

Lesson plan

School Name:**Class:** 5e **Size:** **Boys:** **Girls:****Learning situation n°1:** Leisure**Objectives:** All along and at the end of this learning situation, learners will be able to use appropriate vocabulary, language functions and structures, to write and talk about leisure**Starter Situation:****General objective:** All along this activity, learners will have an overview of the learning situation. The teacher will be able to identify learners needs in terms of vocabulary, language functions and structures.**Specific objectives:**

- Learners should be able to list some leisure activities
- Say the leisure activities they practice in their free time or during the holidays
- Describe pictures related to leisure activities
- Relate the pictures to their own experience

Duration: 55 minutes**Disciplinary Competences:** 1 & 2**Materials:** Printed copies of pictures / tablet, Chalk, chalkboard and duster**Techniques:** Brainstorming, collective work**Reference books:** The study programme of 5e , The Teaching guide of 5e**Implementation:**

Stages	Teacher's instructions	Technique And duration	Students' reactions	Suggested answers	Teacher's note
Greeting and date writing	What is the date today?	Lockstep: 3 minutes	One student says the date and another writes it on the board	Today is ...	
Warm up	Song: I'm h-a-p-p-y	Lockstep: 4 minutes	I teach them the song and they sing chorally.		
Lead-in	The teacher asks this question to students: - What are some leisure (distraction or amusement) activities? Teacher's conclusion: Today, we are going to start learning situation n°1: Leisure. He	Collective work: 3 minutes	They listen to the teacher carefully and answer the question.	Some leisure activities are: - Football - Ludo game - Atchi - Cards - Play station game - Dancing - Watching TV - Reading - Walking - Listening to music - Etc.	

	writes the title on the board and makes students repeat individually first and then in choirs.				
Starter Situation:	Activity 1: Which leisure activities do you practice in your free time?	Collective work: 20 minutes	They answer the question orally.	Learners' personal responses - In my free time, I play football - In my free time, I play ludo - In my free time, I watch TV - In my free time, I listen to music - Etc.	
	Activity 2: Carefully look at the pictures on the paper. How many pictures are there? What can you see in each picture? Which of these leisure activities do you often practise? Do you like it? Why?	Collective work: 25 minutes	They answer the questions orally	Picture 1: Some children are playing football. Picture 2: A girl is listening to music Picture 3: It is ludo game Picture 4: They are watching TV Picture 5: The boys are having fun with toys	

Pictures



Picture 1



Picture 2



Picture 3



Picture 4



Picture 5

Lesson plan

School Name:

Class: 5e **Size:** **Boys:** **Girls:**

Learning situation n°1: Leisure

Objectives: All along and at the end of this learning situation, learners will be able to use appropriate vocabulary, language functions and structures, to write and talk about leisure

Sequence 1: Holidays

Objectives: All along and at the end of this learning situation, learners will be able to:

- Ask for/give information about the past
- Use appropriate vocabulary to say how they spent their holidays
- Talk about some means of transport and the prepositions they go with
- Use appropriately “ago” and “for” with the simple past
- Listen to a text and complete some tasks based on it

The lesson of the day

Function: How to ask for / give information about the past.

General objective: At the end of this lesson, learners should be able to ask for and give information about the past, using the right patterns.

Specific objectives:

They should be able to:

- Cite some common means of transport and the prepositions which precedes each;
- Ask questions appropriately about the past
- Give the right answer to these questions to give information

Duration: 55 minutes

Disciplinary Competences: 1, 2 and 3

Materials: Printed copies of pictures / tablet, Chalk, chalkboard and duster

Techniques: Brainstorming, individual work, pair work, collective work

Reference books: The study programme of 5e, The Teaching guide of 5e
Techniques: individual work; pair work; group work, collective work

Implementation:

Greetings and date writing (5minutes) **Lockstep**

Warm up: Song (2 minutes) **Lockstep**

Introducing sequence 1: (03 minutes) **Lead-in**

Today, we are going to start sequence 1. Tell me class, did you go to school in July and August? Why didn't you go to school?

Teacher: OK. In sequence 1, we are going to talk about holidays.

The teacher writes the title of the lesson of the day on the board: Function: Asking for / giving Information about the past. He tells his students, the objectives of this lesson.

Presentation phase: 20 minutes

Activity 1: I will pre-teach vocabulary related to means of transport, using pictures. Means of transport: car, canoe, bicycle, motorbike, plane, foot, taxi

(05 minutes). Collective work

They look at the pictures, listen and repeat.

Activity 2: Speaking activity: **(15 minutes)** Collective work

I choose a student and ask him / her these questions:

- Did you travel during the holidays?
- Where did you go? (Parakou/ Tanguieta/ Djougou/ Cotonou/ Nigeria,etc.)
- OK. So, you spent your holidays in ... (Let the student repeat "I spent my holidays in ...")
- How did you go there (by car / by taxi / by bus / on foot / by motorbike)?

I choose another student and ask these questions: "... (Name of the student) spent his / her holidays in ... And you, where did you spend your holidays? How did you go there?

Then I write the conversation on the board.

Teacher: Where did you spend your holidays?

Student: I spent my holidays in ...

Teacher: How did you go there?

Student: I went there by / on ...

Practice phase: Activity 3: I ask some pairs of students to read the dialogue on the board. **(10 minutes)**

Production phase: Activity 4: Build up a similar dialogue with their partners and roleplay it to the class.

Preparation in pairs 05 minutes

Pairs' oral presentation to the class (10 minutes)

Note taking: 05 minutes

The teacher's note:

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VISUAL AIDS













Reading comprehension

General objective: All along and by the end of this lesson, learners should improve various skills: speaking, reading and writing.

Specific objectives:

- Briefly talk about their past holidays
- Read a text and react positively to the instructions to show comprehension
- Complete a skeleton dialogue accordingly

Duration: 55 minutes

Materials: Chalk, chalkboard and duster.

Reference books: The study programme of 5e; The teaching Guide of 5e; Students' book 5e

Implementation:

Warm up: Song: Head shoulders knees and toes. **(Lockstep 02 minutes)**

Revision or homework correction: 05 minutes

Pre-reading activity: A. Oral discussion: **(Collective work 05 minutes)**

- Name some African cities
- Have you ever spent your holidays in a city? Which one?
- Who did you visit there?

B. Pre-vocabulary: **(Collective work: 02minutes)**

Took a trip: traveled

To enjoy: to like

Opportunity: occasion

Indoor games: games you play at home such as ludo.

Famous places: attractive / historical places

While reading activity:

A. Read these statements and write "true" or "false" according to the text.

(ind + pair work: 10 minutes; collective work: 05 mins)

1. Kamal didn't travel during the holidays.
2. He saw pictures of some African leaders in a library.
3. He played table tennis at the museum.
4. Kamal visited Abeokuta or Ibadan during the weekends.

Suggested answers:

1. False 2. False 3. False 4. True

B. Answer these questions based on the text:

(Ind + collective work: 10 minutes)

1. Where did Kamal go during the last holidays?
2. How did he go there?
3. What did he buy at Dugbe market?
4. When did they play indoor games?

Suggested answers:

1. During the last holidays, Kamal went to Lagos.
2. He went there by bus.
3. He bought some presents at Dugbe market.
4. They played indoor games on Sunday afternoons.

Post-reading activity: This is a skeleton conversation between two friends.
Complete it with the following phrases: **(Ind + Collective work: 10 minutes)**

- I went there with my cousin and we played handball.
- I had a very good time
- I went there by bus.
- Where did you spend your holidays?
- Yes! I visited the Bio Guerra place and the Independence place.

Nahini:

Pascal: I spent my holidays in Parakou.

Nahini: How did you go there?

Pascal:

Nahini: Did you visit some famous places in Parakou?

Pascal:

Nahini: How about the stadium?

Pascal:

Nahini: Did you enjoyed your holidays?

Pascal: Yes!

Answers:

Nahini: **Where did you spend your holidays?**

Pascal: I spent my holidays in Parakou.

Nahini: How did you go there?

Pascal: **I went there by bus.**

Nahini: Did you visit some famous places in Parakou?

Pascal: **Yes! I visited the Bio Guerra place and the Independence place.**

Nahini: How about the stadium?

Pascal: **I went there with my cousin and we played handball.**

Nahini: Did you enjoyed your holidays?

Pascal: Yes! **I had a very good time.**

Note taking: 06 minutes

Handout: Text: Kamal's holidays

During the last holidays, Kamal went to Lagos. He went there by bus. In Lagos, Kamal had the opportunity to visit many famous places. He saw pictures of some African leaders in a museum. He visited Tinubu Square where he often played table tennis with his cousins. On weekends, Kamal often took a trip together with his uncle and his cousins to Abeokuta or Ibadan. He bought a lot of presents at Dugbe market. On Sunday afternoons, they stayed at home and played indoor games. Kamal enjoyed himself in Lagos.

Structure: The simple past tense

General objective: At the end of this lesson, learners should be able to use the simple past appropriately to talk about past actions.

Specific objectives:

- Identify past actions
- Distinguish regular verbs from irregular verbs
- Conjugate regular and irregular verbs into the simple past
- Communicate by expressing past actions effectively

Duration: 55 minutes

Materials: Chalk; chalkboard; duster

Presentation phase**Activity 1: Read the text again:**

Instructions: (Individual + pair work: 10 minutes; collective work: 15 minutes)

1. Make the list of all the conjugated verb.
2. What is the tense of these verbs?
3. What is the infinitive of each verb?
4. How is this tense formed?

Suggested answers:

1. The list of the conjugated verbs:
Went
Had
Saw
Visited
Played
Took
Bought
Stayed
Enjoyed
2. It is the simple past tense
3. Went = to go
Had = to have
Saw = to see
Visited = to visit
Played = to play
Took = to take

Bought = to buy

Stayed = to stay

Enjoyed = to enjoy

4. Formation

a. Irregular verbs: subject + preterit

b. Regular verbs: subject + base verb + ed

Note: To talk about past actions, we use the simple past. We use the simple past with the following time markers: yesterday, last, in + past time, ago, etc.

Examples: Paul visited his parents yesterday.

In 2022, you were in 6e.

Formation:

Affirmative form: Subject + regular verb + ed

Examples:

To play he played football

To stay they stayed indoors

To enjoy I enjoyed myself.

Subject + preterit of irregular verb

Examples:

To go She **went** to Bohicon

To buy I **bought** some shirts and trousers at the market.

To be I **was** in 6e last year.

To have He **had** the opportunity to visit famous places

To spend I **spent** my holidays in Parakou.

Regular verbs	Simple past
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To arrive	arrived
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To play	played
---------	--------

To visit	visited
----------	---------

To live	lived
To dance	danced
To like	liked
To enjoy	enjoyed
To start	started
To talk	talked
To resume	resumed
To die	died
To study	studied

Practice phase

Activity 2: Write the verbs in brackets into the simple past tense (ind work: 10 minutes; collective work: 05 mins)

1. The holidays (to start) in June
2. My brother (to stay) in Natitingou during the holidays.
3. Rolande (to go) to Malanville.
4. I (to spend) my holidays here in the village.
5. My sister (to visit) some famous places in Cotonou.
6. We (to eat) delicious meals in Comé.

Production phase:

Activity 3: What did you do yesterday? **(Write three sentences)**

Share your answers with the class. (ind + collective work: 10 minutes)

Homework: Write the verbs in brackets into the simple past

1. Last week, I (to see) my grandfather.
2. Leonard (to go) to his father's farm yesterday.
3. They (to work) all the day.
4. I (to be) very tired.
5. Zita (to do) hide and seek during the holidays.
6. M'po (to eat) toubani yesterday.
7. Two weeks ago, I (to visit) my friend Sahi.
8. We (to talk) for two hours.
9. Irene (to speak) Waama in the classroom.

Note taking: 05 minutes

Structure: Ago / for

General objective: All along and by the end of this lesson, learners should be able to use “ago” and “for” with the simple past appropriately.

Specific objectives:

- Identify the unit of time in a sentence
- Identify the position of ago and for in a sentence in the simple past
- Answer questions about the duration and the moment of past actions appropriately
- Build up sentences to mention the duration of a past action or its moment using ‘for’ and ‘ago’.

Duration: 55 minutes

Materials: Chalk, chalkboard and duster.

Reference books: The study programme of 5e; The teaching Guide of 5e; Students’ book 5e

Implementation:

Warm up: Song: Head shoulders knees and toes. **(Lockstep 02 minutes)**

Revision or homework correction: 05 minutes

Presentation activity: Read the passage below:

(Individual + group work: 10 minutes; collective work: 10 minutes)

Kamal is a 5eme student. Two years ago, he **was** at primary school. He **started** secondary school a year ago. He **spent** his holidays in Nigeria from 1 August to 1 September 2023. So, he **stayed** in Nigeria for one month.

Instructions:

1. What is the tense of the verbs in colour?
2. List all the units of time in the passage.
3. Which word comes after the unit of time?
4. Which word comes before the unit of time?

Suggested answers :

1. It is the simple past
2. The units of time are:
 - Two years
 - A year
 - One month
3. ‘Ago’ comes after the unit of time
4. ‘for’ comes before the unit of time

Note:

To express an action that occurred in the past, we can use:

- **unit of time + ago**
- **for + unit of time**

Patterns:

Unit of time + ago, subject + simple past ...

Examples:

Two years ago, he was at primary school

Subject + simple past ...+ unit of time + ago

Example:

He was at primary school two years ago.

Subject + simple past ...+ for + unit of time

Example:

He stayed in Nigeria for one month.

Practice activity: Reorder these words to write meaningful sentences:

(Individual work: 05 minutes; collective work: 05 minutes)

1. Arrived / ago / I / minutes / ten / .
2. Sandra / her uncle / visited / . / ago / one week
3. Soumari /the village / ago / . / went to / two days

Suggested answers:

1. I arrived ten minutes ago.
2. Sandra visited her uncle one week ago.
3. Soumari went to the village two days ago.

Production activity: Carefully study this table and answer the questions below:

(Individual work: 05 minutes; collective work: 05 minutes.

Person	Action	Duration	End
Yorope	Watched television	For 2 hours	Ten minutes ago
Kouagou	Played football	For 45 minutes	One hour ago

The teacher explains the meaning of the word ‘end’

Questions:

- How long did Yorope watch television?
- When did Yorope finish watching television?
- How long did Kouagou play football?
- When did Kouagou finish playing football?

Suggested answers:

- Yoropé watched television for two hours
- Yorope finished watching television ten minutes ago.
- Kouagou played football for 45 minutes.
- Kouagou finished playing football one hour ago.

Homework:

A. Write “for” or “ago” to complete the following sentences.

- 1- He travelled to the next village ____ half an hour.
- 2- They went to the United States seven years ____.
- 3- Four months ____ we were on holidays.
- 4- She looked for a taxi ____ four hours and didn’t see one.
- 5- During the trip grandfather talked ____ 30 minutes

B. Write the verbs in brackets into the right tense

- 1- We (to see) an eclipse years ago.
- 2- They (to choose) the new President two years ago.
- 3- My grandmother (to die) five years ago.
- 4- The students of 5e (to go) home twenty minutes ago.
- 5- We (to stop) playing football an hour ago.

Note taking: 08 minutes

Listening comprehension

General objective: All along and by the end of this lesson, learners should be able to listen to a vocal and show comprehension

Specific objectives:

- Build up a new vocabulary
- Answer questions appropriately
- Complete a table accordingly
- Write a short paragraph by answering questions

Duration: 55 minutes

Materials: Chalk, chalkboard and duster.

Reference books: The study programme of 5e; The teaching Guide of 5e; The New English Student 5e

Implementation:

Warm up: Song: If you're happy. **(Lockstep 02 minutes)**

Pre-listening activity: The teacher pre-teaches these words: **(05 minutes)**

- To come back
- Household chores
- Breakfast

While-listening activity: The teacher writes the activities on the board and explain students the process (You are going to listen to me. I am going to read a passage and you will be answering these questions while I am reading)

Activity 1: Answer these questions: **(Ind + pair work: 10 minutes; collective work: 05 minutes)**

1. Where did Dossi spend her holidays?
2. Name two famous places that Dossi visited.
3. Did Dossi enjoy her holidays?

Activity 2: Listen to the teacher again and complete this chart:

(Ind + collective work: 10 minutes)

Statements	True or false	Justify the false statements by writing the correct information
Dossi spent her holidays in Benin.		
Dossi refused to help her aunt to do the household chores.		
Dossi had breakfast with her aunt.		
At Ouando, Dossi and his cousins ate salad and couscous.		

Post-listening activity: Write a paragraph about your holidays by answering these questions: (Ind work: 10 minutes; Collective work: 05 minutes)

The teacher choses one or two students to write their productions on the board.

- What's your name?
- Where do you live?
- Where did you spend your holidays?
- How did you go there?
- With whom did you stay?
- What did you do there?
- When did you come back?
- How did you feel at the end of your stay?

Note-taking: 08 minutes

Text transcript (See in the New English Student Book, page 19)

Structure: The simple past tense (continued)

General objective: At the end of this lesson, learners should be able to use negative and interrogative sentences in the simple past.

Specific objectives:

- Identify interrogative and negative sentences in the simple past
- Work out the rule of these sentences
- Change sentences in the simple past from one form to the other.
- Build up a dialogue asking and answering questions using the simple past and the different forms

Duration: 55 minutes

Materials: Chalk; chalkboard; duster

Skills: All the four

Implementation:

Warm-up: I am a boy and you are a girl (**Lockstep: 01 minute**)

Revision or homework correction: (**Lockstep: 05 minutes**)

Introducing the lesson of the day: Today, we are going to learn a structure.
(**Teacher to the class: 01 minute**)

Presentation phase: (collectively done: 15 minutes)

Activity 1: Read this conversation

Sèna: Hello Awa! Did you travel during the last holidays?

Awa: Yes! I went to Kérou.

Sèna: Did you go there on foot?

Awa: No! I did not go there on foot. I went to Kérou by taxi.

Instructions:

- a. Find out from the conversation, one sentence in the interrogative form and one sentence in the negative form.
- b. How are these sentences structured?
- c. What are the verbs and what is their tense?
- d. Draw a rule

Suggested answers:

- a. Interrogative sentence: Did you travel during the last holidays?

Negative sentence: I didn't go there on foot.

b. Interrogative sentence: Did + subject + base verb + complement +?

Negative sentence: Subject + did + not + base verb + complement +?

c. The verbs are:

- Did ...travel?
- Did not go

These verbs are in the simple past.

Note:

Simple past: Interrogative sentence: Did + subject + base verb + complement +?

Negative sentence: Subject + did not / didn't + base verb + complement +?

Practice phase: (individual work: 10 minutes; collective work: 05 minutes)

Activity 2: Complete this table:

Simple past		
Affirmative form	Negative form	Interrogative form
Alice went to Kérou	Awa did not go to Kérou.	Did Awa go to Kérou?
Inoussa traveled to Bassila.		
Tchoropa stayed with his uncle.		
They bought some shoes.		

Production phase: (preparation in pairs: 05 minutes; oral presentation: 05 minutes)

Activity 3: Build up a dialogue with your partner similar to the one in activity 1. Present your dialogue to the class.

Homework:

A. Write the verbs in brackets into the simple past tense. Use the correct form (affirmative / negative / interrogative)

1. Razack (to eat) some couscous yesterday.
2. Razack (not to eat) watché yesterday.
3. Razack (to eat) wassawassa?

B. Turn these sentences into the indicated form.

1. We did not play cards. → affirmative form
2. They drank some bissap. → interrogative form
3. Did Paul visit Dantokpa market? → affirmative form
4. Samuel stayed with his aunt in Accra. → negative form

Note taking: 07 minutes

Writing: A semi-guided paragraph

General objective: At the end of this lesson, learners should be able to write a short paragraph by answering some questions in a coherent way.

Specific objectives:

- Identify the information in a paragraph by answering some questions
- Reorder jumbled sentences into a coherent paragraph
- Write a coherent paragraph by answering questions appropriately

Duration: 55 minutes

Materials: chalk; chalkboard; duster

Implementation:

Warm-up: Simon says (lockstep 01 minute)

Introducing the lesson of the day: Today, we are going to learn how to write a paragraph in English.

Presentation phase: (Collective work: 10 minutes)

Activity 1: Read this paragraph.

My name is Rock. I live in Natitingou. I spent the last holidays in Lokossa. I went there by bus. In Lokossa, I satyed with my uncle, Bertand. He is a doctor. With my cousins, we went to the stadium on Saturdays, where we played various games: football, handball, and table tennis. We went to Lokossa market and bought some trousers, shirts and shoes. On Sundays, we went to church and prayed. I stayed in Lokossa for three weeks. I came back in Natittingou three days ago. I really enjoyed my holidays in Lokossa.

Instructions: Answer these questions orally

- a. Where does Rock live?
- b. Where did he spend his last holidays?
- c. How did he go there?
- d. With whom did he stay?
- e. What are the places Rock visited in Lokossa? With whom did he visit these places and what di they do there?
- f. How long did he stay in Lokossa?
- g. When did he come back? Did he enjoy his holidays?

Note: When you write a paragraph about your last holidays, you should give the following information:

- Your name and the place where you live
- The place where you spent your holidays

- How you went there
- With whom you stayed
- The place you visited and what you did there
- How long you stayed in this village, town, or city you visited
- When you came back in the place where you live
- Say if you enjoyed your holidays or not

Practice phase: (Individual + Collective work: 15 minutes)

Activity 2: Below are some sentences in disorder. Reorder them to write a coherent paragraph.

- I went there by car.
- In Cotonou, I visited various places: the Dantokpa international market where I bought some clothes and a famous place called “la place de l’Amazone” where I took some beautiful pictures.
- I stayed in Cotonou with my aunt, Diane.
- I spent the last holidays in Cotonou.
- I came back in Dassa ten days ago after having a very good time in Cotonou.
- My name is Sandrine and I live in Dassa.
- I stayed in Cotonou for one month
- I also went to the beach with my aunt and cousins

Answer:

My name is Sandrine and I live in Dassa. I spent the last holidays in Cotonou. I went there by car. I stayed in Cotonou with my aunt, Diane. In Cotonou, I visited various places: the Dantokpa international market where I bought some clothes and a famous place called “la place de l’Amazone” where I took some beautiful pictures. I also went to the beach with my aunt and cousins. I stayed in Cotonou for one month. I came back in Dassa ten days ago after having a very time in Cotonou.

Production phase: Individual work: 10 minutes; collective work: 10 minutes

The teacher chooses two students to write their productions on the board while the other students are reading theirs.

Activity 3: Write a paragraph about your last holidays.

These questions may guide you:

What’s your name? Where do you live? Where did you spend your last holidays? How did you go there? With whom did you stay? Which places did you visit and what did you do there? How long did you stay there? When did you come back? Did you enjoy your holidays?

Formative evaluation:

Objectives: This evaluation aims to test the contents taught in sequence 1 so as to check to what extent the teaching and learning has been successful and give students some remedial activities if need be.

Duration: 30 minutes

Materials needed from students: A sheet of paper to write their answers

Materials needed by the teacher: Chalk; chalkboard and a duster.

Contents tested:

- leisure vocabulary
- the simple past tense
- the place of for / ago in sentences
- paragraph writing

Test:

Activity 1: Write five leisure activities that you do in your free time.

Activity 2: Write the verbs in brackets into the simple past tense:

1. I (to spend) my holidays in Ketou.
2. Wassiou (not to spend) his holidays in Kétou.
3. Bella (to travel) during the holidays?
4. These boys (to play) football yesterday.

Activity 3: Fill in the gaps with: for / ago

Ten days, I was in Djougou. I stayed theretwo months. I came back one day

Activity 4: Write a paragraph about your last holidays.

These questions may guide you:

What's your name? Where do you live? Where did you spend your last holidays? How did you go there? With whom did you stay? Which places did you visit and what did you do there? How long did you stay there? When did you come back? Did you enjoy your holidays?

SEQUENCE 2: ENTERTAINMENT

Objectives: All along and at the end of this sequence, learners will be able to:

- Name some artists and say what music they play
- Cite appropriately some musical instruments and the actions verbs for each
- Use can and can't in sentences conveniently to express capacity and incapacity
- Use how about and what about adequately to seek for information
- Read a text for information
- Use the gerunds appropriately
- Reorder jumbled sentences to write a coherent paragraph

Speaking activity:

General objective: All along and at the end of this lesson, learners should be able to talk about some musicians and say the type of music they do.

Specific objectives: They should be able to:

- Watch a video and name the artists
- Use the verbs “sing”, “dance”, “play” to describe a video
- Identify the type of music an artist does “folk” or “modern” music
- Engage in a conversation with their peers to ask and give information about the artists they know.

Materials: Visual aids such as videos, chalkboard, chalk and duster.

Duration: 55 minutes

Implementation:

Greetings and date writing: (lockstep: 05 minutes)

Warm-up: (lockstep: 2 minutes)

Revision or homework correction: (lockstep: 05 minutes)

Introducing the lesson of the day: Today, we are going to start sequence 2: Entertainment. (01 minute). The teacher explains the term “entertainment” using its synonyms such as “amusement” and “distraction”.

Activity 1: A. Carefully watch the following videos and answer these questions: (collective work: 12 minutes)

- Who is the person in each video?
- What is he/she?

- What is he/she doing?
- What music does he/she play (folk or modern music)?

Expected answers

Video One:

The person is Innoss'B

He is a singer / an artist / musician

He is singing and dancing

He plays modern music

Video Two:

The person is Kpitansou

He is a singer.

He plays both traditional and modern music

He is singing and his dancers are dancing

- B. Give the names of other musicians you know. **(Collective work: 10 minutes)**

Ask and answer questions with your partner.

Example

A: What musicians do you know?

B: I know Awilo.

A: What music does he play, modern or traditional music?

B: he plays both modern and traditional music.

- C. – Below are some other entertainment activities. The teacher may need to explain some words with pictures.

Swimming; playing cards; playing the ludo; watching television; listening to music; go fishing; having fun with toys; reading books; chatting with friends on messenger or WhatsApp; playing football

- Which one do you practice and with whom?
- What is your favourite one and why?

The teacher should get as many students as possible in this activity

(Collective work: 15 minutes)

Vocabulary activity:

General objectives: All along and at the end of this lesson, students should be able to write and talk about various musical instruments, the people who use them. They should use various action verbs to describe an action related to music.

Specific objectives: they should be able to:

- Pronounce and write a set of words appropriately;
- Name some pictures using the right words
- Classify words per category
- Build up some dialogues with their partners

Duration: 55 minutes

Skills: All the four

Materials: visual aids such as pictures, a tablet, the chalkboard, some pieces of chalk and a duster.

Implementation:

Warm-up: Word game: Write as many words as you can with these letters:

A – T – S – E (lockstep: **05 minutes**)

Activity 1: Listen and repeat: The teacher says each word and students repeat before writing it on the board. He / she does so till he finishes to write all these words on the board. Then he / she chooses students to read the words out loud.

(Collective work: 10 minutes)

Sing	dance	play	guitar	singer	dancer
drummer	drum	piano	flute	guitarist	band / orchestra
trumpet	African xylophone				

Activity 2: Name these pictures using the right vocabulary words above:

(Collective work : 10 minutes)

Suggested answers:

1. Guitar
2. Piano
3. European drum
4. African drum
5. Flute
6. African xylophone

- 7. Trumpet
- 8. Singer
- 9. Dancer
- 10. Drummer
- 11. Guitarist
- 12. Band

Activity 3: Complete the table below using the vocabulary words:

(Individual + pair + collective work: 15 minutes)

Instruments	People	Verbs

Activity 4: Read this dialogue and build up a similar one with your partner.

(Collective work: 10 minutes)

Dialogue:

N'tcha: Is the drummer a musical instrument?

Kassa: No! The drummer is a person. Is the trumpet a person?

N'tcha: No! The trumpet is a musical instrument. Does a drummer dance?

Kassa: No! the drummer plays drums.

Homework: Fill in the gaps with these words:

band ; fishing; folk music; football; swimming

For their entertainment, the people of my village perform various activities. Some go1.....at the river where they catch some fish while others are2..... Some girls like dancing to3.....clapping hands and singing. Young boys often play4.....every Saturday and Sunday. When there is a celebration, people go to the Youth and Leisure House where the village ...5... plays music and sing. And everyone dances.

Note taking: 10 minutes

Structure: Can / can't

General objective: At the end of this lesson, learners should be able to use “can” or “can't” to express capacity or incapacity using the right sentence pattern.

Specific objectives:

- Say what can and can't express
- Study sentences and work out their pattern
- Build some dialogues using can or can't
- Write sentences to say what they can do / can't do

Duration: 55 minutes

Materials: chalk, chalkboard, duster

Implementation:

Warm-up: (Lockstep: 01 minute)

teacher: English!

Class: Ready!

Teacher English:

Class: Ready!

Teacher: English English English

Class: Ready! Ready! Ready!

Teacher: Clap clap!

Teacher: Stomp Stomp!

Teacher: Sit down

Revision or homework correction: 05 minutes

Introducing the lesson of the day: 01 minute

Presentation phase: collective work: 15 minutes

Activity 1: Read this dialogue:

Dialogue:

A: Hello Irotori. What are you?

B: I am a musician.

A: Can you play the guitar?

B: No, **I can't play the guitar.**

A: How about the drum?

B: Yes, **I can play the drum.** I am a drummer.

A: That's fantastic!

Instructions:

- a. Can Irotori play the guitar?
- b. What can he play?
- c. What does “can” express?

- d. What does “can’t” express?
- e. Study the structure of the sentences in colour and draw a conclusion.

Note: We use can to express capacity and “can’t” to express incapacity.

Rule:

- Subject + can + base verb ...
 - Subject + can’t + base verb
- NB: Can’t is the short form of “cannot”

To ask a question about capacity, we use:

- Can + subject + base verb ...?
- Example: Can you play the guitar?

Practice phase: (pair work: 05 mins + collective work: 10 minutes)

Activity 2: With your partner, build a dialogue similar to the above one to tell the class what you can do / can’t do.

Cues:

- play the drum / the guitar / the piano
- sing
- dance to traditional / modern music

Production phase: (individual + collective work: 10 minutes)

Activity 3: Answer the following questions with complete sentences. Share your answers with the class

- 1- What’s your name?
- 2- What can you do?
- 3- What can’t you do?

Note taking: 08 minutes

Homework:

A. Reorder these words to write meaningful sentences

1. Can / Paul / the / play / well / . / piano
2. Can’t / dance / Ndombolo / I / .
3. You / sing / can / ?
4. No / can’t / , / . / I
5. Yes / , / . / can / I

B. Correct the mistakes in the sentences below

1. They can played the trumpet.
2. My brother can playing football.
3. Mr. Issa can speaks English.
4. We can’t to dance traditional music.

C. Complete with can or can’t

Fèmi: Can you play the trumpet?

Bola: No, I

Fèmi: What about harmonica?

Bola: Yes, I

Fèmi: Can your brother sing?

Bola: Yes, he

Fèmi: What about dancing?

Bola: No, he

Reading comprehension:

General objective: All along and at the end of this lesson, learners should be able to improve their reading skills and some other skills namely speaking and writing.

Specific objectives:

- Activate their background knowledge about concert attendance
- Answer some questions adequately
- tick a table based textual information
- write a short passage answering some questions

Duration: 55 minutes

Materials: Printed copies of the text, chalk, chalkboard and duster.

Techniques: Brainstorming, individual work, group work, collective work

Implementation

Warm-up: Song: Are you sleeping? (**Lockstep: 01 min**)

Introducing the lesson of the day: Teacher to the class: **01 min**

Pre-reading activity:

Activity 1: Answer the following questions orally. (**collective work: 05 minutes**)

- Who has ever attended a concert?
- Where?
- Was it interesting?
- What type of music did people play?

While-reading activity:

Activity 2: Answer the following questions based on the text: (**ind + group work: 10 minutes; collective work: 08 minutes**)

1. What did the orchestra play at first ?
2. What traditional instruments did they play?
3. Did Brice enjoy the concert?

Answers:

1. At first, the orchestra played traditional music with drums.
2. The traditional instruments that they played are: drums, flute, horns, castanet and African xylophone. %
3. Yes, he did.

Activity 3: Tick the right box based on the text: (**ind work : 06 mins + collective work: 04 mins**)

	A type of dance	Went to a concert	Clapped hands	The General Mathieu Kerekou stadium	A modern musical instrument
The place of the concert					
Brice					
People					
The violin					
Zouk					

Post-reading activity: Write a paragraph answering these questions: (**ind work + collective work: 10 mins**)

What's your name? How old are you? Where do you live? Where do you go to school? What are your hobbies?

Note taking: 10 mins

Homework: Which word in the text means the same as:

1. Public performance of music
2. Band
3. Folk music
4. Liked

Answers:

1. Concert
2. Orchestra
3. Traditional music
4. Enjoyed

Structure: Gerunds

General objective: At the end of this lesson, learners should be able to use the gerunds to communicate effectively.

Specific objectives: They should be able to:

- Change verbs into the gerund appropriately
- Use the gerund as the subject and the object of a sentence
- Identify some verbs and the phrases which should be followed by the gerund
- Write sentences about their “likes” and “dislikes” using the gerund

Duration: 55 minutes

Materials: chalk, chalkboard, duster

IMPLEMENTATION

Warm-up: game: Find the word which is hiding behind these letters: e-s-i-r-l-e-u- (lockstep: 01 minute)

Lead: The teacher says: “I like singing” and asks a student this question “Do you like singing”? He chooses another student and asks “what do you like?” He writes singing and all the gerunds the students use in their answers and say: what do we call these forms of the verb? Conclusion: Today, we are going to learn the gerund. (Collective work: 01 minute)

Presentation phase:

Activity 1: Read the following dialogues with your partner: (collective work: 15 minutes)

Dialogue 1

Delphine: Hello Conrad, do you enjoy **playing** the flute?

Conrad: No, I don't. **Playing** the flute is difficult.

Delphine: How about **playing** the piano?

Conrad: Yes, I enjoy **playing** the piano.

Dialogue 2

Nora: Fernand, do you like **dancing**?

Fernand: Yes, I do. **Dancing** is fun.

Nora: What about **singing**?

Fernand: No, I don't like **singing**.

Instructions:

1. How are the words in colour formed?

2. What do we call this form of the verb?
3. Which words come before the words in colour?
4. Consider these sentences:
 - Playing the flute is difficult
 - Dancing is fun
 - I don't like singing
 - a. What are the subjects of the first two sentences?
 - b. What is the object of the last sentences?
5. Draw a rule.

Expected answers:

1. Base verb + ing
2. This form of the verb is called the gerund.
3. Like; enjoy; how about; what about.
4. The subjects are "playing football" and "dancing"
The object is "singing"

Note:

The gerund is the noun form of a verb. The gerund can be the subject or the object of the sentence.

Gerund = Base verb + -ing

Example: to play → playing → I like playing football.

If the verb ends with 1 vowel + 1 consonant, double the consonant.

Example: to sit → sitting

If the verb ends with one consonant + "e", remove the "e".

Example: to dance → dancing

Use the gerund after these verbs and phrases: like, enjoy, stop, finish, how about / What about

Practice phase:

**Activity 2: Change the verbs to gerunds in the following sentences:
(individual + pair + collective work: 10 minutes)**

Example: We talked about (to go) to Canada on holidays.

We talked about going to Canada on holidays.

- 1- I enjoy (to read) books for entertainment.
- 2- Idelphonse finished (to watch) the football match.
- 3- (To listen) to music makes me happy.
- 4- Gisele likes (to go) to the stadium with her dad.

Production phase:

Activity 3: Using the gerund, write two sentences to say what you like doing and two sentences to say what you don't like doing. Share your answers with the class. (**ind + collective work: 10 minutes**)

Examples: I like swimming.

I don't like running.

Note taking: 10 minutes

Homework: Reorder these words to write meaningful sentences:

1. Paul / listening to / music / . / enjoys
2. I / like / don't / . / the drum / playing
3. The guitar / playing / interesting / is / .
4. Enjoy / you / do / the piano / ? / playing
5. About / singing / ? / how

SEQUENCE 3: Games and sport

Objectives: All along and at the end of this sequence, learners will be able to:

- Use appropriate vocabulary to talk and write about games and sports
- Form nouns from verbs appropriately
- Use successfully the comparative of equality
- Make suggestions conveniently using “how about”, “what about”
- Use appropriately the comparative of inferiority

Vocabulary activity:

Objectives: All along and at the end of this lesson, learners should be able to:

- Pronounce a list of vocabulary words correctly
- Name various sports and games
- Engage in an oral discussion with their peers about their favourite sports and games

Duration: 55 minutes

Materials: visual aids such as pictures, a tablet, Chalk, chalkboard, and duster

Techniques: Individual, pair and Collective work

IMPLEMENTATION

Warm-up: Song (01min)

Revision or homework correction: 04 minutes

Presentation phase: (collective work: 15 minutes)

Activity 1: a. Listen and repeat

volleyball, basketball, gymnastics, long jump, handball, high jump, shot-put, cards, relay race, petanque, athletics, swimming, hide-and-seek

b. Look at the pictures in the tablet and name these sports and games

Expected answers:

1. Athletics
2. Relay race
3. Shot-put
4. High jump
5. Long jump
6. Gymnastics
7. Handball
8. Basketball
9. Volleyball
10. Football / soccer
11. Swimming
12. Hide-and-seek
13. Cards

Practice phase: Activity 2: Guessing. Guess the name of the sport (Ind + collective work: 10 minutes)

- It is practiced in water
- We play it with two teams of 11 players in each team.
- This sport is done with a small baton or stick. You run fast and give the baton to your team mate.
- We play it with a ball and a basket.

Production phase: Activity 3: Ask your partner what his / her favourite sport or game is. (Pair + collective work: 15 minutes)

Example: Student 1: What is your favourite sport?

Student 2: My favourite sport is football. How about you?

Student 1: I like handball.

Note taking: 10 mins

Vocabulary: Forming nouns

Objectives: All along and at the end of this lesson, learners should be able to:

- Form nouns from verbs and vice versa
- Complete sentences with the right nouns or verbs

Duration: 55 minutes

Materials: Chalk, chalkboard, and duster

Techniques: Individual, pair and Collective work

IMPLEMENTATION

Warm-up: Song (01min)

Revision or homework correction: **05 minutes**

Lead-in: Here are two nouns: (02 minutes)

- a. Sport
- b. Singer

Which of these nouns does an “action”?

Conclusion: When a noun represents a person who does an action, this nouns is usually formed based on a corresponding verb. Today, we are going to learn how to form nouns from verbs.

Presentation phase:

Activity 1: Read these sentences. (collective work: 10 minutes)

1. Fanicko’s profession is to sing. He is a professional singer.
2. Sadio Mane plays football. He is a football player.
3. Bruce Lee acts in the cinema. He is an actor.
4. These people are instructors. They instruct kids at primary school.

Instructions:

- a. What does a professional singer do?
What does a football player do?
What do we call a person who acts?
- b. Find in each sentence a verb and the corresponding noun.
- c. Say how the nouns are formed
- d. Do you know other nouns which are formed in a similar way? Give examples

Note: To say, what a person does or form a noun, we can add -er to some verbs and -or to other verbs.

Examples:

Play + er → player

Sing + er → singer

Act + or → actor

Instruct + or → instructor

Practice phase

Activity 2: Complete these tables appropriately. Follow the formation of the nouns in colour. (Ind + pair work: 10 minutes; collective work: 05 minutes)

Verbs	Nouns
To sing	Singer
To play	Player
To dance	
To teach	
To learn	
	Driver
	Organizer
	Reader
	Trainer
	Supporter
To sell	
To buy	
To own	
To lose	
To win	
To follow	

Verbs	Nouns
To act	Actor
To instruct	Instructor
To collect	
To direct	
To conduct	
To create	
	Reactor
	Visitor
	Calculator
	Survivor
	Editor

Production phase:

Activity 3: Complete these sentences by filling in the gaps with the right nouns or verbs (ind + group work: 10 minutes; collective work: 05 minutes)

1. Sabine's mother sells games for children. She is a game-.....
2. The people who survived at the football match incident are the
3. This boyballs during the football match. He is the ball-collector.
4. Sambohow to play basketball. He is a basketball teacher.

5. This man our handball team. He is trainer.
6. We have some visitors at home. They have come tomy junior brother who is a good footballer.

Note taking: 07 minutes

Homework: A. Writing Complete these sentences with the right nouns

1. A person who buys is a
2. I teach Math. I am a Math
3. Junior drives a taxi. He is a taxi-.....
4. We use this to calculate. It is a
5. Angelle reads texts at church. She is a
6. Ia house. I am a house-owner.
7. These boysin a school. They are learners.
8. I alwaysbecause I am a winner.

B. Fill in the gaps with the right word from the list below:

Player dancer teacher traveller singer

There are various professions that you can choose. You can , for example, become aand teach English, French or science. If you can sing or dance well, then you can be aor a Some people choose to play football and become professional football Other people just like travelling. They are And you, what do you want to be?

Structure: The comparative of inferiority

Objectives: All along and at the end of this lesson, learners should be able to:

- Give examples of adjectives in English
- Write sentences to compare people and things using the comparative of inferiority

Duration: 55 minutes

Materials: Visual aids such as pictures, a tablet, chalk, a chalkboard and a duster.

Presentation phase: Activity 1: (collective work: 15 minutes)

I'll pre-teach learners the following adjectives using pictures. They look, listen and repeat.

- Fat
- Old
- Tall
- Short
- Strong
- Weak
- Interesting

Then, I compare pairs of students in the class and write the sentences on the board, illustrating with some pictures.

Examples:

Yoropé is less tall than Nkoh.

Sotima is less old than Kouagou.

Learners work out the rule of the comparative of inferiority and I write it on the board:

Comparative of inferiority = ... less + adjective + than....

Practice activity: Use the comparative of inferiority of the adjectives between parentheses. (ind + pair + collective work: 10 minutes)

1. Sambieni is (intelligent) Zinsou.
2. Abdoul is (happy) Elysée.
3. French is (easy) English.
4. Volleyball is (interesting) football.

Production phase: Compare the elements based on the cues below:

Example

Laurant (20 years old) ; Alain (15 years old) → Alain is less old than Laurant

(ind + group + collective work: 10 minutes)

1. High jump (80% interesting) ; long jump (50% interesting)
2. A bicycle (20% fast) ; a car (70%) fast
3. Gymnastics (90% difficult) ; basketball (70%) difficult

Assessment: Reorder these words to write meaningful sentences: (ind + collective work: 10 minutes)

1. Alice / tall / is / Romaine / than / less / .
2. Singing / less / dancing / interesting / . / than / is
3. Like / football / than / less / I / shot-put / like / .

Note taking: 10 minutes

Function: Making suggestions

General objective: All along and at the end of this lesson, learners should be able to make suggestions in various situations using the right patterns.

Specific objectives:

- Identify the expressions used to make suggestions
- Write the pattern of suggestion sentences appropriately
- Reorder words appropriately
- Build up a dialogue in pairs about suggestions.
- Respond to suggestions adequately

Duration: 55 minutes

Materials: Visual aids such as pictures, a tablet, chalk, a chalkboard and a duster.

IMPLEMENTATION

Warm -up: Song: I am a boy and you are a girl (01 minute)

Presentation phase (collective work: 15 minutes)

Activity 1: Read this dialogue with your partner.

Sotima: Eric, today is Saturday. There is no class. How about playing football?

Eric: Good idea! What about calling the other boys to play with us?

Sotima: That will be interesting. Then, we can have two teams.

Instructions:

- a. True or false and justify your answer.
 - Sotima wants Eric to play football with him
 - Eric has accepted Sotima's suggestion.
 - Eric does not want the other boys to play football with them.
- b. Which sentences in the dialogue represent suggestions? How are they formed?

Note: A suggestion is an idea that you propose to your friend. He can accept it or refuse it.

To make a suggestion, we can use:

- How about / what about + gerund ...?

When you accept the suggestion, you say: Good idea! That's a good idea! Of course!

When you refuse the suggestion, you say: Sorry! I'm sorry and you give your reasons.

Example:

Fatima: what about playing cards, Bintou?

Bintou: Sorry! I want to do my homework now.

Practice phase

Activity 2: Write the correct order of these words to make suggestions (**ind + pair + collective work: 10 minutes**)

1. About / going / stadium / how/? / the / to
2. To sleep / sorry / want / I / ! / .
3. What / drums/ playing / about / ?
4. Idea/ a / that's / good / !

Production phase

Activity 3: Build up a dialogue with your partner with your answers of activity 2. Role play it to the class. (**collective work: 10 minutes**)

Assessment: Complete this dialogue with the following replicas: (**ind + collective work: 10 minutes**)

- That's a good idea! I like high jump
- What are you doing?
- How about doing hide-and-seek?

Judith: Hey Rose!?

Rose: Nothing, just singing.

Judith:

Rose: Sorry! I don't like hide-and-seek.

Judith: How about going to school to do high jump?

Rose:

Note taking: **10 minutes**

Structure: The comparative of equality

Objectives: All along and at the end of this lesson, learners should be able to:

- Write sentences to compare people and things using the comparative of equality

Duration: 55 minutes

Materials: Visual aids such as pictures, chalk, a chalkboard and a duster.

Presentation phase:

Activity: Read:

1. Football: 100% interesting Basketball: 100% interesting
2. The football player: 21 years old the basketball player: 21 years old

Instructions:

- What are the adjectives in 1 and 2?
- Which comparative will you use to compare football and basketball? The tennis player and the handball player?

Activity 2: Now, read these sentences comparing football and basketball; the football player and the basketball player and find out the rule of the comparative of equality.

1. Football is as interesting as basketball.
2. The football player is as old as the basketball player

Note: The comparative of equality means that no person or thing is inferior or superior to the other. The subjects we are comparing are equal.

Comparative of equality: ... as + adjective + as ...

Activity 2: Use the adjective in brackets to compare the people or things in the sentences below. Use the comparative of equality

1. My father / my mother. (old)
2. Long jump / high jump. (difficult)
3. Karate / boxing (dangerous)

Activity 3: Use either the comparative of inferiority or the comparative of equality according to the clues given to you to write sentences about the people or things below:

1. Skiing (100%)difficult) ; swimming (100% difficult)

2. Driving a car (80 % difficult) ; driving a bicycle (30% difficult)
3. Eating (100% easy) ; working (80 % easy)
4. Playing ludo (70%funny) ; playing cards (70% funny)

