TEACHER'S ACTIVITIES	LEARNER'S ACTIVITIES	NOTES FOR TEACHERS
Warm up	Ask the learners to sing a song	Sing	Sing with the students
Revision	Ask to play two by two : one ask the questions and the other answers	Play : A: What's your name ? B : My name is ISSAN Dodji A : How old are you ? B : I am 7 years old/I am 7 A : Where do you live ? A: I live at Atakpamé.	
Introduction of lesson	Show a video on myself	- Observe and listen	Announce the objet and the objective of lesson
Repetition of words and structures	-Say the words and ask the learners to repeat : good, nice, very good, congratulations, well done, good boy, good girl	-Listen and repeat	Individual repetition by the majority of learners
Knowlage application	-Make the following sentences : Kodjo is a good boy. Afi is a good girl. -Repeat these sentences - Each sentence rehearsal, congratulates the learner by saying : good/ very good/ congratulations -Singing, dance then asks the learners to congratulate you	-Listen  -Repeat -Listen  -Congratulate the teacher : good/ very good/ congratulations	Ephasis on correct pronunciation
Assessment	-Ask some learners to sing or dance, then ask others to praise them	-Praise his comrades	Ephasis on correct pronunciation
Recapitulation	Ask to repeat praise expressions	-Repeat : good, very good, congratulations,well done, good boy, good girl	

**Unit2** : My identity

**Theme** : Talk about their family

**Specifics objectifs** : at the end of this lesson, the learners should be able to identify the family members

**Ressources** : Flash card and video : Links : <https://www.youtube/5gCb22gVWA8>

**Document** : Anglais, programmes des cours préparatoires 1<sup>ère</sup> et 2<sup>e</sup> années (CP1 –CP2) page 13

**Learning situation** : Watch video on family

**Teaching materials** : Video

### Lesson course

STEPS	TEACHER'S ACTIVITIES	LEARNER'S ACTIVITIES	NOTES FOR TEACHERS
Warm up	Ask the learners to sing a song	Sing	Sing with the students
Revision	-Ask a learner to sing or dance, then ask others to praise him	-Congratulate the learner: good/ very good/ congratulations	
Introduction of lesson	Show a video on family	- watch the video	Announce the objet and the objective of lesson
Repetition of words and structures	- Name the members of the family we have watched in the video : father, mother, son, daughter, sister, brother, Grandfather, grandmother, uncle, aunt, cousin, niece, nephew  - Ask students to repeat the words	-Listen  -Repeat : father, mother, son, daughter, sister, brother, Grandfather, grandmother, uncle, aunt, cousin, niece, nephew	Individual rep by the major learners
Knowlage application	-Ask these questions :  *what do you call the man who put you into the world ? * what do you call the woman who put you into the world ? *How will your parents call their boy ? *How will your parents call their girl ?	-Answer questions :  *father  *mother  *son  *daughter	Ephasis on correct pronunciation

	<p>*What do you call the son of your parents ?</p> <p>*What do you call the girl of your parents ?</p> <p>*what do you call the father of your father or mother ?</p> <p>*What do you call your father's or mother's mother ?</p> <p>*what do you call your father 's brother ?</p> <p>*what do you call your father's sister ?</p>	<p>*brother</p> <p>*sister</p> <p>*grandfather</p> <p>*grandmother</p> <p>*uncle</p> <p>*aunt</p>	
<b>Assessment</b>	<p>-Ask these questions :</p> <p>*what do you call the man who put you into the world ?</p> <p>* what do you call the woman who put you into the world ?</p>	<p>-Answer questions :</p> <p>*father</p> <p>*mother</p>	Ephasis on correct pronunciation
<b>Recapitulation</b>	<p>Ask the learners to name the members of family</p>	<p>-Name : father, mother, son, daughter, sister, brother, Grandfather, grandmother, uncle, aunt, cousin, niece, nephew</p>	
<b>Warm down</b>	<p>Ask the learners to sing a song</p>	<p>Sing a song</p>	<p>Sing with the students</p>

**Unit2 : My identity****Theme :** Talk about their family**Specifics objectifs :** at the end of this lesson, the learners should be able to :

-talk about their parents

-describe the members of their families

**Ressources :** Flash card and video : Links : : <https://www.youtbe/5gCb22gVWA8>**Document :** Anglais, programmes des cours préparatoires 1<sup>ère</sup> et 2<sup>e</sup> années (CP1 –CP2) page 11**Learning situation :** Watch video on praise formulations**Teaching materials :** Video**Lesson course**

STEPS	TEACHER'S ACTIVITIES	LEARNER'S ACTIVITIES	NOTES FOR TEACHERS
Warm up	Ask the learners to sing a song	Sing	Sing with the students
Revision	Ask the learners to identify the members of family	-Identify : father, mother, son, daughter, sister, brother, Grandfather, grandmother, uncle, aunt, cousin, niece, nephew	
Introduction of lesson	Talk about his father	-Listen	Announce the objet and the objective of lesson
Repetition of words and structures	-Say to learners : my father's name is Babalola. He is a docter My mother's name is Afi. She is a teacher my brother's name is Kofi. He is a schoolboy my sister's name is Akpedje. She is a schoolgirl  -Ask the learners to repeat sentences	-Listen  Repeat : my father's name is Babalola. He is a docter My mother's name is Afi. She is a teacher my brother's name is Kofi. He is a schoolboy my sister's name is Akpedje. She is a schoolgirl	Individual repetition by the majority of learners
Knowlage application	-Ask students to talk about their father ; mother ; sister and brother	-Talk about their families :  *my father is Adekunle. He is a farmer	Ephasis on correct pronunciation

		<p>*my mother is Dorcas. She is a trader</p> <p>*my brother is Elias. He is a schoolboy</p> <p>*my sister is Choco. She is a schoolgirl</p>	
<b>Assessment</b>	-Ask some learners to talk about their parents	<p>-Talk about their parents : My father is Bola. He is teacher</p> <p>My mother is Magloire. She is a trader</p>	Ephasis on correct pronunciation
<b>Recapitulation</b>	Ask to talk about their family	<p>Talk about their families : *my father is Adekunle. He is a farmer</p> <p>*my mother is Dorcas. She is a trader</p> <p>*my brother is Elias. He is a schoolboy</p> <p>*my sister is Choco. She is a schoolgirl</p>	
<b>Warm down</b>	Ask the learners to sing a song	Sing a song	Sing with the students

**Unit 2 : My identity**

**Theme :** describe their home/ school.

**Specific objective :** at the end of this lesson, the learners should be able to describe his home and his school.

**Resources :** watch vidéo

**Documents :** Anglais, programmes des cours préparatoires 1<sup>ère</sup> et 2<sup>e</sup> années (CP1 –CP2) page 11

**Learning situation :** Watch a video

**Teaching materials :** Video

### Lesson course

STEPS	Activities of teacher	Activities of learner	Notes for teacher
Warm up	Ask the learners to sing a song	Sing	Sing with the students
révision	What is the name of your father ?	My father's name is Mathias.	
Introduction of lesson	Play a video	Watch and listen carefully.	Announce the objet and the objective of lesson
Repetition of words and structures	Repeat : My school name is My school is near my house. Teacher, student, ruler, pen, pencil, book, chalkboard, classroom. - Home, room, TV, bedroom, dining room, bathroom, kitchen. - Red, white, blue, yellow, black, green.	Repeat :	Individual repetition by the majority of learners
Knowledge application.	-Said : my school name is..... My school is near my house. My school has a big playground. I love my scool. Asks to describe his home. -Show a ruler and said : ruler Do the some for : pen, book, student, classroom, tchalkboard. -show a red pen and said : red pen. Do the some for : green, yellow, black, blue. Said : my home is not far for school. In my home you can see : a bedroom, living room, TV, kitchen. My house building is very big. Asks to describe his home.	My school name is ..... My school is near my house. My school has a big playground. I love my school.  My house is no far for school. In my house you can see : a bedroom, living room, dinig room, TV, kitchen. My house bulding is very big.	Ephasis on correct pronunciation

<b>assessment</b>	<p>1- Describe your school</p> <p>2- Describe your house.</p>	<p>1 My school name is .....</p> <p>My school is near my house.</p> <p>My school has a big playground.</p>	<p>Ephasis on correct pronunciation</p>
	<p>3- Show the colored pencils and ask to choose red, green, yellow, black, white.</p>	<p>I love my school. 2 My house is no far for school. In my house you can see : a bedroom, living room, dinig room, TV, kitchen. My house bulding is very big.</p> <p>3 choose.</p>	
<b>Récapitulation.</b>	<p>What is the name for your school ?</p> <p>Have you a playground in your school ?</p> <p>Do you love your school ?</p> <p>How is your building house ? How many rooms have you in your house ? Name them.</p> <p>What have we just learned in this session ?</p>	<p>My school name is..... My school has a big playground. I love my school,</p> <p>My house building is very big</p> <p>My house has four rooms : bedroom, living room, dining room and the kitchen. We just learned to describe, school and house.</p>	
<b>Warm down</b>	<p>Asks the learners to sin a song</p>	<p>Sing a song</p>	<p>Sing with the students</p>

**Unit3 : Food****Theme :** Identifiy specimens of fruits**Specifics objectifs :** at the end of this lesson, the learners should be able to :

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

**Ressources :** Song : I like to eat apples and bananas**Document :** Anglais, programmes des cours préparatoires 1<sup>ère</sup> et 2<sup>e</sup> années (CP1 –CP2) page 20**Learning situation :** Show flash cards**Teaching material :** Flash cards**Lesson course**

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

<b>Knowlage application</b>	<p>-Point to fruits one by one and ask students to give their names</p> <p>-Teach the song : I like to eat, apples and bananas</p> <p>I like to eat, eat, eat apples and bananas I like to eat, eat, eat apples and bananas</p>	<p>-Observe and give their names : apple, banana, mango, orange, pineapple, lemon, papaya, melon, water melon</p> <p>-Learn the song</p>	Ephasis on correct pronunciation
-----------------------------	---	--	----------------------------------

I like to eat, eat, eat apples and bananas

I like to eat, eat, eat apples and bananas

Now let's make a long « a » sound ay-ples and ba-nay-nays I like to ate, ate, ate ay-ples and ba-nay-nays  
I like to ate, ate, ate ay-ples and ba-nay-nays

Let's try a long « e » sound eeples and ba-nee-nees  
I like to eat, eat, eat ee-ples and ba-nee-nees  
I like to eat, eat, eat ee-ples and ba-nee-nees

How about a long « i » sound iples and ba-nigh-nighs  
I like to ite, ite, ite i-ples and banigh-nighs  
I like to ite, ite, ite i-ples and banigh-nighs

Great, let's sing it with a long « o » sound oo-ples and ba-nonos  
I like to ote, ote, ote oh-ples and ba-no-nos  
I like to ote, ote, ote oh-ples and ba-no-nos

I know let's make an « oo » sound...oo-ples and ba-noonos  
I like to oot, oot, oot, ooples and ba-noo-noos  
I like to oot, oot, oot, ooples and ba-noo-noos

Apples and bananas, one more time !  
I like to eat, eat, eat apples and bananas  
I like to eat, eat, eat apples and bananas  
I like to eat, eat, eat apples and bananas  
I like to eat, eat, eat apples and bananas

<b>Assessment</b>	- Ask the learners to point to different fruits	-Point to different fruits : apple, banana, mango, orange, pineapple, lemon, papaya, melon, water melon	Ephasis on correct pronunciation
<b>Recapitulation</b>	Ask learners to sing the song : I like to eat apples and bananas	Sing the song	
<b>Warm down</b>	Ask the learners to sing a song	Sing a song	Sing with the students

**Unit3** : Food

**Theme** : Identifiy specimens of vegetables

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

-name differents vegetables

-point to different fruits

**Ressources** : Flash cards

**Document** : Anglais, programmes des cours préparatoires 1<sup>ère</sup> et 2<sup>e</sup> années (CP1 –CP2) page 20

**Learning situation** : Show flash cards

**Teaching material** : Flash card

### Lesson course

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

Assessment	- Ask the learners to point to differents vegetables	-Point to differents vegetables : tomato, carrot, onion, pepper, cucumber, okra, cabbage, lettuce	Ephasis on correct pronunciation
Recapitulation	Ask learners to express preferences of vegetables	Express : I like cabbages I like carrots I like cucumbers I like onions	
Warm down	Ask the learners to sing a song	Sing a song	Sing with the students

**Unit 3: Food**

Theme : local and world foods.

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

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

Documents : Anglais, programmes des cours préparatoires 1<sup>ère</sup> et 2<sup>e</sup> années (CP1 –CP2) page 21

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

Teaching material : Video

### Lesson course

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

Warm down	Ask the learners to sing a song	Sing a song	Sing with the students
-----------	---------------------------------	-------------	------------------------

**Unit3 : Food****Theme :** Talk about meal time routines**Specifics objectifs :** at the end of this lesson, the learners should be able to :

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

**Ressources :** Song : this is the way i eat my food**Document :** Anglais, programmes des cours préparatoires 1<sup>ère</sup> et 2<sup>e</sup> années (CP1 –CP2) page 24**Learning situation :** Play a video on meal time routine**Teaching material :** Video**Lesson course**

STEPS	TEACHER'S ACTIVITIES	LEARNER'S ACTIVITIES	NOTES FOR TEACHERS
Warm up	Ask the learners to sing a song	Sing a song	Sing with the students
Revision	-Ask to name a local foods  -Ask to name world foods	1 Local food : salad, rice, bread, Fish, chicken. 2 world foods : pizza, cheese, noodles, french fries, hamburger.	
Introduction of lesson	Show a video on meal time routine	- Observe and listen	Announce the objet and the objective of lesson
Repetition of words and structures	-Say the words and ask the learners to repeat : Wash hand, sit down, sit at a table, eat together, eat alone, drink, set a table, use a spoon, use a hand, a fork, a knife, breakfast, lunch, dinner	-Listen and repeat : : Wash hand, sit down, sit at a table, eat together, eat alone, drink, set a table, use a spoon, use a hand, a fork, a knife, breakfast, lunch, dinner	Individual repetition by the majority of learners

<b>Knowlage application</b>	-Illustrates the meal time routine -Ask the learners to illustre the meal time routine -Ask to give the name of : Morning food Noon food Evening food -Ask the learners to make sentences with the expression under study	-Observe and lesten  -Illustrated  -Breakfast -lunch -dinner -Make sentences : I wash my hands. I sit down. Kofi and Afi eat together. He eat alone.	Ephasis on correct pronunciation
-----------------------------	---	---	----------------------------------

-Teach the meal time routine :

Song :

La la la la. La

la la.

La la la la. La

la la.

La la la la.

La la.

This is the way we wash our hands,

Wash our hands, Wash our hands.

This is the way we wash our hands,

Before we have a meal. Wash our hands, Wash our hands.

Wash, wash, wash !

This is the way we take our seats,

Take our seats, take our seats.

This is the way we take our seats,

Before we have a meal.

Take our seats, Take our seats.

Seats, seats, seats.

This is the way we use our forks use our forks, use our forks. This is the way we use our forks While we have a meal.

use our forks, use our forks.

Forks, forks, forks !

This is the way we eat at all, eat at all, eat at all.

This is the way we eat at all, While we have a meal. eat at

all, eat at all.

Eat, eat, eat !

This is the way we chew our food, chew our food, chew our food. This is the way we chew our food,

While we have a meal.

chew our food, chew our food.

Chew, chew, chew !

This is the way we clean our dishes, clean our dishes, clean our dishes.

This is the way we clean our dishes,

I drink water after the meal.

You eat with the hand.

My teacher eat with the spoon.

-Learn the meal time routine song

	<p>After we have a meal. clean our dishes, clean our dishes. Clean, clean, clean !</p>		
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Ask the learners to make sentences with the expressions under study</li> <li>-Ask the learners to describe meal time routine</li> <li>- Ask the learners to sing the meal time routine song</li> </ul>	<ul style="list-style-type: none"> <li>-Make sentences</li> <li>-Describe</li> <li>-Sing a song</li> </ul>	<p>Ephasis on correct pronunciation</p>
<b>Recapitulation</b>	<p>Ask each learners to give the items relating to meal time routine</p>	<p>-Give the items : -Give the items : Wash hand, sit down, sit at a table, eat together, eat alone, drink, set a table, use a spoon, use a hand, a fork, a knife, breakfast, lunch, dinner</p>	
<b>Warm down</b>	<p>Ask the learners to sing a song</p>	<p>Sing a song</p>	<p>Sing with the students</p>

**Unit 4:** physical activities.

**Theme :** a body parts.

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

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

**Document :** Anglais, programmes des cours préparatoires 1<sup>ère</sup> et 2<sup>e</sup> années (CP1 –CP2) page 24

**Learning situation :** Play a video on meal time routine

**Teaching material :** Video

### Lesson course

STEPS	Activities of teacher	Activities of learner	Notes for teacher
Warm up	Asks to sing a song	Sing a song	Sing with the students
révision	At what time of the day do you have : a) breakfast ?(le petit déjeuner) b) lunch ? (le déjeuner) c) dinner ?	a) breakfast in the morning. b) lunch at noon. c) dinner in the evening.	
Introduction of lesson	Play a video to introduce a body parts..	Watch and listen carefully.	Announce the objet and the objective of lesson
Repetition of words and structures	Say the words and ask learners to repeat : head, shoulder, eye, ear, knee, toes, foot.	Repeat the words.	Individual repetition by the majority of learners

<b>Knowledge application.</b>	<p>Teachs a body parts.  Have a student come up to the front of the class.  Point to their head and say : head.  Point to their shoulders and say : shoulder.  Point to their knees and say : knee  Point to their toes and say : toes  Do the some for : foot, eye, ear, mouth, nose.</p> <p>- Teachs a body song : <b>Head a shoulders knees and toes, knees and toes.</b>  <b>Head a shoulders knees and toes, knees and toes.</b>  <b>Eyes and ears, mouth and nose.</b>  <b>Head a shoulders knees and toes, knees and toes. March march march</b>  <b>Let us all march</b>  <b>Get your body charged</b></p>	<p>Learns a body parts</p> <p>Learns a body song.</p>	<p>Ephasis on correct pronunciation</p>
	<p><b>Head a shoulders knees and toes, knees and toes.</b>  <b>Head a shoulders knees and toes, knees and toes.</b>  <b>Eyes and ears, mouth and nose.</b>  <b>Head a shoulders knees and toes, knees and toes. Jup jup jup</b>  <b>Let's all jup</b>  <b>Jup jup jup</b>  <b>Make your muscle jupe.</b></p>		
<b>assessment</b>	<p>Asks them individully to point to : their head, shoulders, knee, toes, foot, eyes ears, mouth, nose.  Have the whole class sing a body song.</p>	<p>Points their head, shoulders, knees, toes, foot, eyes, ears, mouth, nose. Sing a body parts</p>	<p>Ephasis on correct pronunciation</p>
<b>Récapitulation.</b>	<p>Body parts are : head, shoulders, knees, toes, foot, eyes, ears, mouth, nose.</p>	<p>Taks note</p>	
<b>Warm down</b>	<p>Ask the learners to sing a song</p>	<p>Sing a song</p>	<p>Sing with the students</p>

**Unit4** : Physical activities

**Theme** : Identify physical activities

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

-identify some different physical activities

-demonstrate different activities

**Ressources** : Video : links : <https://youtu.be/oc4QS2UKmk> ;

<https://www.youtube.com/watch?v=LhQy1Cy4IDw> ; <https://www.youtube.com/watch?v=OnaPNb0JrMQ>

**Document** : Anglais, programmes des cours préparatoires 1<sup>ère</sup> et 2<sup>e</sup> années (CP1 –CP2) page 27

**Learning situation** : Watch video on physical activities

**Teaching material** : Video

### Lesson course

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

**Unit4** : Physical activities

**Theme** : Name different kinds of sports

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

**Ressources** : Video : links : <https://www.youtube.com/watch?v=OnaPNb0JrMQ>

**Document** : Anglais, programmes des cours préparatoires 1<sup>ère</sup> et 2<sup>e</sup> années (CP1 –CP2) page 27

**Learning situation** : Watch video on kinds of sports

**Teaching material** : video

### Lesson course

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

**Unit4** : Physical activities

**Theme** : Name item related to sport

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

-identify items related to sport

-differentiate various items related to sports

**Ressources** : Video : Links : [https://www.google.com/search?q=things+related+to+sports&rlz=1C1YTUH\\_enTG1059TG1059&sxsrf=APwXEdcOXMeAz1hbTHJJXNNR7rl-a9iQQ:1686581012059&source=Inms&tbm=isch&sa=X&ved=2ahUKEwit6e7w-73AhU8SkEAHbFuAZIQAUoAXoECAEQAw&cshidz16865810202749221&biw=1366&bih=617&dpr=1](https://www.google.com/search?q=things+related+to+sports&rlz=1C1YTUH_enTG1059TG1059&sxsrf=APwXEdcOXMeAz1hbTHJJXNNR7rl-a9iQQ:1686581012059&source=Inms&tbm=isch&sa=X&ved=2ahUKEwit6e7w-73AhU8SkEAHbFuAZIQAUoAXoECAEQAw&cshidz16865810202749221&biw=1366&bih=617&dpr=1)

**Document** : Anglais, programmes des cours préparatoires 1<sup>ère</sup> et 2<sup>e</sup> années (CP1 –CP2) (page 28)

**Learning situation** : Watch the video related to sport articles

**Teaching material** : Video

### Lesson course

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

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

**Unit5** : Healthy habits

**Theme** : Praticice body hygiene

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

**Ressources** : Song : personal hygiene

**Document** : Anglais, programmes des cours préparatoires 1<sup>ère</sup> et 2<sup>e</sup> années (CP1 –CP2) (page 28)

**Learning situation** : Wash the hands

**Teaching material** : water, soap

### Lesson course

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

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

Theme : healthy diet/common aliments.

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

-Learn healthy diet.

-Identify common aliments.

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

Documents : Anglais, programmes des cours préparatoires 1<sup>ère</sup> et 2<sup>e</sup> années (CP1 –CP2) page 28

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

Teaching material : Video

### Lesson course

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

assessment	<p>1 Asks to talk about healthy habits</p> <p>2 Asks to talk about common aliments.</p>	<p>1 eat a balanced diet, drink potable water, wash your hands</p> <p>2 bread (pain) cheese (fromage), meat (viande), fish (poisson), chicken (poulet), potatoes (pomme de terre),</p>	Ephasis on correct pronunciation
		tomatoes (tomates), onion (oignon), salad/lettuce (salade),	
Récapitulation.	<p>Healthy diets : eat a balanced diet, drink potable water, wash your hands, take a shower, get enough sleep, brush your teeth..</p> <p>Common aliments : bread, cheese, meat, fish, chicken, potatoes, tomatoes, onion, salad/lettuce.</p>	Taks note	
Warm down	Ask the learners to sing a song	Sing a song	Sing with the students

Habits : habitudes

Diet : alimentation saine Balanced

diet : régime équilibré

Healthy habits : habitudes saines.

**Unit6** : Domestic and wild animals

**Theme** : Name domestic animals

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

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

**Document** : Anglais, programmes des cours préparatoires 1<sup>ère</sup> et 2<sup>e</sup> années (CP1 –CP2) page 39

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

**Teaching materials** : Domestic animals posters, video

### Lesson course

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

## Unit 6 : Domestic and wild animals

Theme : Name wild animals

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

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

Document : Anglais, programmes des cours préparatoires 1<sup>ère</sup> et 2<sup>e</sup> années (CP1 –CP2) page 39

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

Teaching materials : Wild animals posters, video

### Lesson course

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

**Unit 6 : Domestic and wild animals Theme :**

the animals.

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

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

**Document :** Anglais, programmes des cours préparatoires 1<sup>ère</sup> et 2<sup>e</sup> années (CP1 –CP2) page 40

**Learning situation :** watch video on the wild and domestic animals

**Teaching materials :** Flash card, video

### Lesson course

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

<b>Récapitulation.</b>	domestic animals are animals that live in house just like humans. They are : Cat, dog, hen, cheep, goat, pig, rabbit, duck, cow. The dog is a loving companion who shares the life of its family, enjoying comfort, safety, and social interaction.	Taks note	
	wild animals : they live in the bush or in the forests. They are : lion, tiger, zebra, monkey, elephant, snake, fox, wolf		
<b>Warm down</b>	Ask the learners to sing a song	Sing a song	Sing with the students

.lion ----- lion

Eléphant -----elephant

Tigre -----tiger

Loup -----wolf

Ours -----bear

Zèbre -----zebra

Girafe -----giraffe

Renard ----- fox

Serpent -----snake

Aigle -----aigle

Requin -----shark

Gorille ----- gorilla

Kangourou -----kangaroo

chat ----- cat

chien -----dog

cheval ----- horse

vache ----- cow

cochon ----- pig

mouton ----- cheep

chèvre ----- goat

poulet -----chicken

canard ----- duck

oie -----goose

lapin ----- rabbit

poisson ----- fish

hamster ----- hamster