

STUDENT'S BOOK

Win Skills

5^e

Speaking
Writing
Listening
Reading

3 000
F CFA





STUDENT'S BOOK

WIN SKILLS



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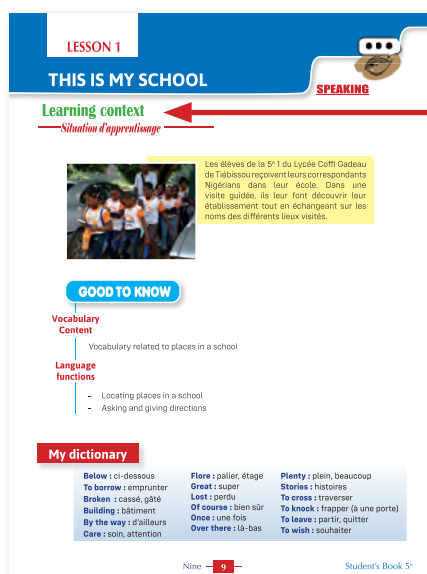
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JD Éditions

21 B.P. 3636 Abidjan 21
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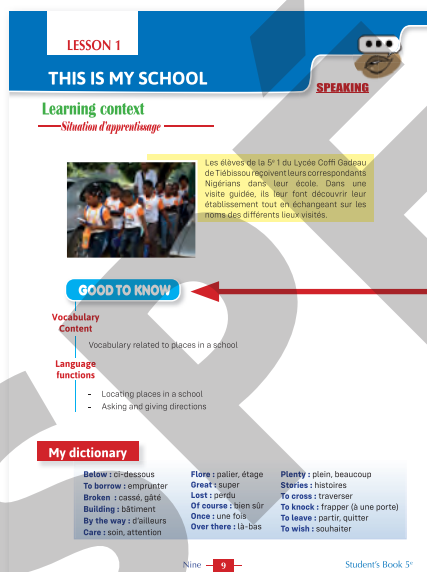
NOTE DE PRÉSENTATION

Le Manuel WIN SKILLS 5^e a été élaboré en tenant compte des besoins et des préoccupations, aussi bien de l'enseignant que de l'élève. Il est conforme au Programme Éducatif en vigueur et répond aux exigences de l'Approche par les Compétences (APC), dont la finalité est de parvenir à asseoir, chez l'élève, les capacités d'agir et d'interagir dans des situations de la vie courante. Pour parvenir à cet objectif ambitieux, les auteurs proposent les rubriques suivantes :



I. Learning context

C'est la situation d'apprentissage. Elle se rapporte à des faits de société tirés de l'environnement socioculturel de l'élève. Ainsi, à chaque fois qu'il / elle aborde une nouvelle leçon, l'élève est immergé (e) dans des circonstances contextualisées dans lesquelles il / elle peut se retrouver ; ce qui confère à l'apprentissage un caractère réaliste. La situation d'apprentissage est en français pour en faciliter la compréhension aux élèves de 5^e ; des débutants.



II. Good to know

À l'entame de chaque nouvelle leçon, cette rubrique évoque les centres d'intérêt lexicaux qui seront abordés (**VOCABULARY CONTENT**), et les fonctions langagières à l'étude (**LANGUAGE FUNCTION**). L'élève est ainsi mis en appétit !

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ISBN : 978-2-493344-08-3

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LESSON 1

THIS IS MY SCHOOL

SPEAKING

Learning context

Situation d'apprentissage



Les élèves de la 5^e 1 du Lycée Coffi Gadeau de Tébissou reçoivent leurs correspondants nigériens dans leur école. Dans une visite guidée, ils leur font découvrir leur établissement tout en échangeant sur les noms des différents lieux visités.

GOOD TO KNOW

Vocabulary

Content

Vocabulary related to places in a school

Language

functions

- Locating places in a school
- Asking and giving directions

My dictionary

Below : ci-dessous
To borrow : emprunter
Broken : cassé, gâté
Building : bâtiment
By the way : d'ailleurs
Care : soin, attention

Flare : palier, étage
Great : super
Lost : perdu
Of course : bien sûr
Once : une fois
Over there : là-bas

Plenty : plein, beaucoup
Stories : histoires
To cross : traverser
To knock : frapper (à une porte)
To leave : partir, quitter
To wish : souhaiter

Nine — 9 —

Student's Book 5^e

III. My dictionary

Pour chaque leçon, sont définis, en français, tous les mots et expressions qui pourraient potentiellement représenter un obstacle à la compréhension des consignes. Les auteurs ont préféré les inscrire en cet endroit plutôt qu'à la fin du livre ; réduisant ainsi les difficultés de l'élève à aller les chercher aussi loin.

Session 1

Vocabulary	Language function	Structure
grammar school ; headmaster's office ; secondary school ; gate ; school yard ; classroom ; staffroom ; to locate ; laboratory	Locating places in a school	A : Can you show me the canteen ? B : It's behind the Science laboratory. A : Where is the principal's office ? B : It's next to the library.

A Let's explore

Look, listen and repeat



a grammar / secondary school



a gate



a school yard



a classroom



a staffroom / teachers' room



a headmaster's office



a science laboratory



a library

Listen and repeat

Ozoua : Abedi, welcome to my school. Let me help you locate some places.
Abedi : Ok, thank you, my friend. Can you show me where the headmaster's office is ?
Ozoua : It's **behind** the science laboratory. His office is in the administration building over there.
Abedi : Great ! I think, I should greet him before leaving. By the way, where is the library ?
Ozoua : It's in **front of** my classroom. We have plenty of interesting books there.
Abedi : Take **plz** there. I want to see what short story books I can borrow.
Ozoua : Sure. But, before we go to the library, let's greet my English teacher. He's in the staffroom, **next to** the gate.
Abedi : Ok, let's go !

Student's Book 5^e

— 10 — Ten

IV. Session (s)

Cette notion correspond aux séances 1 et 2 de la leçon. Chacune d'elles commence par **LET'S EXPLORE** qui est la phase de présentation du nouveau vocabulaire et des fonctions langagières souvent présentées sous forme de dialogue pour les rendre plus communicatives. À cette étape succède **LET'S PRACTISE** qui est la phase de manipulation. Plusieurs types d'outils d'évaluation ont été utilisés. Ces dernières activités se terminent par **LET'S TAKE HOME** : un ou deux exercices à traiter à la maison pour parachever la phase de manipulation.

B Let's practise

1. Put the letters below in the correct order to find names of school places.

Example : t - Staffroom

1. f - o - s - t - o - m - a - f 3. r - y - l - o - b - a - t - r - a - o 5. b - y - l - i - a - r - r
2. c - l - o - r - a - o - s 4. t - e - o - a 6. f - o - o - l - e - f

2. Ask and answer questions with your partner about places in your school. Follow the example.
Example : A - Can you show me where the library is ?
B : It's **next to** the gate.

1. The library / The gate (next to)
2. Staffroom / The administration building (in front of)
3. Headmaster's office / Administration building (in)
4. The science laboratory / The library (behind)

C Let's take home

Melki and Anali meet in the school yard. Complete their dialogue below with the appropriate words or expressions from the box. Example : 1 - office

school yard ; next to ; show ; office

Melki : Hello, Anali. How are you ?
Anali : Hi, I'm fine. And you ?
Melki : I'm fine, too. Thank you.
Anali : I wish to go to the Headmaster's (1) ... But I don't know where it is. Could you please (2) ... me ?
Melki : Of course. From the gate, cross the (3) ... the administration is there, it's a yellow building. The headmaster's office is (4) ... the staffroom.
Anali : Fine. See you later. Bye.
Melki : Good bye.

LET'S KEEP IN MIND

NOW, I KNOW :

- vocabulary related to places in a school
- Ex : classroom ; staffroom ; headmaster's office ; etc.
- how to locate places
- Ex : The staffroom is **behind** the laboratory.

Eleven — 11 —

Student's Book 5^e

V. Let's keep in mind

Enfin, un résumé simplifié du contenu termine la séance. Le vocabulaire et les fonctions langagières examinés sont passés en revue. L'élève y trouve une occasion de vérifier ses acquis avant de passer à la séance suivante.

COMMUNICATION ACTIVITY

Situation d'évaluation

Dans une conversation téléphonique avec ton correspondant Nigérien, il te fait remarquer qu'il souhaiterait s'informer sur le système éducatif ivoirien afin de mieux comprendre son fonctionnement. Dans votre échange,

1. décris-lui comment vous accédez à la salle de classe ;
2. parle-lui de ce qui se passe en classe, pendant les cours ;
3. Dis-lui comment vous demandez la permission dans diverses situations.



VI. Communication activity

C'est la situation d'évaluation et la finalité de chaque leçon. Cette troisième et dernière séance de la leçon se focalise sur une situation de communication : Elle donne l'occasion à l'élève de réutiliser ses acquis en toute autonomie, en faisant appel à toutes les habiletés qui ont fait l'objet de la leçon, et bien plus. La situation d'évaluation est en français pour en faciliter la compréhension aux élèves de 5^e qui sont des débutants.

Let's consolidate 1

I. Match the words or expressions related to school life to their definitions.

Write your answers like this: 1- g

1. Gate	a. the patriotic song of a country.
2. Staffroom	b. to queue up.
3. Playground	c. a restaurant in a school.
4. National anthem	d. not interesting.
5. To line up	e. amusement area in a school.
6. Canteen	f. a common room for teachers in a school.
7. Boring	g. entrance.

II. Little Melki is describing what is going on in the school yard at the break time. Help him conjugate the verbs. Write your answers like this: I- **am** playing

I can see some boy students who (1- **play**) ... football. Over there, some girls (2- **discuss**) ... in small groups. My friend Ahmed (3- **review**) ... his lessons. Look, the headmaster (4- **give**) ... instructions to the educators to make students clean the school yard. It's the end of the break time. The students (5- **line up**) ... to enter their classrooms. My English teacher (6- **walk**) ... toward my classroom. He (7- **carry**) ... a big bag.

III. The dialogue below is related to locating places. Complete it with the missing words or groups of words from the box. Write your answers like this: I- **Can you tell**

on the left; as far as; turn right; corner; can you tell; opposite; laboratory

Man: Excuse me, (1) ... me the way to the canteen? Man: And at the library?
 You: Yes, sure. Turn left at the (2) ... of this building. You: (4) ... and walk along the (6) ...
 Man: The yellow building over there? Man: OK. Then?
 You: Yes. Then go (3) ... the library. You: Go (6) ... the wall. The canteen is (7) ...

LET'S HAVE FUN

Choose the right answer.

Why did the teacher wear sunglasses in the classroom?

- Because it was sunny.
- Because the students were so bright.
- Because the class was at the beach.



VII. Let's Consolidate

Cette rubrique intervient à la fin de chaque thème ou unité. Des exercices de vocabulaire et de grammaire (fonctions langagières), qui se veulent englobants sont proposés à l'élève. En les traitant, il / elle consolide ses acquis. Puis, enfin, pour joindre l'utile à l'agréable, **LET'S HAVE FUN**, vient boucler la boucle : il s'agit de poèmes, de chansonnettes, de charades, et autres activités ludiques.

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AT SCHOOL

UNIT 1 — SPEAKING —





THIS IS MY SCHOOL

SPEAKING

Learning context

Situation d'apprentissage



Les élèves de la 5^e 1 du Lycée Coffi Gadeau de Tiébissou reçoivent leurs correspondants Nigériens dans leur école. Dans une visite guidée, ils leur font découvrir leur établissement tout en échangeant sur les noms des différents lieux visités.

GOOD TO KNOW

Vocabulary Content

Vocabulary related to places in a school

Language functions

- Locating places in a school
- Asking and giving directions

My dictionary

Below : ci-dessous

To borrow : emprunter

Broken : cassé, gâté

Building : bâtiment

By the way : d'ailleurs

Care : soin, attention

Flore : palier, étage

Great : super

Lost : perdu

Of course : bien sûr

Once : une fois

Over there : là-bas

Plenty : plein, beaucoup

Stories : histoires

To cross : traverser

To knock : frapper (à une porte)

To leave : partir, quitter

To wish : souhaiter

Session 1

Session focus		
Vocabulary	Language function	Structure
grammar school ; headmaster's office ; secondary school ; gate ; school yard ; classroom ; staffroom ; to locate ; laboratory	Locating places in a school	A : Can you show me the canteen ? B : It's behind the Science laboratory. A : Where is the principal's office ? B : It's next to the library.

A Let's explore

Look, listen and repeat



a grammar / secondary school



a gate



a school yard



a classroom



a staffroom / teachers' room



a headmaster's office



a science laboratory



a library

Listen and repeat

Ozoua : Abedi, welcome to my school. Let me help you locate some places.

Abedi : Ok, thank you, my friend. Can you show me where the headmaster's office is ?

Ozoua : It's **behind** the science laboratory. His office is in the administration building over there.

Abedi : Great ! I think, I should greet him before leaving. By the way, where is the library ?

Ozoua : It's **in front of** my classroom. We have plenty of interesting books there.

Abedi : Take me there. I want to see what short story books I can borrow.

Ozoua : Sure. But, before we go to the library, let's greet my English teacher. He's **in** the staffroom, **next to** the gate.

Abedi : Ok, let's go !

B Let's practise

1. Put the letters below in the correct order to find names of school places.

Example : 1- Staffroom

- | | | | | |
|-------------------------------|---|---------------------------------|---|---------------------------|
| 1. f-o- S -t-r-o-m-a-f | : | 3. r-y- L -o-b-a-t-r-a-o | : | 5. b-y- L -i-a-r-r |
| 2. C -l-o-r-a-s-o-s | : | 4. t-e- G -a | : | 6. f-c- O -i-e-f |

2. Ask and answer questions with your partner about places in your school. Follow the example.

Example : A- Can you show me where the library is ?

B : It's next to the gate.

1. The library / The gate (next to)
2. Staffroom / The administration building (in front of)
3. Headmaster's office / Administration building (in)
4. The science laboratory / The library (behind)

C Let's take home

Melki and Anaël meet in the school yard. Complete their dialogue below with the appropriate words or expressions from the box. Example : 1-office

school yard ; next to ; show ; office

Melki : Hello, Anaël ! How are you ?

Anaël : Hi, I'm fine. And you ?

Melki : I'm fine, too. Thank you.

Anaël : I wish to go to the Headmaster's (1) But I don't know where it is. Could you please (2) ... me ?

Melki : Of course. From the gate, cross the (3) ... , the administration is there. It's a yellow building. The headmaster's office is (4) ... the staffroom.

Anaël : Fine. See you later. Bye.

Melki : Good bye.

LET'S KEEP IN MIND



NOW, I KNOW :

- vocabulary related to places in a school

Ex : classroom ; staffroom ; headmaster's office ; etc.

- how to locate places

Ex : The staffroom is **behind** the laboratory.

Session 2

Session focus

Vocabulary	Language function	Structure
canteen ; infirmary ; vice-principal's office ; computer room ; toilets / restrooms ; garden ; bursar's office	Asking and giving directions	<p>A : Can you tell / show me the best way to the canteen ?</p> <p>B : Yes, go straight along the way, then turn left.</p> <p>A : Where are the toilets ?</p> <p>B : They're on the left of the administration.</p>

A Let's explore

Look, listen and repeat 1



a canteen



an infirmary / a nurse's office



a vice-principal's office



a computer room



toilets / restrooms



a bursar's office

Look, listen and repeat 2

GIVING DIRECTIONS



turn left

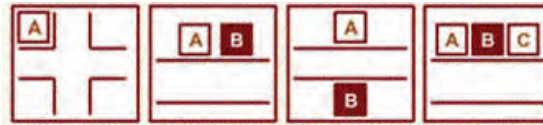
turn right

go straight
ahead

go past ...

cross

PREPOSITIONS OF PLACE



at the corner
of ...

next to

opposite

between

Listen and repeat

Mister Sangaré : Excuse-me, boy. **Can** you **tell** me where the **bursar's office** is ?

Melki : It's **in** the administration building. Once inside, **turn** left.

Mister Sangaré : By the way, my son is in 5° 2. Where is his **classroom** ?

Melki : After you get out from the bursar's office, **cross** the **playground** and **go straight** to the rooms **next to the gate**. 5° 2 is the last classroom **at the corner**.

Mister Sangaré : Thanks a lot, young man.

Melki : You are welcome, sir !

B Let's practise

1. In your copybook, match each school place with its definition. **Example : 1-b**

1. Computer room	a. toilets in a public building.
2. Garden	b. room equipped with computers.
3. Bursar's office	c. store that sells food and drinks in a school.
4. Infirmary	d. place where students grow vegetables.
5. Canteen	e. the office of payments in a school.
6. Restrooms	f. the hospital of the school.

2. Use the clues below to ask and answer questions related to places.

Example : 1. Restrooms / turn left after this building.

A : Can you show me where the restrooms are ?

B : Turn left, after this building.

- | | |
|--|---|
| 2. The teachers' room / it's on your left. | 5. The principal's office / go upstairs, it's on your left. |
| 3. The science laboratory / it's on the first floor. | 6. The computer room / go straight, it is in front of you. |
| 4. The library / go downstairs, it is next to the infirmary. | |

C Let's take home

Reorder the words or groups of words below to get prepositions of places. Start the answers by the capital letters in the list.

- | | | |
|------------------|------------------------------|------------|
| 1. w-e-t-B-e-n-e | 2. t-e-O-p-s-p-i-o | 5. r-e-N-a |
| 3. t-o N-t-x-e | 4. t-A h-t-e c-r-o-n-e-r f-o | |

LET'S KEEP IN MIND



NOW, I KNOW :

- vocabulary related to places in a school

E.g. : infirmary ; toilets ; computer room ; etc.

- how to ask and give directions

E.g. : A : **Can you show me** the canteen ? B : **Go straight**, then **turn left**.

COMMUNICATION ACTIVITY

— Situation d'évaluation —

Tu reçois la visite de ton ami Ghanéen, Abedi, dans ton école. Au cours d'une visite guidée tu lui fais découvrir l'école. À partir du plan ci-après,

1. complète le dialogue ci-dessous en répondant aux questions avec les prépositions appropriées. **Example : 1- next**

Abedi : Where's the laboratory in your school ?

You : Here it is. It's **(1)** ... to the canteen. (next to)

Abedi : Where's the staffroom ?

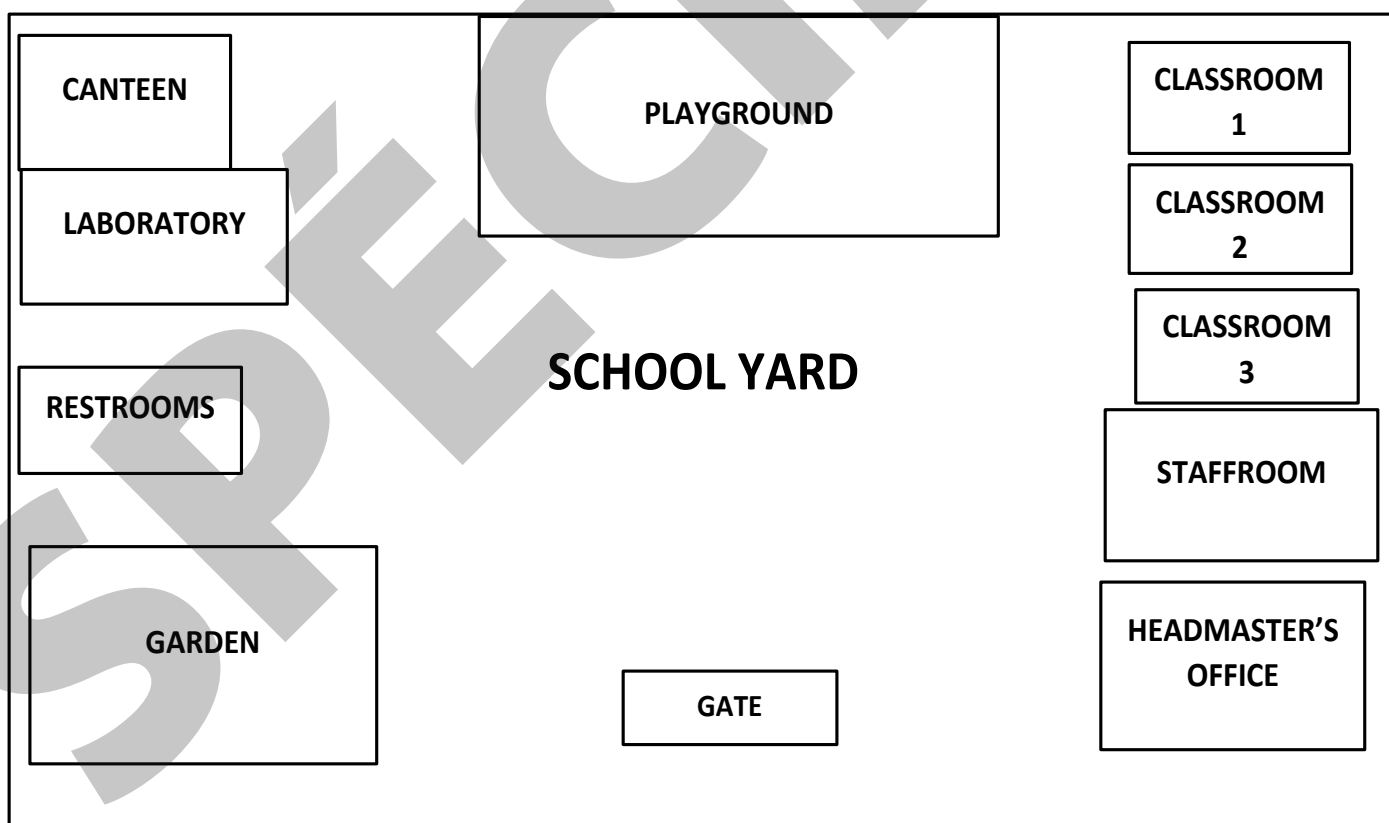
You : **(2)** ... (between)

Abedi : Where's classroom 1 ?

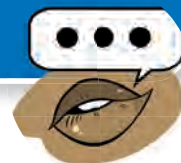
You : **(3)** ... (in front of)

Abedi : Where're the restrooms ?

You : **(4)** ... (behind).



MY SCHOOL PLAN



Learning context

Situation d'apprentissage



Les élèves de 5^e du Lycée Moderne 1 de Gagnoa reçoivent la visite de leurs amis Nigériens. En vue d'échanger leurs expériences sur le fonctionnement de l'école dans leurs différents pays, ils se racontent les actions que les élèves accomplissent à l'école dans chacun de ces deux pays.

GOOD TO KNOW

Vocabulary content

Vocabulary related to school life

Language functions

- Talking about what people are doing at the moment
- Asking for permission

My dictionary

Right after : juste après

Routine : habitude, routine

Class representative :

Chef de classe

To borrow : emprunter

To guess : deviner

Reply : réponse

To perform : effectuer

Tonight : ce soir

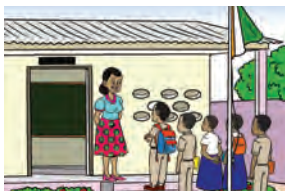
Session 1

Session focus		
Vocabulary	Language function	Structure
to line up ; to sing the national anthem ; to have a lesson ; to take a test ; to mark the papers ; to copy a lesson ; to revise a lesson ; to practise sports	Talking about what people are doing	A : What are the students doing now ? B : They're lining up.

A Let's explore

Look, listen and repeat

1



to line up

2



to sing the national anthem

3



to clean the school yard

4



to take a test

5



to have a lesson

6



to practise sports

7



to copy a lesson

8



to revise

Listen and repeat

The teacher is sick. He is having a telephone conversation with Ada, the class representative.

Teacher : Hi, Ada ! How are you doing ?

Ada : I'm doing well, sir.

Teacher : Tell me, where are you at present ?

Ada : I'm in class now, sir.

Teacher : Can you tell me **what** the students **are doing** at the moment ?

Ada : Some students **are lining up** in front of

the bursar's office ; others **are playing** in the school yard.

Teacher : I guess you **are taking** the names of the trouble makers.

Ada : Exactly, sir ! **I'm preparing** the list for you.

Teacher : Nice, Ada. I'll be in class tomorrow morning.

B Let's practise

1. Look at the pictures in *Let's explore*, and with your partner, ask and answer questions, like in the example.

A : What are the students doing in picture 1 ?

B : They're lining up.

A : What's the student doing in picture 4 ?

B : He's taking a test.

2. Use the clues to ask and answer questions with your partner. Then practise the dialogues with him. Example : 1- A : What's Naomie wearing ?

B : She's wearing a mask.

1. Naomie / to wear a mask

2. Jack / to listen to the teacher

3. We / to receive the first term reports.

4. The students / to line up.

5. They / to revise their lessons.

C Let's take home

Write the verbs in brackets in the correct tense and form to describe what people are doing.

Example : 1-is revising

1. Paul (to revise) his English lesson immediately.

2. Louis and Seka (to run) to school.

3. We (to sweep) the classroom floor.

4. The students of 4^e 1 (to play) basketball at the moment.

5. I (to read) an English book now.

6. Thomas (to do) his homework.

LET'S KEEP IN MIND



NOW, I KNOW :

- **vocabulary related to school life**

E.g. : to line up ; to take a test ; to revise ; etc.

- **how to talk about what people are doing**

E.g. : The students **are singing** the national anthem.

Session 2

Session focus		
Vocabulary	Language function	Structure
to draw ; to work hard ; to put on ; to write ; to work on a project ; to give a presentation ; to take an exam ; to be late	Asking for permission	A : May I go out , please ? B : Yes, you may / No, you may not. A : Can I go out , please ? B : Yes, you can / No, you can't

A Let's explore

Look, listen and repeat



to put on



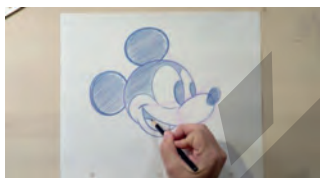
to be late



to work on a project



to write



to draw



to give a presentation



to take an exam



to work hard

Listen and repeat 1

Asking for permission	Giving permission	Refusing to give permission
Can I sit here ?	Yes, please	No, please don't / No, you can't.
May I go out please, Sir / Madam ?	Yes, you may	No, you may not.
Could I borrow your ruler ?	Yes, sure / Yes, no problem	I am sorry, but that's not possible.
Would you mind if I use your pen?	Yes, of course	I am afraid, you can't

Listen and repeat 2

Cathy : Please Maria, **can** I **borrow** your ruler to work on my project ?

Maria : No, I'm sorry. **That is not possible.** I'm working with it, at present.

Cathy : Sorry. **May** I **use** your colour pencils, then ?

Maria : Sure ! But try to finish up your drawing quickly. I have to do my homework before we go for lunch.

Cathy : Ok, thank you. I must work hard to be ready for my presentation tomorrow.

B Let's practise

1. Look at the emoticons and choose the appropriate reply. Then with your partner perform the dialogues. Example : 1- A : May I open the door ?

B : Yes, of course.

1. A : May I open the door ? (Yes, of course / Sorry, not right now)
2. May I sit here, please ? (Sure / No, You may not)
3. Can I join your game ? (Yes, feel free to / I am sorry, but that's not possible)
4. Would you mind if I take your English book home ? (Yes, please / Sorry, I am afraid you can't)
5. Could I borrow your pencil case ? (Yes, no problem / No, sorry. I need it for work)



2. Reorder the words to build meaningful sentences related to permission.

Example : 1- May I take the pencil ?

- | | |
|--------------------------------------|-------------------------------|
| 1. I / take / pencil / the / May / ? | 4. Sorry / right / not / now. |
| 2. in / May / come / I / ? | 5. Yes / may. / you |
| 3. open / the / I / May / door / ? | |

C Let's take home

Complete the dialogue with the words or groups of words in the box. Example : 1- Can I go

can I go ; Great ; I'm afraid you can't ; but ; Why not ; you can ; May I

Blé : (1) ... to Hyacinthe's house tonight ?

Mum : No, (2) ...

Blé : But, Mum, (3) ... ? He's got a new computer game.

Mum : (4) ... you have class tomorrow.

Blé : Ok, ok. (5) ... go on Saturday night, then ?

Mum : Yes, of course (6) ...

Blé : (7) Thanks, Mum.

LET'S KEEP IN MIND



NOW, I KNOW :

- **vocabulary related to school life**

E.g. : to draw ; to work hard ; to be late ; to put on ; to write ; etc.

- **how to ask for and give permission**

E.g. : A : **May** I go out, Sir, please ? B : Yes, you **may** !

COMMUNICATION ACTIVITY

— Situation d'évaluation —

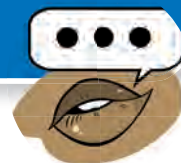
Dans une conversation téléphonique avec ton correspondant Nigérian, il te fait remarquer qu'il souhaiterait s'informer sur le système éducatif ivoirien afin de mieux comprendre son fonctionnement. Dans votre échange,

1. décris-lui comment vous accédez à la salle de classe ;
2. parle-lui de ce qui se passe en classe, pendant les cours ;
3. Dis-lui comment vous demandez la permission dans diverses situations.



LESSON 3

SCHOOL SUBJECTS



SPEAKING

Learning context

Situation d'apprentissage



Les élèves de 5^e du Collège Moderne de Ouragahio ont reçu l'emploi du temps de leur correspondant Ghanéen. Ne comprenant pas le contenu de cet emploi du temps, ils décident d'en discuter avec leur professeur d'Anglais pour s'y familiariser.

GOOD TO KNOW

Vocabulary content

Vocabulary related to school subjects

Language functions

- Naming school subjects
- Asking and giving opinions

My dictionary

Brush : brosse

Chemicals : produits chimiques

Citizen : citoyen

Mountain : montagne

Paint : peinture

Sometimes : quelquefois

Tonight : ce soir

Towards : vers, en direction de

World : monde

Session 1

Session focus		
Vocabulary	Language function	Structure
English ; Mathematics ; Geography ; French ; History ; Civics ; Biology ; Chemistry ; Physical training ; Arts ; Physics ; O'clock ; Half past ; Quarter past / to	Naming school subjects	A : What subject do you have on Tuesdays at 8 o'clock ? B : I've Mathematics. A : What do you have on Tuesdays from 14:00 to 16:00 o'clock ? B : I've Physics.

A Let's explore

Look, listen and repeat

Baba's timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY				
7:30-8:25			French		Physical Training				
8:25-9:20		Maths	French						
9:20-10:15		Maths	Civics		Arts				
10:15-10:30	B	R	E	A	K				
10:30-11:25	English		Biology		Maths				
11:25-12:30	History				English				
	A	F	T	E	R	N	O	O	N
14:00-15:00									
15:00-16:00		Physics		Maths					
16:00-17:00		French		Geography					
17:00-18:00		English		French					

Listen and repeat

A : What subject does Baba **have** on Tuesdays **at** 8 O'clock ?

B : He has Mathematics.

A : What does Baba **have** on Mondays ?

B : He has English and History.

A : When does Baba **have French** ?

B : He has French on Tuesdays, Wednesdays and Thursdays.

A : What subject does Baba **have** on Fridays, **from** 7:30 **to** 9:20 ?

B : He has Physical training.

B Let's practise

1. Put the letters below into the correct order to find names of school subjects.

Example : 1- History

- | | |
|----------------------------------|---|
| 1. r-y-t-o- H -i-s | 5. G -r-a-g-e-o-p-h-y |
| 2. g-y-l-o- B -i-o | 6. v-i- C -s-c-i |
| 3. m-i-s- C -h-e-t-r-y | 7. c-a-l-s-i- P -h-y n-i-n-g-t-r-a-i |
| 4. M -a-m-a-t-i-c-s-t-h-e | |

2. With your partner, ask and answer questions about your new timetable.

Example : 1- A : What subjects do we have on Mondays ?

B : We have Maths, French and Biology.

- | | |
|--|--|
| 1. Mondays / at 15 o'clock | 4. Thursdays / from 14:00 o'clock to 16:00 o'clock |
| 2. Tuesdays / at 11 o'clock | 5. Fridays / at 7:00 o'clock |
| 3. Wednesdays / from 8:00 o'clock to 12:00 o'clock | |

C Let's take home

Complete the dialogue below with the words from the box. Example : 1- in

civics ; subjects ; in ; timetable ; of course ; When

Alicia : Hi, Peter ! What class are you (1) ... this year ?

Peter : Hi, Alicia ! I'm in 5^e 3.

Alicia : Ok. Have you received your (2) ... ?

Peter : Yes, (3)

Alicia : Do you have teachers in all the different (4) ... ?

Peter : Only the (5) ... teacher is missing.

Alicia : (6) ... do you have English ?

Peter : We've English on Mondays, Wednesdays and Thursdays.

LET'S KEEP IN MIND



NOW, I KNOW :

- **vocabulary related to school subjects**

E.g. : English ; Mathematics ; Civics ; Physical training ; Arts ; Physics ; etc.

- **how to talk about timetable and school subjects**

E.g. : I've English **on** Mondays, **from** eight **to** nine o'clock.

Session 2

Session focus		
Vocabulary	Language function	Structure
easy ; bad at ; difficult ; interesting ; break time ; to learn ; favourite ; to start class ; to end class ; to resume class ; lazy ; marks ; dislike ; boring ; good at ; exciting ; fun ; tiring	Asking and giving opinions	A : How do you find English ? B : I find it easy / It's easy. A : Do you like Mathematics ? B : No, I find it boring.

A Let's explore

Listen and read

I am Ourega Anaël. I go to Lycée Moderne of Ouragahio. I love my teachers. My class is on the second floor. I play with my friends at break time. On Tuesdays, the first lesson is Biology. The teacher makes us look at the plants. It is **interesting**. The second lesson is English. We sometimes play games and sing. It's **exciting**. The third lesson is Mathematics. I find it **difficult**. Music class is after break. It's **fun**. Mrs Hoba plays the piano and the students dance.

Listen and repeat

A : How do you find Biology ?

B : I find it interesting. / It's **interesting**.

A : How does Ourega find English ?

B : He finds it exciting.

B Let's practise

1. With your partner, use the clues below to ask and give opinions about the school subjects.

Example : 1- A : How do you find English ?

B : I find it interesting.

- English / interesting
- Physics / difficult
- Civics / easy
- Physical training / tiring
- Arts / boring

2. Complete the passage below about Yannis' school subjects with the words in the box below :

Example : 1- favourite.

favourite ; learn ; marks ; interesting ; dislike ; boring

My name is Yannis. Geography is my **(1)** ... subject. Some students find it **(2)** ..., but I think it's **(3)** You can **(4)** ... many things about the world : countries, rivers, oceans and mountains. I always have good **(5)** ... in Geography. On the contrary, I **(6)** ... Chemistry because of the dangerous chemicals.

C **Let's take home**

Answer the following questions with your own information.

How many subjects are you learning at school ?

When do you have Mathematics ?

How do you find this subject ?

What is your favourite subject, then ?

Oh, really ? Do you have good marks in English ?

LET'S KEEP IN MIND



NOW, I KNOW :

- **vocabulary related to school subjects**

E.g. : difficult ; easy ; exciting ; to end class ; to resume class ; lazy ; etc.

- **how to ask and give an opinion**

E.g. : A : **How do you find** English ? B : I find it **easy / exciting**.

COMMUNICATION ACTIVITY

— Situation d'évaluation —

Tu reçois la visite de ta correspondante Libérienne. Celle-ci souhaite connaître ton emploi du temps. Dans un dialogue,

- cite les matières que tu apprends à l'école ;
- indique les jours et les heures auxquelles tu fais Anglais, Maths, Physique et Français ;
- explique-lui comment tu trouves les disciplines suivantes : Anglais, Français, Maths et Physique.



Let's consolidate 1

I. Match the words or expressions related to school life to their definitions.

Write your answers like this : 1- g

1. Gate	a. the patriotic song of a country.
2. Staffroom	b. to queue up.
3. Playground	c. a restaurant in a school.
4. National anthem	d. not interesting.
5. To line up	e. amusement area in a school.
6. Canteen	f. a common room for teachers in a school.
7. Boring	g. entrance.

II. Little Melki is describing what is going on in the school yard at the break time. Help him conjugate the verbs. Write your answers like this : 1- are playing

I can see some boy students who **(1- play)** ... football. Over there, some girls **(2- discuss)** ... in small groups. My friend Ahmed **(3- revise)** ... his lessons. Look, the headmaster **(4- give)** ... instructions to the educators to make students clean the school yard. It's the end of the break time. The students **(5- line up)** ... to enter their classrooms. My English teacher **(6- walk)** ... toward my classroom. He **(7- carry)** ... a big bag.

III. The dialogue below is related to locating places. Complete it with the missing words or groups of words from the box. Write your answers like this : 1- Can you tell

on the left ; as far as ; turn right ; corner ; can you tell ; opposite ; laboratory

Man : Excuse me. **(1)** ... me the way to the canteen ?

You : Yes, sure. Turn left at the **(2)** ... of this building.

Man : That yellow building over there ?

You : Yes. Then go **(3)** ... the library.

Man : And at the library ?

You : **(4)** ... and walk along the **(5)** ...

Man : OK. Then ?

You : Go **(6)** ... the wall. The canteen is **(7)** ...

LET'S HAVE FUN

Choose the right answer.

Why did the teacher wear sunglasses in the classroom ?

- Because it was sunny.
- Because the students were so bright.
- Because the class was at the beach.



AT HOME

UNIT 2

SPEAKING



LESSON 1



MY FAMILY TREE

SPEAKING

Learning context

Situation d'apprentissage



Les élèves de 5^e du Lycée Moderne de Bangolo reçoivent leurs amis Libériens. Ils échangent sur leurs familles élargies respectives en vue de mieux faire connaissance.

GOOD TO KNOW

Vocabulary content

Vocabulary related to extended family members

Language functions

- Asking and answering questions about family relationships
- Asking and answering questions about people's age
- Expressing future plans

My dictionary

Alone : seul (e)

Clue : indice

To fly : prendre un vol (avion)

To perform : effectuer

Tonight : ce soir

Travel : voyage

Whole : entier, entière

Session 1

Session focus		
Vocabulary	Language function	Structure
grandchildren ; grandfather ; grandmother ; grandparents ; granddaughter ; grandson	<ul style="list-style-type: none"> - Asking and answering question about family relationships - Asking and answering questions about people's age 	<p>A : Who is Zouh to Harold ? / What relation is between Zouh and Harold ?</p> <p>B : She's Harold's grandmother.</p> <p>A : How old is your Grandmother ?</p> <p>B : She's 67 years old. / She's 67.</p>

A Let's explore

Look, listen and repeat



Harold's family tree

Look at Harold's family tree and study the sentences below.

Zouh is Harold's **grandmother**.

Doh is Harold's **grandfather**.

Zouh and Doh are Harold's **grandparents**.

Dessegnon is Zouh and Doh's **granddaughter**.

Harold is Zouh and Doh's **grandson**.

Guelasson, Dessegnon and Harold are Doh's **grandchildren**.

Listen and repeat

Look at Harold's family tree again and study the conversation below.

Lorie : **Who are** Doh and Zouh **to** you ?

Harold : Doh and Zouh are my **grandparents**.

Lorie : **And what relation is between** Guelasson **and** Doh ?

Harold : Guelasson is Doh's **grandson**, just like me.

Lorie : **How old is he ?**

Harold : I think he's **11 years old**.

B Let's practise

1. Put the letters into the right order to get names related to family members.

Example : 1- Son

- | | |
|-----------------------------------|-------------------------------------|
| 1. n-o- S | 5. d-r-a-n- G -t-a-p-r-e-n-s |
| 2. d-r-a-n- G -t-a-f-e-h-r | 6. i-f-e- W |
| 3. d- G -r-n-a-t-h-o-m-e-r | 7. g-a- D -u-r-e-t-h |
| 4. d-a-n-b-s- H -u | 8. r-a-n- G -d-o-n-s |

2. With your partner, look carefully at Harold's family tree. Then ask and answer questions.

Example :

A : **Who's Zouh to Dessegnon ?**

or, What relation is between Zouh and Dessegnon ?

B : **Zouh's Dessegnon 's grandmother, or, Dessegnon is Zouh's granddaughter.**

A : **And how old is Zouh ?**

B : **She's 70 years old. / She's 70.**

1. Zouh (70) / Dessegnon

2. Doh / Dessegnon (16)

3. Guelasson (13) / Doh

4. Gbela (45) and Dessegnon (16) / Doh

3. Here are some definitions of names of family members. Find them.

Example : 1- son

- | | |
|---------------------------------------|---|
| 1. He is my male child ... | 5. They are the children of my children ... |
| 2. She is my female child ... | 6. My grandmother is my father's ... |
| 3. She is the mother of my mother ... | 7. They are the father and mother of my |
| 4. My grandfather is my mother's ... | parents ... |

C **Let's take home**

Choose the correct option to complete each sentence. Example : 1- your parents' parents

1. Your grandparents are (your father's son / your sister's son / your parents' parents)
2. Your sister is (the son of your sister / the son of your grandfather / the daughter of your parents)
3. Your grandfather is (the father of your father / the father of your cousin / the father of your niece)
4. Your mother is (your female child / your male child / your female parent)
5. Your brother is (the son of your grandmother / the son of your mother / the father of your parents)
6. Your grandchildren are (the children of your children / the children of your parents / the children of your grandparents)

LET'S KEEP IN MIND



NOW, I KNOW :

- **vocabulary related to extended family members**

E.g. : grandfather ; grandson ; granddaughter ; etc.

- **how to ask and answer questions about family relationships**

E.g. : A : **Who is** Zokou **to** Séry ? B : Zokou is Séry's grandfather.

- **how to ask and answer questions about people's age**

E.g. : A : **How old is** your grandmother ? B : She's **70**.

Session 2

Session focus		
Vocabulary	Language function	Structure
uncle ; aunt ; niece ; nephew ; cousin ; brother-in-law ; sister-in-law	Expressing future plans	We are visiting our grandparents tomorrow.

A Let's explore

Listen and repeat 1

Ama : Hello, Dessegnon ! Where are you going ?

Dessegnon : Hi, Ama ! I'm going home.

Ama : But why are you running ?

Dessegnon : To get home quickly. My **uncle**, Dieya, is paying us a visit today.

Ama : Is he coming alone ?

Dessegnon : No, he's coming with his wife, **aunt** Débohi and their child ; my **cousin** Guelasson.

Ama : Ok, I see. Are your parents at home ?

Dessegnon : Yes, with my grandparents. Look, here's our family photograph.

Ama : Oh really ! Who is that man with a moustache ?

Dessegnon : That's my father, and next to him, is my mother.

Ama : Oh they look so young ! Do you have any **nephew** ?

Dessegnon : Not yet ! My brother, Harold is not married yet, so I don't have any **sister-in-law** either.

Ama : Good. I think I must let you go. Goodbye !

Dessegnon : Goodbye, Ama !

Listen and repeat 2

Ama : Well, Dessegnon, tell me : why **is** your uncle **coming** with his wife ?

Dessegnon : Because we **are having** a family dinner this evening.

Ama : Oh, really ?

Dessegnon : Yes. But before this, my family **is taking** a decision about my cousin's travel.

Ama : Where **is** he **travelling** to ?

Dessegnon : He's **flying** to London in a few days.

B Let's practise

1. Complete the following sentences with the appropriate words or expressions from the box.

Example : 1 - cousin

brother-in-law ; niece ; nephew ; aunt ; uncle ; sister-in-law ; cousin

1. The son of your uncle is your ...
2. The daughter of your sister is your ...
3. Your sister's son is your ...
4. Your brother's wife is your ...
5. The husband of your sister is your ...
6. The sister of your mother is your ...
7. The brother of your father is your ...

2. Look at the table below, then ask and answer questions about your future plans. Work with your partner. Follow the example.

You : What're you doing next weekend ?

Partner : I'm going to the beach with my brother. And you ?

You : I'm going to church on Sunday.

Your plans	Your partner's plans
- go to church / on Sunday	- go to the beach with my brother / next weekend
- play basketball / in the evening	- visit the national museum / next week
- study your lesson / at night	- watch a film / before going to bed

C Let's take home

Build meaningful sentences from this table. Example : I am eating a pawpaw this morning.

I		- eating	- to London	- tomorrow
He	- are	- playing	- a pawpaw	- this evening
She	- is	- copying	- the english lesson	- tonight
It	- am	- travelling	- the birth of a baby	- on Sunday
You		- celebrating	- football	- this morning
We				- this weekend
They				

LET'S KEEP IN MIND



NOW, I KNOW :

- vocabulary related to extended family members

E.g. : brother-in-law ; nephew ; niece ; etc.

- how to express future plans

E.g. : We **are having** a family dinner next month.

COMMUNICATION ACTIVITY

Situation d'évaluation

Tu reçois ton ami Sud-africain Zuma. Une fois à la maison, tu lui présentes les membres de ta famille élargie. Ci-dessous se trouve votre conversation. Complète-la avec ton voisin, et tous les deux, présentez-la au reste de la classe.

You : My friend, this is my home. All the members of my extended family are present. This is Ibo, my grandfather.

Zuma : What's the name of this old woman and who is she to you ?

You : (1) ...

Zuma : Who are your aunt and uncle ?

You : (2) ...

Zuma : Who is your brother-in-law and who is his wife ?

You : (3) ...

Zuma : I see that your whole family is present. Are you going to do something special ?

You : (4) ...



A WEEKEND AT HOME

SPEAKING



Learning context

Situation d'apprentissage



Durant le weekend, tu reçois un appel téléphonique de ton correspondant Américain qui souhaite s'informer sur tes activités quotidiennes ainsi que celles de la semaine écoulée. Vous engagez une conversation pour connaître les activités menées par chacun de vous.

GOOD TO KNOW

Vocabulary content

Vocabulary related to daily activities

Language functions

- Using the present simple to talk about daily activities
- Using the past simple to talk about past activities

My dictionary

Before : avant

Guests : invités

Maid : servante

To match with : relier, faire correspondre

To reorder : réorganiser, ordonner à nouveau

Whole : entier, entière

Session 1

Session focus		
Vocabulary	Language function	Structure
church ; mosque, to brush one's teeth ; to iron the clothes ; to cut nails ; to mow the lawn ; to read the newspaper ; to have dinner ; to sweep the floor	Talking about daily activities using the present simple	A : What does Christ usually do on Sundays ? B : He usually goes to church.

A Let's explore

Look, listen and repeat



to brush one's teeth



to iron clothes



to mow the lawn



to go to the mosque



to go to church



to sweep the floor



to read the newspaper



to have dinner

Listen and repeat

Sékou : Hello, Gossio ! How are you ?

Gossio : Hello, Sékou ! I'm fine, thanks.

Sékou : Tell me, **what do** you **usually do** on Sundays ?

Gossio : I **usually go** to church.

Sékou : Good. And **what do** you **do** after church ?

Gossio : I **often read the newspaper**, or I **iron my father's clothes**. And you, **what do** you **often do** on Saturdays ?

Sékou : I **often sweep the floor** or **mow the lawn**.

Gossio : Great !

B Let's practise

1. Complete the following words or expressions with missing letters.

Example : To mow the lawn

- | | | |
|--------------------------|--------------------------------|----------------------------------|
| a. To . o . the l . w . | d. To i . . n the c es | g. To r . . d the n . . . pa . . |
| b. . o s . . e | e. To . . . ep the fl . o . | h. To h . . . d . . n . . |
| c. To . r . . h te . . h | f. . . ur . h | i. To c . . n . . l . |

2. Complete the sentences below with the appropriate words or expressions from the box.

Example : a- iron

*cutting her nails ; reads a newspaper ; brush my teeth ;
iron ; sweeps the floor ; has dinner ; mows the lawn*

- | | |
|---|--|
| a. I am going to ... my father's clothes. | e. When I get up in the morning, I take a bath and ... before going to school. |
| b. The gardener ... one time in two weeks when the grass has grown. | f. In the evening, my family ... together. |
| c. Every morning, the maid ... before going to the market. | g. Alida is in her bedroom, she is ... before going out. |
| d. My father ... every morning. | |

C Let's take home

Use the clues between brackets to answer to the following questions.

- | | |
|---|---|
| 1. A : What does Solange usually do on Sundays ? (go to church)
B : She usually goes to church on Sundays. | 4. A : What do Isabelle and Esther usually do when they want to go out ? (cut their nails) |
| 2. A : What does Mohamed usually do on Fridays ? (go to mosque) | 5. A : What do you usually do when you are ready to go to school ? (brush my teeth) |
| 3. A : What does Tazéré usually do before going to school ? (sweep the floor) | 6. A : What does your father usually do in the sitting room ? (read a newspaper) |

LET'S KEEP IN MIND



NOW, I KNOW :

- **vocabulary related to daily activities**

E.g. : to brush teeth ; to read the newspaper ; to iron the clothes ; etc.

- **how to talk about daily activities**

E.g. : **A :** What **does** Aka **usually do** on Sundays ? **B :** He **usually mows the lawn** of the garden.

Session 2

Session focus		
Vocabulary	Language function	Structure
to cook the meal ; to wash the dish ; to go to the market ; to tidy the bedroom ; to watch TV ; to do homework ; to wash clothes	Talking about past activities using the past simple	<p>A : What did Dessegnon do last week ?</p> <p>B : She tidied the bedroom.</p> <p>A : Did Sekou go to the mosque last Friday ?</p> <p>B : Yes, he did. / No, he didn't.</p>

A Let's explore

Look, listen and repeat



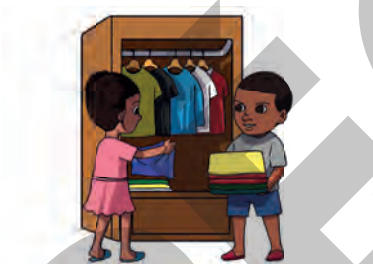
to cook the meal



to wash the dish



to go to market



to tidy the bedroom



to do homework (on computer)



to wash clothes

Listen, read and answer

My name's Harold. This is my family. We live in a very big house. There are a lot of things to do every day and every week. Last week, Aunt Débohi came to visit us with her family. So, we **tidied** the bedrooms with my sister Dessegnon. My mother **cooked** a delicious meal for everybody. Before cooking the meal she **went** to the market to buy everything she **needed** to make a special dish. Dessegnon **washed** the dishes before and after the meal. And I **washed** dad's clothes. He **read** a newspaper before the guests **arrived**. After the meal, I **couldn't do** my homework or **watch** TV, because I **was** tired.

1. What did Dessegnon do last week ?
2. Did the mother cook the meal before going to the market ?
3. What did the father do before the guests arrived ?
4. Why couldn't Harold do his homework ?

B Let's practise

1. Ask and answer questions with your partner.

Example : 1- A : What did mother do yesterday ?

B : She cooked the meal for the family.

- | | | |
|---|---|--|
| 2. What did Moni do yesterday ? (iron the clothes) | : | the meal last time ? (go to the market) |
| 3. What did Kimbo do two weeks ago ? (read a newspaper) | : | 5. What did Fallone do last Monday ? (tidy the bedroom) |
| 4. What did the women do before cooking | : | 6. What did the housewife do yesterday ? (cook the meal) |

2. Complete the sentences with the correct form of the verbs between brackets.

Example : 1- cooked

- | | | |
|--|---|---|
| 1. My mother (cook) ... the meal for the family yesterday. | : | 4. The student (do) ... his homework last Sunday. |
| 2. Dessegnon (tidy) ... her bedroom to days ago. | : | 5. My elder brother (pass) ... his BEPC exam in 2018. |
| 3. Sekou (wash) ... his clothes the day before yesterday. | : | 6. The maid (go) ... to the market one hour ago. |

C Let's take home

Complete these expressions with the missing letters to get appropriate daily activities.

- | | | | | |
|----------------------------|---|---------------------------|---|----------------------------|
| a) C . . k the . . al | : | d) a news . . per | : | f) wash the c s |
| b) T . d . th. bed . . . | : | e) go t. t. e m t | : | g) w . . h the d s |
| c) T . . r . . the clothes | : | | : | |

LET'S KEEP IN MIND



NOW, I KNOW :

- **vocabulary related to daily activities**

E.g. : to cook the meal ; to wash the dish ; to tidy the bedroom ; etc.

- **how to talk about past activities**

E.g. : A : What **did** your sister **do** yesterday ?

B : She **tidied the bedroom. / She **went** to the market.**

COMMUNICATION ACTIVITY

Situation d'évaluation

Tu rends visite à ton ami Ghanéen pendant le week-end. Il souhaiterait en savoir davantage sur les activités que tu mènes pendant les jours ouvrables, les jours non ouvrables et les activités que tu as déjà menées. Dans ta réponse,

1. cite quelques activités que tu mènes habituellement les jours où tu vas à l'école ;
2. dis ce que tu fais habituellement pendant le week-end ;
3. décris-lui tes activités de la semaine écoulée.



MUM IS IN THE KITCHEN

SPEAKING



Learning context

Situation d'apprentissage



Ton amie Ghanéenne vient passer quelques jours chez toi, dans la maison familiale. Pendant qu'elle t'aide à faire la vaisselle, vous échangez sur le rôle de chaque ustensile de cuisine afin de mieux les ranger.

GOOD TO KNOW

Vocabulary content

Vocabulary related to kitchen utensils and actions

Language functions

- Expressing obligations with "must"
- Talking about ongoing actions

My dictionary

Bakery : boulangerie

Chore : corvée

Courtyard : cour

Currently : présentement ; actuellement

Fridge : réfrigérateur

Glass : verre à boire

Plates : assiettes

Heating : chauffage

Process : procédure

Scumming : en train d'écumer

Shelf : étagère

To mime : mimer

To roast : rôtir

To store : ranger

Session 1

Session focus		
Vocabulary	Language function	Structure
knife ; spoon ; fork ; skimmer ; cooking pot ; saucepan ; frying pan ; cooker	Expressing obligations and prohibitions	<ul style="list-style-type: none"> - We must wash our hands before cooking. - You must not / mustn't fry the groundnuts in a pot.

A Let's explore

Look, listen and repeat



a knife / knives



a spoon



a fork



a skimmer / skimmers



a cooking pot



a saucepan / saucepans



a frying pan



a cooker

Listen and repeat

A : This is the kitchen. Can you see all these utensils ?

B : Sure ! But what **must** we **do** ?

A : Well, we **must wash** them. Then we **must store** them.

B : What do you mean exactly ?

A : We **must put** the pans on one shelf, and the spoons and forks together in this bowl,

and knives and skimmers together on other shelves.

B : That's a lot of job, but I like doing this. I usually help my mother with such chores at home.

A : That's great ! But we **mustn't break** anything !

B : You're right, we **must not**.

B**Let's practise**

1. Complete each sentence below with the correct word or expression. Example : 1- glass

- | | |
|--|---|
| a. You can use a ... to drink water. | d. People eat food with a ... and a They also use a ... |
| b. You use a ... to fry fish. | e. When Mum is cooking some soup, she uses a ... |
| c. Mum uses a ... to cook food in. She does this on a modern ... | |

2. Build conversations with your partner. Use the clues below.

Example : 1- A : What must we do now ?

B : We must wash the utensils.

- | | |
|---|---|
| 1. We / now / wash the utensils | 4. Mothers / for their children / take care of them |
| 2. the children / after school / help their parents at home | 5. People / before drinking water from the river / boil it |
| 3. You / when you are hungry / cook some food | 6. You / if you want to cook faster / cook your food on a modern cooker |

C**Let's take home**

Use "must" or "mustn't" to complete the following sentences. Example : 1- must

- | | |
|---|---|
| 1. When the soup is scumming, we ... use a skimmer. | 4. You ... eat with dirty hands. |
| 2. You ... use a skimmer for serving food. | 5. The cook ... use a frying pan to fry the fish. |
| 3. If you want to keep your food fresh, you ... put it in the fridge. | 6. After washing the dishes, you ... put them on the shelves. |

LET'S KEEP IN MIND**NOW, I KNOW :**

- **vocabulary related to kitchen utensils**

E.g. : cooker ; frying pot ; skimmer ; etc.

- **how to express obligations**

E.g. : We **must buy** a new cooker.

- **how to express prohibitions**

E.g. : You **mustn't use** an old frying pot for cooking.

Session 2

Session focus		
Vocabulary	Language function	Structure
to boil ; to filter ; to chop ; to bake ; to fry ; to taste ; to taste ; lunch ; breakfast ; to grind	Talking about ongoing actions	Mum is frying some meat in the kitchen. She is not filtering the juice.

A Let's explore

Look, listen and repeat



to boil



to filter



to chop



to bake



to fry



breakfast



lunch



to grind

Listen and repeat

Dad : Where is your mother ?

Harold : She's in the kitchen.

Dad : What's she **doing** ?

Harold : She's **cooking** the meal.

Dad : And you, what **are** you **doing** here, in the living room ?

Harold : Dad, I'm **revising** my lessons.

Dad : Where are your brother and sister ?

Harold : They're **helping** Mum in the kitchen.

Dad : No, they're **not helping** her. I can see them in the courtyard, they're **playing** !

Harold : Ok, sorry, Dad !

B

Let's practise

1. Complete the following sentences with one of the words in the box.

Example : a- filter / boil

grinds ; fry ; boil ; lunch ; chops ; filter

1. Water from the well is not safe ; you must ... it before drinking it, or you must ... it.
2. To use an onion to make an omelette, Mum ... it in small pieces.
3. I like boiled eggs, but when you ... them, I really don't enjoy them.
4. What do you have for ... ?
5. The maid ... the grains to obtain some powder.

2. Use the correct form of the verb between brackets. Example : 1- is cooking

1. Mum is in the kitchen, she (cook) ... the meal.
2. The children are in the living room. They (watch) ... TV.
3. What's your father (do) ... in the garage ? He (repair) ... his car.
4. Dessegnon and her friend (help) ... Mum in the kitchen.

C

Let's take home

Complete the following sentences with the correct expression from the box.

Example : 1- are playing

is baking ; are washing ; is reading his newspaper ; are playing ; is frying

1. The children are in the courtyard, they ...
2. Sekou's mother is in the kitchen ; she ... some eggs.
3. My father is in the living room ; he
4. The cook ... some cakes in the bakery.
5. The girls are in the kitchen ; they ... the dishes.

LET'S KEEP IN MIND



NOW, I KNOW :

- **vocabulary related to kitchen actions**

E.g. : to chop ; to filter ; to taste ; to grind ; lunch ; breakfast ; etc.

- **how to talk about ongoing actions**

E.g. : Mum **is chopping** some onions with a knife.

COMMUNICATION ACTIVITY

Situation d'évaluation

Ton amie Ghanéenne te rend visite à la maison. Tu l'invites dans la cuisine où ta mère et tes sœurs sont occupées à faire la cuisine. Tu les présentes et décris ce qu'elles font. Dans ta présentation,

1. cite les noms des ustensiles de cuisine de ta mère ;
2. décris les actions qu'elles y mènent.



Let's consolidate 2

I. Draw your family tree, then present the different members of your family to your partner.

II. Complete the sentences with the correct form of the verb in brackets : **Example : 1- went**

- | | | |
|---|---|---|
| 1. During last holidays, I ... to my village (go). | : | ago (have). |
| 2. My sister ... the dishes yesterday night (wash). | : | 5. Last day, the students ... some mangoes (buy). |
| 3. They ... the lawn last Saturday (mow). | : | 6. My sister ... the floor last time (to sweep). |
| 4. My family ... a family meeting two days | : | |

III. Choose the odd one out in the lists below. **Example : 1- chop**

- | | | |
|--|---|---|
| 1. sister ; grandfather ; chop ; brother | : | 4. to sweep the floor ; to mow the lawn ; to clean the garden ; to iron the clothes |
| 2. grandparents ; newspaper ; grandson | : | 5. to serve food ; to bake bread ; to wash the dishes ; to read a newspaper. |
| 3. fridge ; skimmer ; knives ; sons | : | |

IV. Give the past simple of the following verbs. **Example : 1- visited**

- | | | | | | | | | |
|----------|---|----------|---|-----------|---|----------|---|----------|
| 1. visit | : | 4. watch | : | 7. listen | : | 10. go | : | 13. put |
| 2. play | : | 5. work | : | 8. cook | : | 11. find | : | 14. do |
| 3. climb | : | 6. dance | : | 9. enjoy | : | 12. say | : | 15. sing |

V. Analyze the clues below, then use them to ask and answer questions, expressing future plans.

Example : 1- A : What's Brou doing tomorrow ?

B : Brou's visiting the airport / He's visiting the airport.

- visit the airport / tomorrow / Brou
- travel to Manhattan / on Monday / Glahi and Diarra
- Plan her timetable / this afternoon / Mrs Akaffou
- Take his car from the garage / this morning / Breki
- go back to his village Toukouzou / tomorrow / Mr Leba
- cook their "Kplé bah" meal / for this afternoon / Glazahi and his wife

VI. Your friend, John, wants to cook “Tchonron soup”. Tell him what to do. Complete the dialogue with “must” or “must not”. Then with your neighbour, perform the dialogue in front of the class. Example : 1- must wash

John : Good morning !

You : Hello, John !

John : I would like to cook “Tchonron soup”. But, I don’t know the process. Can you help me ?

You : Yes, of course. You **(1)** ... the bean leaves, chop them and put them in a cooking pot. Next, you **(2)** ... add some potash.

John : But, I have some roasted groundnuts here.

You : No, no ! you **(3)** ... roast the groundnuts. You **(4)** ... pound non-roasted groundnuts in a mortar.

John : Oh, really ! Can I put some prawns in my soup ?

You : Yes, you can. But, you **(5)** ... put meat in “Tchonron soup”. It is not necessary.

John : All right ! Now, I’m adding salt and the prawn powder. Do you want to taste it ?

You : Oh, yes ! With pleasure ! Hummmmm ! It’s delicious !!!

John : Thanks a lot !

You : You are welcome !

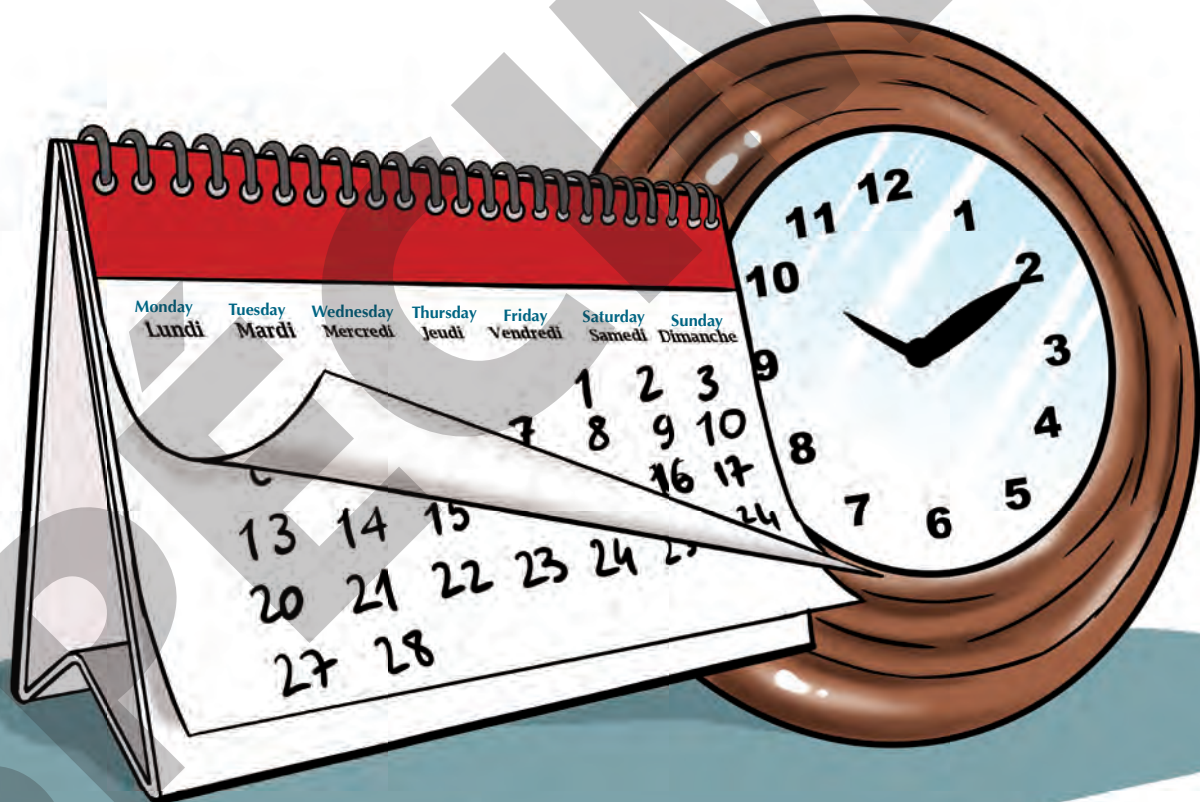
LET’S HAVE FUN

Learn and recite this little poem

Once upon a memory,
Someone wiped away a tear.
Held me close and loved me,
Thank you, Mother dear.



TIME AND DATE





WHAT'S THE WEATHER LIKE TODAY ?

WRITING

Learning context

Situation d'apprentissage



En vue d'échanger avec ton correspondant Ghanéen sur le temps qu'il fait dans vos pays respectifs, tu rédiges une lettre pour décrire le temps et les saisons.

GOOD TO KNOW

Vocabulary content

Vocabulary related to weather and seasons

Language functions

- Describing the weather
- Describing seasons using prepositions of time

My dictionary

Weather forecast : la météo
Ending : terminaison

Half sentence : demi-phrase
Stormy : orageux

Below : ci-dessous
Under : sous

Session 1

Session focus		
Vocabulary	Language function	Structure
sunny ; rainy ; cloudy ; hot ; cold ; windy ; fine ; bad ; stormy	Describing the weather	A : What's the weather like ? B : The weather is windy / it's windy .

A Let's explore

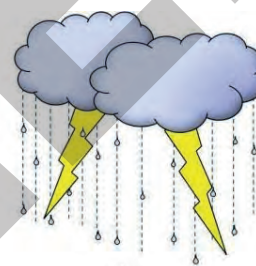
Look, listen and repeat



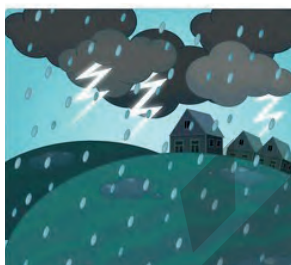
sunny



cloudy



stormy



bad weather



snowy



rainy



it's hot



it's cold



windy

Listen and repeat

PERIODS	WEATHER	CHARACTERISTICS
November to February	Sunny	It's hot / it's dry / it's cold (harmattan) / it's windy = the wind blows a lot.
March to October	Rainy	It rains a lot / it's humid / it's cloudy = it's going to rain.



What is the weather like in December ?

What is the weather like in June ?

It is sunny and hot.

It is rainy and humid.



B Let's practise

1. Look at the pictures and write down the correct weather. **Example : 1- sunny**

cold ; windy ; cloudy ; hot ; rainy ; sunny

1



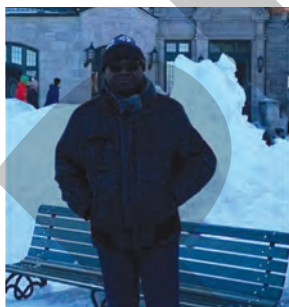
2



3



4



5



6



2. Use the clues from *Exercise 1* to build and practise a conversation about the weather with your neighbour.

Example : 1- A : What's the weather like in picture 1 ?

B : The weather is sunny / It's sunny / The sun is shining.

NB : Continue with pictures : 2 ; 3 ; 4 ; 5 ; 6.

C

Let's take home

1. Find the missing letters to obtain words related to the weather.

Example : 1- HOT

- 1) H _ T 2) R _ IN _ 3) SN _ W _ 4) C _ O _ DY 5) S _ N _ Y
 6) C _ LD 7) W _ ND _

2. Complete each description of the weather below with the words from the box.

Example : 1- sunny

cold ; windy ; hot ; rainy ; sunny

- | | |
|--|--|
| 1. The sun is shining, it's ... | 3. The wind is blowing, it's ... |
| 2. It is raining a lot these days. We are in a ... period. | 4. The temperature indicates 39 °c, it's ... |
| | 5. The temperature indicates 5 °c, it's very ... |

LET'S KEEP IN MIND



NOW, I KNOW :

- **vocabulary related to the weather**

E.g. : seasons ; rainy season ; dry season ; windy ; snowy ; etc.

- **how to describe the weather**

E.g. : The weather is **sunny** today. / It is **rainy** and **humid** in June.

Session 2

Session focus		
Vocabulary	Language function	Structure
seasons ; snow ; rainy season ; dry season ; autumn / fall ; spring ; summer ; winter	Describing seasons using prepositions of time	<p>A : How many seasons are there in Côte d'Ivoire ?</p> <p>B : There are 2 seasons : the dry season and the rainy season.</p> <p>In December / On Monday / In the morning / At night / From May to June</p>

A Let's explore

Look, listen and repeat

THE TWO SEASONS IN CÔTE D'IVOIRE

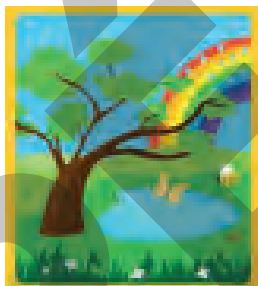
DRY SEASON

- It is hot ;
- It is cold (harmattan) ;
- It is windy

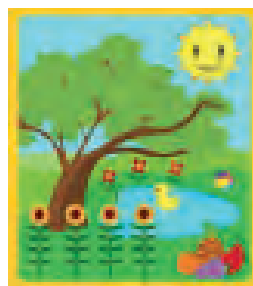
RAINY SEASON

- It rains a lot ;
- It is humid

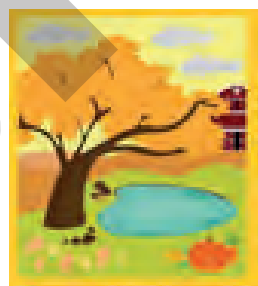
THE FOUR SEASONS IN EUROPE



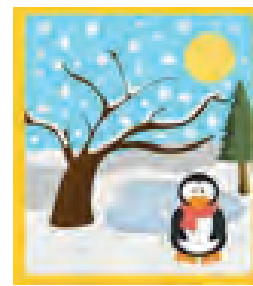
In **spring**, it is warm and sunny.



In **summer**, it is sunny and very hot.



During **fall** / **autumn** the wind blows a lot and the leaves of trees fall.



In **winter**, there is **snow** and it is really cold.

Listen and repeat

Arielle lives in Europe. She is having a telephone chat with Elie who lives in Côte d'Ivoire. Here is their conversation.

Arielle : Hello, Elie !

Elie : Hi, Arielle !

Arielle : Tell me, **how many** seasons **are there** in Côte d'Ivoire ?

Elie : **There are** two seasons : the dry season and the rainy season.

Arielle : What's the weather like **in** the dry season ?

Elie : It's hot **in** the day and very cold **at** night.

Arielle : **When is** the rainy season ?

Elie : **From** March **to** November, we're **in** the rainy season.

Arielle : What's the weather like **in** the rainy season ?

Elie : It rains a lot and it's humid.

Arielle : Thank you, Elie ! I will be with you **in** December, precisely **on December 25th**.

Elie : That sounds wonderful, Arielle ! I'm looking forward to it.

B Let's practise

1. Complete the descriptions with the correct seasons. **Example : 1- autumn / fall**

rainy season ; winter ; spring ; dry season ; summer ; autumn / fall

1. Yellow and brown leaves fall ; it is ...
2. There is snow and it's really cold ; it is ...
3. It is warm and sunny ; it is ...
4. It is sunny and very hot ; it is ...
5. It is very hot and dry ; it is the ...
6. It rains a lot ; it is the ...

2. Complete with the correct time preposition. **Example : 1- to**

on ; to ; from ; in ; at ; in

1. From November ... February, it is the dry season in C.I.
2. It is very hot ... the morning.
3. It is sometimes cold ... night.
4. ... December, I was in France.
5. In winter, it snows ... January to March.
6. ... Fridays, it usually rains a lot.

C Let's take home

Match each half sentence in column A with its ending in column B. **Example : 1 - D**

Column A
1. There are two main seasons in Côte d'Ivoire :
2. It usually rains from ...
3. It is usually dry, hot and cold (harmattan) in ...
4. In the dry season,
5. When it rains a lot, it's humid and it's warm,
6. When it is very hot, dry and cold (harmattan),

Column B
A. it is sometimes cold at night.
B. we are in the rainy season.
C. we are in the dry season.
D. the rainy season and the dry season
E. December.
F. March to October.

LET'S KEEP IN MIND



NOW, I KNOW :

- **vocabulary related to seasons**

E.g. : rainy season ; dry season ; summer ; etc.

- **how to describe seasons**

E.g. : There are two main seasons in Côte d'Ivoire.

- **how to use time prepositions**

E.g. : **On** Monday / **In** April / **At** midday / **From** July **to** December...

COMMUNICATION ACTIVITY

Situation d'évaluation

Ton correspondant Ghanéen désire passer les vacances en Côte d'Ivoire. Pour éviter d'être victime des intempéries lors de son séjour, il t'envoie un email, pour te demander des informations sur les différentes saisons dans ton pays en vue de mieux se préparer. Dans ta réponse à son courriel,

1. cite les différentes saisons en Côte d'Ivoire ;
2. mentionne les moments précis de ces saisons au cours de l'année ;
3. décris quel temps il fait au cours de ces saisons.

Dear friend,

I am coming soon in your country. It is my first visit there. I need to know about the seasons, so that I can take some precautions. For example, how many seasons are there in your country ? What's the weather like in each of these seasons ? Give me as much information as you can.

*Yours sincerely
Kodjo Prince*



WHAT A BUSY WEEK !



WRITING

Learning context

Situation d'apprentissage



Les élèves de 5^e du Collège Moderne de M'Pouto souhaitent mieux gérer les moments d'échanges avec leurs correspondants Américains. Pour ce faire, ils leur envoient un message, via Telegram, pour décrire leur emploi du temps et leur programme de la semaine.

GOOD TO KNOW

Vocabulary content

Vocabulary related to daily activities

Language functions

- Describing daily activities
- Asking and answering questions about time and date

My dictionary

Daily : quotidien

Happy birthday (HBD) : joyeux anniversaire

Prayer : prière

Schedule : programme

Statements : affirmations, énoncés.

Session 1

Session focus		
Vocabulary	Language function	Structure
schedule ; midday (noon) ; dinner ; breakfast ; to help at home ; to get up ; lunch ; to go to school ; to watch cartoons	Describing daily activities	A : What do you usually do in the morning ? B : In the morning, I usually go to school.

A Let's explore

Listen and repeat 1

MOMENTS OF THE DAY	DAILY ACTIVITIES
In the morning : 06:00 – 12:00	I usually have breakfast and go to school.
At noon / midday : 12:00	I always have lunch.
In the afternoon : 12:01 – 18:00	I sometimes help at home.
In the evening : 18:01 – 21:00	I usually do some homework and have dinner.

Listen and repeat 2

Ruth : **What do** you usually **do at noon ?**

Akui : I usually **have lunch.** And you, **what do** you often **do every afternoon ?**

Ruth : I watch cartoons.

Akui : Great !

B Let's practise

1. For each picture, write the corresponding daily activity. Example : 1- get up

sleep ; have breakfast ; go home ; have lunch ; do his homework ; go to school ; have dinner ; get up

1



2



3



4



5



6



7



8



2. With your partner, look at the clues ; then ask answer questions like in the example.

Example 1- A : What do you usually do in the morning ?

B : I usually brush my teeth.

- | | | |
|--|---|---|
| 1. You / in the morning / brush my teeth | : | 3. Henry / in the afternoon / helps at home |
| 2. Alice / at noon / has lunch | : | 4. You / in the evening / do homework |

C

Let's take home

Complete the paragraph below with the appropriate words from the box to know more about Lamine's daily activities. **Example : 1- schedule**

breakfast ; midnight ; watch ; schedule ; dinner ; lunch

My name is Lamine. Here is my **(1)** ... every day. When I wake up, I brush my teeth and I take my **(2)** ... at 7:00 in the morning. I have **(3)** ... at midday. I usually have my **(4)** ... at 19:30. After that, I **(5)** ... television. Then I study my lessons up to **(6)** Finally, I go to bed.

LET'S KEEP IN MIND



NOW, I KNOW :

- **vocabulary related to daily activities**

E.g. : to help at home ; to get up ; breakfast ; etc.

- **how to talk about daily activities**

E.g. : Attabi usually **goes to bed** at 10.00 p.m.

Session 2

Session focus		
Vocabulary	Language function	Structure
birthday party ; cake ; guest ; presents / gifts ; invitation card ; to sing ; to cut ; to share	Asking and answering questions about time and date	<p>A : When is your birthday ?</p> <p>B : My birthday's on March 20 / It's on March 20th.</p> <p>A : What time is your birthday party ?</p> <p>B : It's at 03:00 in the afternoon.</p>

A Let's explore

Listen and repeat 1

INVITATION CARD

YOU'RE INVITED TO MY BIRTHDAY PARTY : PLACE : At home
 DEAR *Members of the English club* : 3 : 00 p.m. : Reception of the guests
 PLEASE COME TO MY PARTY : 3 : 30 p.m. : Opening prayer
 DATE : *March 20* : 3 : 35 p.m. : Birthday song and dance
 TIME : From 03:00 p.m. to 06:00 p.m. : 5 : 00 p.m. : Cake cutting and sharing
 : 5 : 30 p.m. : Presents and dance

Elie

Listen and repeat 2

A : Hello !

B : Hello !

A : How old are you ?

B : I'm eleven years old.

A : **When is** your birthday ?

B : **It's on** March 20.

A : **What time is** your birthday ?

B : **It's at** 03:00 p.m.

A : **What's the schedule ?**

B : At 03:00 p.m. : reception of the guests

03:30 p.m. : opening prayer

03:35 p.m. : birthday song and dance

A : Thank you and enjoy your party !

B : You're welcome !

B Let's practise

1. Use the words from the box to identify the pictures below. **Example : 1- cake cutting**

birthday cake ; cake cutting ; guests ; singing happy birthday song ; gifts ; cake sharing



2. Look at the clues, then ask and answer questions.

Example : 1- A : How old is Elie ?

B : Elie is 4 years old.

- | | |
|---|--|
| 1. Elie / old / 11 years (How old ...) | 4. the cake cutting / time / 6 : p.m. (What time ...) |
| 2. Elie's / birthday / February 8 (When ...) | 5. Presentation of the presents / time / 6 : 30 p.m. (What time ...) |
| 3. the reception of the guests / time / 4 : 00 p.m. (What time ...) | |

C Let's take home

Reorder the words below to make four correct sentences about birthday.

- | | |
|---|---|
| 1. are / old / you / How / ? | 3. My / is / birthday party / 3:00 p.m. / at / . |
| 2. birthday / on / My / October 22 nd / is / . | 4. time / party / is / birthday / your / What / ? |

LET'S KEEP IN MIND



NOW, I KNOW :

- vocabulary related to a birthday party

E.g. : a birthday party ; a guest ; to sing ; etc.

- how to ask and answer questions about time and date

E.g. : A : **When is** your birthday party ? B : **It's on** July 31st, **at** 4.00 p.m.

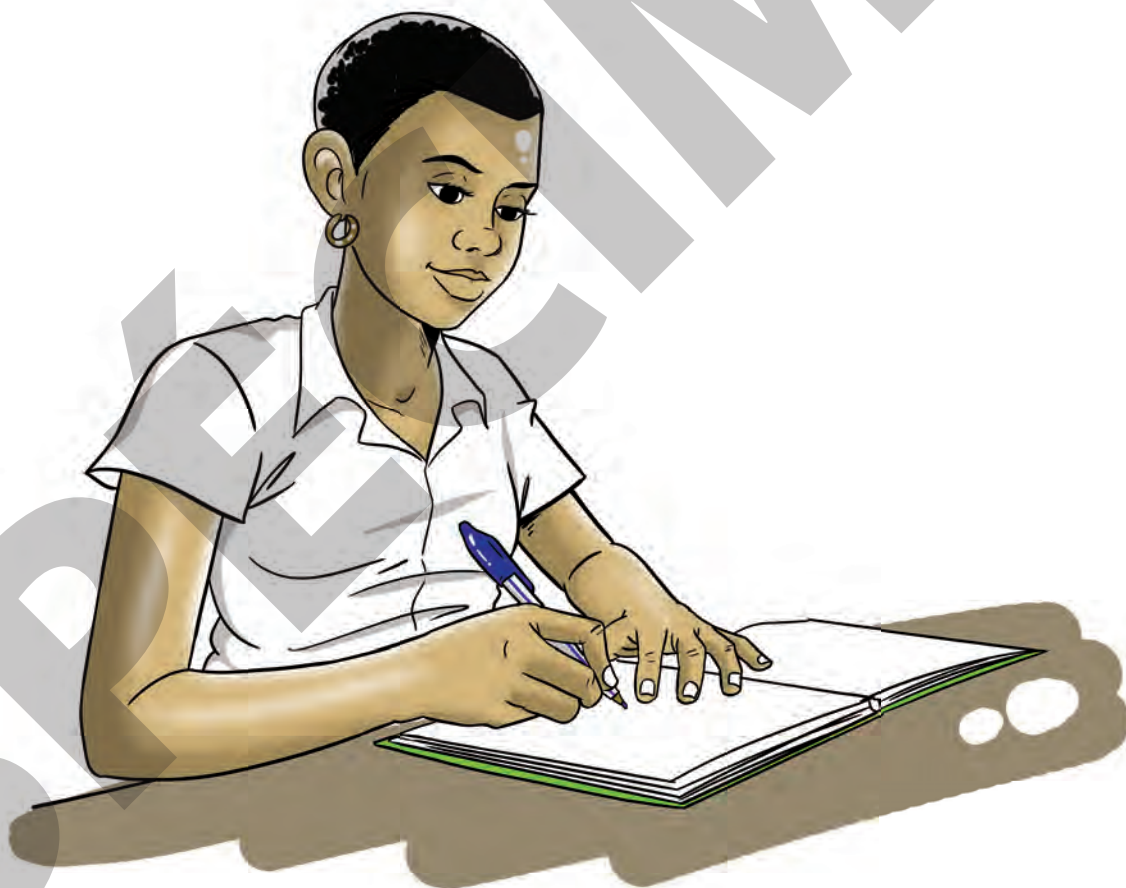
COMMUNICATION ACTIVITY

— Situation d'évaluation —

Pour la célébration de ton anniversaire, tu rédiges une lettre d'invitation aux membres du Club d'Anglais de ton école en précisant le programme des activités de cette journée.

Dans ton invitation,

1. indique la date de ton anniversaire ;
2. donne l'heure de début et de fin de la cérémonie ;
3. précise les activités de ladite cérémonie et le moment précis pour chaque activité.



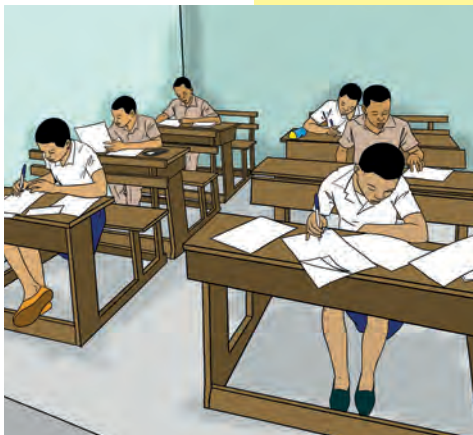
ELIE'S AGENDA



WRITING

Learning context

Situation d'apprentissage



L'Ambassade des États-Unis, en partenariat avec le Ministère de l'Éducation Nationale et de l'Alphabétisation, organise un concours intitulé "ENGLISH DAYS". Pour y participer, les élèves de 5^e du Collège Moderne de Bingerville rédigent un paragraphe dans lequel ils décrivent leur programme d'activités pour la semaine à venir.

GOOD TO KNOW

Vocabulary content

Vocabulary related to future plans activities

Language functions

- Talking about future plans
- Describing sequences

My dictionary

Before : avant (de)

Meaningful : significatif, qui a un sens

To match : associer, relier

To store : ranger

Under : sous

Waterfalls : cascade, chute d'eau

Session 1

Session focus		
Vocabulary	Language function	Structure
physical education ; to take a test ; to travel ; to play video games ; to go to church ; to do homework ; to visit grandmother	Talking about future plans	<p>A : What are you going to do next week ? B : I'm going to take an English test.</p> <p>A : When are you going to have an English test ? B : On Wednesday.</p>

A Let's explore

Listen and read

Elie's agenda for next week

On Tuesday, in the afternoon, Elie is going **to do physical education**. On Wednesday, in the morning, he is going **to do his homework**. After that, on Thursday, in the morning, he is going **to take an English test**. On Friday, after school, he is going **to play video games**. Next Saturday, he is going **to visit his grandmother**. Finally, on Sunday, in the morning, he **is going to church**.

Look, listen and repeat

Today is Sunday. Anne and Mira **are talking** about what Elie **is going to** do next week.

Anne : What's Elie **going to do** on Tuesday afternoon ?

Mira : Elie's **going to do** physical education.

Anne : When **is** he **going to visit** his grandmother ?

Mira : He's **going to visit** his grandmother next Saturday.



B Let's practise

1. Find the missing letters to obtain correct words or expressions related to a Elie's agenda.

Example : 1- COMPUTER GAME

- CO _ PUT _ R GA _ E
- PH _ SIC _ L ED _ CAT _ ON

- HO _ EW _ RK
- VIS _ T

2. Reorder the words or groups of words below to build meaningful sentences about future plans. Example : 1- My father is going to visit Man next week.

1. visit Man / is / next week. / My father / going to
2. computer games / My brother / to play / is going to / on Friday.
3. The students / are / of 5^e 1 / have a test / on Tuesday. / going to
4. I / do some gardening / am going to / in the afternoon. / next Saturday
5. The students of 4^e / next year. / are / take the BEPC exam / going to

C Let's take home

Complete each sentence below with the correct option from the box.

Example : 1- are going to

are going to ; is going to ; am going to / are going to

1. Yao and his brother ... visit their parents next Saturday.
2. The children ... have a test on Monday.
3. My name is Junior, I ... have a writing competition next Friday.
4. My sister Anne ... celebrate her birthday on Saturday in the afternoon.

LET'S KEEP IN MIND



NOW, I KNOW :

- **vocabulary related to future plans activities**

E.g. : to play video games ; to visit grandma ; to go to church ; etc.

- **how to talk about future plans**

E.g. : I **am going to visit** Grandma next Wednesday.

Session 2

Session focus		
Vocabulary	Language function	Structure
messy ; tidy ; planning ; to resume ; to take a quiz ; to sit for an exam ; to pass an exam	Describing sequences	First , I have breakfast ; second , I go to school ; next , I take a test.

A Let's explore

Look, listen and repeat



a tidy room



a messy room



to resume school



to sit for an exam



a quiz



to pass an exam



Look, listen and repeat 2

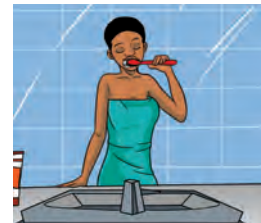
Henry's sister's activities before going to school.



1. **First**, she wakes up.



2. **Second**, she takes a shower.



3. **Then**, she brushes her teeth.



4. **After that**, she gets dressed.



5. **Next**, she has breakfast.



6. **Finally**, she goes to school.

B Let's practise

1. Complete the descriptions below with the correct choice from the box. **Example : 1- tidy**

messy ; pass ; tidy ; sit for ; resume

- | | |
|--|--|
| 1. When a room is in order, it is ... | 4. When students return to school after holidays, they ... school. |
| 2. When you are a candidate for an exam, you ... it. | 5. When a place is in disorder, it is ... |
| 3. If you succeed in an exam, you ... it. | |

2. Fill in the following paragraph about Aude's daily activities with the time sequencers in the box.

finally ; second ; first ; after that ; then ; next

Aude is a young school girl. Her life is a routine. Every day, in the morning, when she wakes up, she does a lot of things ; **(1)** ... she brushes her teeth , **(2)** ... she takes a shower, **(3)** ... she goes and says hello to her parents. **(4)** ... she takes her breakfast at 7 a.m. **(5)** ... she revises her lessons a little bit and **(6)** ... she goes to school.

C Let's take home

Write the order in which you do the following daily activities. **Example : 1- get up ; 2-...**

eat lunch ; eat dinner ; go to bed ; get up ; eat breakfast ; go to school

LET'S KEEP IN MIND



NOW, I KNOW :

- **vocabulary related to daily activities and actions**

E.g. : to resume school ; to sit for an exam ; to pass an exam ; etc.

- **how to describe sequences**

E.g. : **First**, Kragbé wakes up. **Second**, he brushes his teeth...

COMMUNICATION ACTIVITY

— Situation d'évaluation —

Au cours d'une compétition organisée par l'Ambassade des États-Unis en Côte d'Ivoire à l'intention des élèves du Lycée Moderne de Guitry, l'ambassadeur demande aux élèves de 5^e de rédiger un paragraphe dans lequel ils décrivent à leurs correspondants anglophones leurs différentes activités de la semaine à venir. Faisant partie de ces élèves,

1. présente ton programme d'activités de la semaine à venir dans un tableau ;
2. décris-le dans un paragraphe de six (6) lignes.



Let's consolidate 3

I. Complete the sentences below about seasons with the missing words from the box.

Example : 1- weathers

fall / autumn ; winter ; summer ; spring ; weathers

The weather and the four seasons !

1. In Europe there are four different seasons with different **(1) ...**
2. When the weather is very cold and there is snow everywhere, it is **(2) ...**
3. When leaves of trees fall on the ground, we are in **(3) ...**
4. This season is neither too cold nor too hot, but is pleasant, it is **(4) ...**
5. This season is very hot and very sunny, time to go on holidays, it is **(5) ...**

II. Complete the statements below about Eulalie with the groups of words from the box.

Example : 1- gets up

in the evening ; at noon ; gets up ; in the morning

1. Eulalie usually ... at 07:00 in the morning.
2. She has breakfast ...
3. She has lunch ...
4. She usually has dinner ...

III. Here is a conversation you have with Henry. Complete the missing parts.

Example : 1- hello

Henry : Hello, my friend !

You : **(1) ...** , Henry !

Henry : How old are you ?

You : **(2) ...**

Henry : When is your birthday ?

You : **(3) ...**

Henry : What time is your birthday party ?

You : **(4) ...**

Henry : Who are the guests ?

You : **(5) ...**

Henry : Thank you !

You : **(6) ...**

LET'S HAVE FUN

Learn and recite this poem

Bed In Summer

In winter I get up at night

And dress by yellow candle-light.
In summer, quite the other way,
I have to go to bed by day.
I have to go to bed and see
The birds still hopping on the tree.



JOBS AND OCCUPATIONS





WHAT DOES YOUR MOTHER DO ?

WRITING

Learning context

Situation d'apprentissage



En vue de rédiger un texte en hommage aux mamans, lors de la prochaine fête qui leur est dédiée, les élèves de 5^e du Lycée Goffry Kouassi Raymond (GKR) de Sassandra apprennent à décrire les métiers et occupations de leurs mères.

GOOD TO KNOW

Vocabulary content

Vocabulary related to jobs and occupations

Language functions

- Asking and answering questions about people's jobs
- Expressing possession

My dictionary

Tail : la queue

To inquire about : demander des renseignements, se renseigner sur

To sweep : balayer

Water pipes : canalisations d'eau

Session 1

Session focus		
Vocabulary	Language function	Structure
housemaid ; waiter ; barber ; waitress ; cashier ; architect ; plumber ; dentist	Asking and answering questions about people's jobs	A : What does your mother do ? B : She's a waitress. A : What does a waitress do ? B : She serves food and drinks in a restaurant.

A Let's explore

Look, listen and repeat



a cashier



a waitress



a barber



an architect



a housemaid



a plumber



a waiter



a dentist

Listen and repeat

JOBS AND OCCUPATIONS	DESCRIPTIONS
a waiter / a waitress	serves food to people in a restaurant.
a cashier	receives clients' payments or money.
a barber	cuts men's hair.
an architect	designs and builds houses.
a plumber	repairs water pipes.
a housemaid	cleans and sweeps people's houses.
a dentist	treats people's teeth.

A : What does your mother **do ?**

B : She's a housemaid.

A : What does a housemaid **do ?**

B : She cleans and **sweeps** people's houses.

B Let's practise

1. Reorder the letters below to find the correct names of jobs. **Example : 1- DENTIST**

- | | | | | |
|--------------|---|------------|---|--------------|
| 1. TIDENTS | : | 3. LUMPREB | : | 5. DAIMSEHOU |
| 2. CHIARCETT | : | 4. RETAIW | : | 6. RESSTAWI |

2. Use the clues in the box to describe the job of each person in the list below.

Example : 1- Sandra is a housemaid. She cleans people's houses.

cleans people houses ; cuts men's hair ; serves meals in a restaurant ; designs houses ; treats people's teeth

1. Sandra / a housemaid
2. Koffi / a barber
3. John / a waiter
4. Peter / an architect
5. Prisca / a dentist

C Let's take home

Complete the sentences below with the appropriate jobs from the list below.

Example : 1- housemaid

architect ; housemaid ; cashier ; dentist ; plumber

1. Aya sweeps and cleans houses ; she is a ...
2. My father treats people's teeth ; he is a ...
3. My cousin is a ... ; he repairs water pipes.
4. Amélie is a ... ; she works in a supermarket and collects money.
5. My uncle Faé is an ... ; he makes beautiful house designs.

LET'S KEEP IN MIND



NOW, I KNOW :

- **vocabulary related to jobs and occupations**

E.g. : cashier ; waitress ; barber ; architect ; plumber ; housemaid ; etc.

- **how to describe people's jobs**

E.g. : Ozoua is a **waitress** ; she **serves meals in restaurants**.

Session 2

Session focus		
Vocabulary	Language function	Structure
car washer ; cook ; lawyer ; flight attendant ; engineer ; greengrocer ; computer scientist ; housewife	Expressing possessions	My mother likes her job. You like your job. I also like mine .

A Let's explore

Look, listen and repeat



a car washer



a cook



a lawyer



a flight attendant



an engineer



a greengrocer



a computer scientist



a housewife

Listen and repeat

Subject pronouns	Possessive adjectives	Possessive pronouns
- I have a book.	- This is my book.	- It is mine .
- You have a book.	- This is your book.	- It is yours .
- He has a book.	- This is his book.	- It is his .
- She has a book.	- This is her book.	- It is hers .
- It has a tail.	- This is its tail.	- (we avoid using its alone as a possessive pronoun)
- We have a book.	- This is our book.	- This is ours .
- You have a book.	- This is your book.	- This is yours .
- They have a book.	- This is their book.	- This is theirs .

B Let's practise

1. Identify the pictures below with their descriptions from the box.

Example : 1- a flight attendant

a car washer ; a cook ; a greengrocer ; a flight attendant ; a lawyer ; a computer scientist



1



2



3



4



5



6

2. Choose the best option among the proposals in between brackets to complete the sentences. Example : 1- our

- | | |
|--|---|
| 1. This is ... car (our / ours / we) | 4. This is ... house. (they / their / theirs) |
| 2. This computer is ... (my / mine / I) | 5. This restaurant is ... (their / theirs / they) |
| 3. This is ... bicycle. (your / yours / you) | 6. This pen is ... (her / hers / she) |

C Let's take home

Complete with the best option. Example : 1- my

- | | |
|--|--|
| 1. I am in 5 ^e . 1. ... name is Lisa. (his / her / my / your) | her / she / hers |
| 2. This is my pen, it is ... (my / hers / mine / theirs) | 4. My mother has a new car. It is ... (she / his / hers / her) |
| 3. My sister is a doctor. This is ... car. (his / | 5. Whose car is it ? It's ... (my / me / mine / I) |

LET'S KEEP IN MIND



NOW, I KNOW :

- vocabulary related to jobs and occupations

E.g. : car washer ; flight attendant ; greengrocer ; etc.

- how to express possession

E.g. : Pabo likes **his** job. Koné and Zézé like **theirs**, too.

COMMUNICATION ACTIVITY

Situation d'évaluation

À l'occasion de la fête des mères, le journal du Club d'Anglais du Lycée Goffry Kouassi Raymond (GKR) de Sassandra veut dédier des pages spéciales à la mère. Le Président du Club demande donc aux élèves de 5^e de rédiger un article de journal qui décrit les métiers et professions de leurs mères en vue de rendre hommage à ces valeureuses mamans. Faisant partie des élèves de 5^e, dans ta production,

1. donne le nom de ta maman ;
2. précise sa profession ;
3. décris les activités qu'elle mène dans le cadre de sa profession.



LESSON 2

WHAT IS AN ELECTRIC CLIPPER USED FOR ?



WRITING

Learning context

Situation d'apprentissage



En vue de produire un article pour le compte du magazine du club d'Anglais du Lycée Moderne de Sakassou, les élèves de 5^e rédigent un paragraphe pour décrire des outils utilisés dans différentes professions.

GOOD TO KNOW

Vocabulary content

Vocabulary related to work tools

Language functions

- Talking about work tools
- Expressing possession

My dictionary

Mortar : ciment ; mortier

Owner : propriétaire

Plaster : plâtre

To spread : étaler ; repandre

Weeds : mauvaises herbes

Wood : bois

Session 1

Session focus		
Vocabulary	Language function	Structure
camera ; handsaw ; ladle ; electric clipper ; whistle ; syringe ; trowel ; hoe	Talking about work tools	<p>A : What's an electric clipper used for ? B : It's used for cutting hair.</p> <p>A : What does your father use an electric clipper for ? B : He uses an electric clipper for cutting hair.</p>

A Let's explore

Look, listen and repeat



a camera



a ladle



a whistle



a syringe



a handsaw



a hoe



an electric clipper



a trowel

Listen and repeat

Tools	Uses
Camera	takes photographs
Ladle	serves sauce or soup into dishes
Cooker	cooks the meal
Whistle	draws attention / direct the traffic
Syringe	makes injections
Handsaw	cuts wood
Hoe	works on the farm / dig the soil / remove weeds
Electric clipper	cuts hair
Trowel	applies and spreads mortar and plaster

A : What's a camera **used for** ?

B : It's used for taking photographs.

A : What does your father **use** a camera **for** ?

B : He uses a camera **for** taking photographs.

B Let's practise

1. Reorder the phrases below to obtain appropriate sentences about work tools.

Example : 1- My father uses a camera for taking photographs.

- | | | |
|---|---|---|
| 1. My father / a camera / take photographs. | : | 4. My sister / a syringe / make injections. |
| 2. My mother / a ladle / serve sauce or soup. | : | 5. My aunt / a hoe / work on the farm. |
| 3. My uncle / an electric clipper / cut hair. | : | 6. My brother / a handsaw / cut wood. |

2. Look at the table on page 80. Then with your partner, ask and answer questions about work tools. Example : 1- A : What's a trowel used for ?

B : It's used for spreading mortar.

1. A trowel : 2. A handsaw : 3. A whistle : 4. A syringe : 5. A hoe

C Let's take home

Reorder the words or groups of words below to make meaningful sentences or questions about work tools. Example : 1- A ladle is used for serving soup or sauce.

1. A ladle / for / serving / is used / soup or sauce.
2. What is / used for / a handsaw / ?
3. My sister / a syringe / uses / for / injections / making.
4. What does / use / a syringe / for / your sister ?
5. A handsaw / for / cutting / is used / wood.

LET'S KEEP IN MIND



NOW, I KNOW :

- **vocabulary related to work tools**

E.g. : camera ; ladle ; electric clipper ; whistle ; syringe ; trowel ; handsaw ; etc.

- **how to talk about work tools**

E.g. : An electric clipper **is used for** cutting hair.

Session 2

Session focus		
Vocabulary	Language function	Structure
law book ; scales ; sewing machine ; sponge ; tray ; cash register ; plunger	Expressing possessions	A : Whose law book is this ? B : It's the lawyer's (law book). A : Whose scales are these ? B : They are The greengrocer's (scales).

A Let's explore

Look, listen and repeat 1



a law book



scales



a sewing machine



a tray



a cash register



a plunger



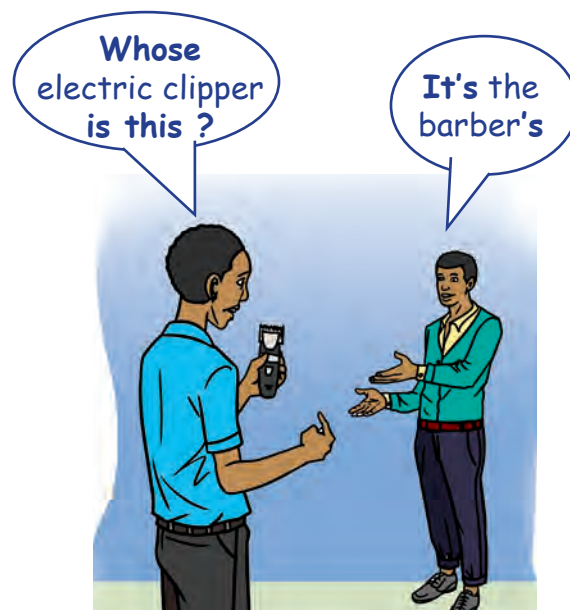
a sponge



a broom

Look, listen and repeat 2

JOB'S AND OCCUPATIONS	TOOLS
Lawyer	Law book
Greengrocer	Scales
Tailor / dressmaker	Sewing machine
Car washer	Sponge
Waitress	Tray
Cashier	Cash register
Plumber	Plunger
Housewife	Broom



B Let's practise

1. Complete the sentences below with the correct work tools from the box.

Example : 1- law book

broom ; sewing machine ; law book ; scales ; plunger ; cash register

- | | |
|--|--|
| 1. My father is a lawyer. He uses it to defend and accuse people. It is a ... | 4. My uncle is a plumber. He uses it to repair water pipes. It is a ... |
| 2. My mother is a greengrocer. She uses them to weigh fruit and vegetables. They are ... | 5. My sister is a cashier. She uses it to collect money. It is a ... |
| 3. My aunt is a dressmaker. She uses it to make dresses. It is a ... | 6. My cousin is a housewife. She uses it to sweep the floor. It is a ... |

2. Ask and answer questions with your partner about work tools.

Example : 1- A : Whose law book is this ?

B : It's the lawyer's (law book)

- | | | | |
|-------------|-------------------|------------------|-----------|
| 1. law book | 3. sewing machine | 5. cash register | 7. sponge |
| 2. scales | 4. tray | 6. plunger | 8. broom |

C Let's take home

Name other people that can use the following tools.

1. A law book
2. A scale
3. A cash register
4. A sponge
5. A broom

LET'S KEEP IN MIND



NOW, I KNOW :

- vocabulary related to work tools

E.g. : law book ; scales ; sewing machine ; sponge ; tray ; cash register ; etc.

- how to ask and answer questions about the owner of a tool

E.g. : A : Whose sewing machine is this ? B : It's the tailor's.

COMMUNICATION ACTIVITY

Situation d'évaluation

Lors d'une compétition organisée par le Club d'Anglais du Lycée Municipal de Sakassou, le Président demande aux élèves de 5^e de rédiger un paragraphe de six lignes sur les outils ou objets de travail de leurs parents, en vue d'échanger sur les métiers et professions de ceux-ci. En tant qu'élève de cette classe, dans ta rédaction,

1. dis les métiers qu'exercent ton père et ta mère ;
2. cite les outils ou objets utilisés par chacun d'eux ;
3. décris le rôle de chaque outil.



LESSON 3

WHERE DOES YOUR FATHER WORK ?



WRITING

Learning context

Situation d'apprentissage



Lors d'un concours de rédaction organisé par le Club d'Anglais de ton école, les élèves de 5^e rédigent un paragraphe sur les noms des lieux de travail de différentes professions.



GOOD TO KNOW

Vocabulary content

Vocabulary related to workplaces

Language functions

- Asking and answering questions about workplaces
- Describing workplaces

My dictionary

Crowded : plein de (monde)

Dirty : sale

Ending : fin

Garbage dump : dépotoir

Good guess ! : bien deviné !

Good job ! : bravo !

Muddy : boueux, couvert de boue

Noisy : bruyant

Session 1

Session focus		
Vocabulary	Language function	Structure
greengrocer's shop ; car wash ; office ; law court ; restaurant ; building site ; fire station ; supermarket ;	Asking and answering questions about workplaces	A : Where does a cook work ? B : He works in a kitchen. A : Where do cooks work ? B : They work in kitchens.

A Let's explore

Look, listen and repeat



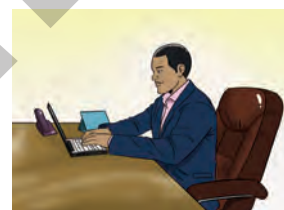
a supermarket



a law court



a greengrocer's shop



an office



a car wash



a building site



a fire station



a restaurant

Listen and repeat

Franck : Hello, Elie !

Elie : Hi, Franck !

Franck : **Where does** your father **work ?**

Elie : He works **in a fire station.**

Franck : How about your mum ? Does she work in a hospital ?

Elie : No, she works **at a law court.**

Franck : Is she a lawyer ?

Elie : Yes, you made a good guess !

Franck : **Where do** your uncles **work ?**

Elie : They work **in a barber's shop.**

Franck : **Where does** your aunt Eulalie **work ?**

Elie : She works **on a plane.**

Franck : Good job ! You know the workplaces of your parents !

Elie : Thank you !

Franck : You are welcome !

B Let's practise

1. Match each half sentence about workplaces with its ending. **Example : 1- c**

COLUMN A

1. A cashier works in ...
2. A waitress works in ...
3. A lawyer works at ...
4. A fireman works in ...
5. A car washer works at ...
6. A director works in ...

COLUMN B

- a. an office
- b. a fire station
- c. a supermarket
- d. a restaurant
- e. a law court
- f. a car wash

2. Now, look at *Exercise 1* and write questions and answers like in the example. Then practise it.

Example : 1. A : Where does a cashier work ?

B : He works in a supermarket.

C Let's take home

Complete each sentence with the correct workplace. **Example : 1- at a car wash.**

1. My father is a car washer . He works ...
2. My mother is a waitress. She works ...
3. My sister Eulalie is a director. She works ...
4. My cousin is a fireman. He works ...

LET'S KEEP IN MIND



NOW, I KNOW :

- vocabulary related to workplaces

E.g. : a supermarket ; a law court ; a car wash ; etc.

- how to ask and answer questions about workplaces

E.g. : A : **Where does** a cashier **work ?** B : He works **in a supermarket.**

A : **Where do** cashiers **work ?** B : They work **in supermarkets.**

Session 2

Session focus		
Vocabulary	Language function	Structure
library ; pharmacy ; fragrant ; market ; kitchen ; hotel ; smelly ; good smelling ; air-conditioned	Describing workplaces	A : What's a pharmacy like ? B : It is clean and air-conditioned .

A Let's explore

Look, listen and repeat



a market



a library



a pharmacy



an air-conditioned room



fragrant / good smelling



smelly

Listen and repeat

Work places	Descriptions
Pharmacy	clean, air-conditioned
Library	quiet, calm
Market	crowded, noisy
Kitchen	fragrant / good smelling
Office	air-conditioned and cool
Hotel	comfortable, clean, air-conditioned
Garbage dump	dirty, muddy, smelly

A : What's a hotel **like** ?

B : It's **comfortable, clean** and **air-conditioned**.

A : What is a market **like** ?

B : It's **smelly**.

B Let's practise

1. Use the clues below to ask and answer questions with your partner.

Example : 1- A : What's a garbage dump like ?

B : It's dirty and smelly.

- | | |
|--|---|
| 1. A garbage dump / dirty and smelly | 4. Your mother's kitchen / fragrant and good smelling |
| 2. A pharmacy / clean and airconditioned | 5. A library / quiet and calm |
| 3. A market / crowded and noisy | |

2. Read the passage below and complete it with the missing words from the list in the box.

Example : 1- crowded

comfortable ; crowded ; smelly ; fragrant ; conditioned

My name is Zico. I live in Adjamé near the market. The market is a **(1)** ... and noisy place. My mother cooks delicious meals. Her kitchen is always smelling good and **(2)** My uncle works in a pharmacy near the market. It is an air **(3)** ... place. Near the market, there is a garbage dump. The place is dirty and **(4)** There is a new hotel near my house. It is very **(5)** ...

C Let's take home

Reorder the words or groups of words to make meaningful sentences or questions.

Example : 1- What is a restaurant like ?

- | | |
|---------------------------------------|--|
| 1. is / a restaurant / What / like ? | 3. A market / and crowded. / is / noisy |
| 2. is / air-conditioned. / A pharmacy | 4. is comfortable / A hotel / air-conditioned. / and |

LET'S KEEP IN MIND



NOW, I KNOW :

- vocabulary related to workplaces

E.g. : library ; pharmacy ; market ; kitchen ; hotel ; smelly ; fragrant ; good ; etc.

- how to describe workplaces

E.g. : A pharmacy is **clean** and **air-conditioned**.

COMMUNICATION ACTIVITY

Situation d'évaluation

C'est la célébration de la fête du travail au Lycée Boga Doudou de Lakota. Pour agrémenter la cérémonie, l'Ambassadeur des États-Unis en Côte d'Ivoire, parrain de la cérémonie, demande aux élèves de 5^e de rédiger un paragraphe sur les professions et lieux de travail de leurs parents, en vue de partager cela avec des invités venus de l'Amérique. Faisant partie de ces élèves, dans ta production de 6 lignes maximum,

1. présente les métiers ou professions de trois membres de ta famille ;
2. indique le lieu de travail de chaque membre ;
3. décris le lieu de travail de chacun.



Let's consolidate 4

I. Write the missing letters to find correct adjectives. Example : 1- SMELLY

- | | | | | |
|-------------|---|--------------------|---|-------------|
| 1. S_ELL_ | : | 3. A_R-CON_ITION_D | : | 5. SYR_N_G_ |
| 2. FRA_RAN_ | : | 4. N_ISY | : | 6. DE_TI_T |

II. Complete each sentence with the correct job or occupation. Example : a- waitress

- | | | |
|--|---|---|
| 1. Aya serves food in a restaurant. She is a ... | : | 3. He treats patients' teeth. He is a ... |
| 2. She collects customers' money. She is ... | : | 4. Blé cuts men's hair. He is a ... |

III. Write correct answers to the following questions. Example : 1- It is the car washer's.

- | | | |
|----------------------------|---|-------------------------------------|
| 1. Whose sponge is this ? | : | 3. Whose electric clipper is this ? |
| 2. Whose plunger is this ? | : | 4. Whose dental chair is this ? |

IV. Use the clues below to ask and answer questions about jobs. Work with your partner like in the example :

Example 1- A : What does a barber do ? B : He cuts men's hair.

A : Where does he work ? B : He works in the barber's shop.

- | | | | | |
|-----------------|---|---------------|---|----------------|
| 1. A barber | : | 3. A plumber | : | 5. A housemaid |
| 2. An architect | : | 4. A waitress | : | 6. A cashier |

LET'S HAVE FUN

Miming game

Mime a job and ask your friends to guess it.

CLOTHES AND COLOURS



LESSON 1

LET'S GET DRESSED !

LISTENING



Learning context



In order to prepare their excursion to Ghana, the students of 5^e of Lycée Gouverneur Aboulaye Fadiga (GAF) of Touba listen to a text describing clothes and what people are wearing.

GOOD TO KNOW

Vocabulary content

Vocabulary related to items of clothing, shoes and accessories

Language functions

- Describing what people are wearing
- Asking and answering questions about what people wear

My dictionary

Accessories : accessoires

Item of clothing : vêtement

Jewels : bijoux

Salesperson : vendeur

Old-fashioned : démodé, dépassé

Purchase voucher : bon d'achat

To advertise : faire la publicité

To listen : écouter

Topic : sujet

Trader : commerçant

Bold : gras

Session 1

Session focus		
Vocabulary	Language function	Structure
suit ; jacket ; pyjamas (pajamas) ; dress ; pants ; boxer shorts ; socks ; hat	Describing what people are wearing	A : What're you wearing ? B : I'm wearing a jacket. A : What's Cheryne wearing ? B : She's wearing socks.

A Let's explore

Look, listen and repeat



pyjamas



a dress



a jacket



pants



a hat



socks



boxer shorts



panties

Listen and repeat

Yasseen and Chéryne are having a telephone conversation.

Yasseen : Hello, Chéryne ! I'm going to the restaurant with my family.

Chéryne : Hello, Yasseen ! What **are** you **wearing** to go there ?

Yasseen : I'm **wearing** a shirt, pants and shoes.

Chéryne : Ok ! What's your mother **wearing** ?

Yasseen : She's **wearing** a long dress.

Chéryne : Good ! And what **are** your brothers **wearing** ?

Yasseen : They're **wearing** jackets.

Chéryne : Thanks and goodbye !

Yasseen : Bye !

B Let's practise

1. Listen to the song "Let's Get Dressed" and underline the items of clothing you can hear.

Example : 4- Coat

- | | | | | |
|-------------|---|----------|---|------------|
| 1. Shirt | : | 4. Coat | : | 7. Hat |
| 2. Pants | : | 5. Socks | : | 8. Pyjamas |
| 3. Trousers | : | 6. Shoes | : | |

2. In the paragraph below, N'dri is describing the clothes the members of his family are wearing. Read the text, note and correct the mistakes in colour it contains. Example : 1- I am

My name is N'dri. I **is wearing** a uniform to go to school. My father is a doctor. He is wearing a coat to work. My mother Aïcha **am wearing** a dress to go to the market. My brothers **are wear** pyjamas at night to go to bed. My sister Aïssata **wearing** a hat because it is hot.

C Let's take home

Complete the dialogue between a salesperson and a customer with the words in the box below. Example : 1- clothing

clothing ; dress ; pyjamas ; socks ; hat

Salesperson : Good morning, Madam ! What accessories or items of (1) ... would you like ?

Customer : I would like to buy a (2) ... to cover my head when I'm going out.

Salesperson : The weather is so hot. Here is what you need. Anything else ?

Customer : Do you have some (3) ... I could wear to go to bed ?

Salesperson : No, we don't ! Sorry !

Customer : Ok, no problem ! I hope you are selling soft (4) My children could wear them before putting on their shoes.

Salesperson : Yes, we have them over there in the underwear department.

Customer : A last thing for me, I would like to have a beautiful (5) ... to go to parties and celebrations.

LET'S KEEP IN MIND



NOW, I KNOW :

- vocabulary related to clothing

E.g. : suit ; jacket ; pyjamas ; dress ; pants ; boxer shorts ; socks ; hat ; etc.

- how to describe what people are wearing

E.g. : A : What're you **wearing** ? B : I'm **wearing** a jacket.

Session 2

Session focus		
Vocabulary	Language function	Structure
trainers ; handbag ; rings ; necklace ; scarf ; sandals ; earrings ; tie	Asking and answering questions about what people wear	<p>A : Do you wear a jacket to go to a party ? B : Yes, I do. / No, I don't.</p> <p>A : Do guests put on suits to attend a meeting ? B : Yes, they do. / No, they don't.</p>

A Let's explore

Look, listen and repeat 1



a tie



a scarf



a ring



earrings



a necklace



a handbag



trainers



sandals

Look, listen and repeat 2



Paul : Educators are very strict about clothes to wear at school.

Emelle : **Do** students **wear** sandals to go to school ?

Paul : **No, they don't !** It's not permitted.

Emelle : Ok ! **Do** you **put on** trainers to go there ?

Paul : **Yes, I do.** I love trainers.

Emelle : **Does** your sister Makoumba **wear** earrings at school ?

Paul : **Yes, she does.** But, educators do not like expensive and brilliant jewels.

Emelle : **Does** your neighbour Sam **put on** a tie in class ?

Paul : **No, he doesn't.** He thinks ties are old-fashioned.

B Let's practise

1. With your partner, use the phrases below to ask and answer questions about what people wear.

Example : 1- A : Do women teachers wear necklaces at school ?

B : Yes, they do.

1. Women teachers / wear necklaces at school **(yes)**
2. Konan / put on pyjamas to go to the market ? **(no)**
3. The President / wear trainers in his office ? **(no)**
4. Sarah / put on a dress to go to a party ? **(yes)**

2. Listen to the teacher or the podcast and give the names of the characters below, according to the description of what each of them is wearing. Example : 1- Mimi



1



2



3



4

C Let's take home

Answer the following questions. Example : 1- Yes, I do.

- | | |
|---|---|
| 1. Do you wear sandals to go to the market ? | 3. Do your brothers wear shorts at home ? |
| 2. Does your father put on a suit to go to work ? | 4. Do you put on a jacket when it is cold ? |
| | 5. Does your sister wear pyjamas to sleep ? |

LET'S KEEP IN MIND



NOW, I KNOW :

- vocabulary related to accessories and shoes

E.g. : scarf ; tie ; sandals ; rings ; earrings ; trainers ; handbag ; necklace ; etc.

- how to ask and answer questions about what people wear

E.g. : A : Do guests **put on** suits ? B : **Yes, they do. / No, they don't.**

COMMUNICATION ACTIVITY

You're participating in a listening competition organised by the English Club of your school. You have to listen to a conversation between Curtis and John and do all the activities that follow. The winner of the competition will receive a 50, 000 francs purchase voucher for items of clothing, accessories, jewels and shoes.

A. Listen to the dialogue between Curtis and John and choose the topic of their conversation among the two options.

1. Curtis and John exchange information on clothes that boys, girls, men and women wear at school.
2. Curtis and John exchange information on clothes that boys, girls, men and women wear at church.
3. Curtis and John exchange information on clothes that boys, girls, men and women wear at home.

B. Listen to the dialogue again and,

1. note the item of clothing that boys put on :



A



B



C

2. note the items of clothing that girls wear :



A



B



C

3. note the clothes that men and women wear :



A



B



C

C. After listening to the conversation, write a paragraph about clothes that each member of your family (father, mother, brothers and sisters) wears to go to work, to school or to the market.



LESSON 2

LOOK AT MY BLUE WATCH !

LISTENING



Learning context



Visiting Osseykro (Ghana) with their English teacher, the students of 5^e from Lycée Djedji Amondji come across a Ghanaian clothes seller. They listen to him describing his colourful underwear and accessories in order to make their choices.

GOOD TO KNOW

Vocabulary content

- Vocabulary related to accessories and underwear
- Vocabulary related to colours

Language functions

- Asking and answering questions about accessories and underwear
- Describing the colours of clothes

My dictionary

Charcoal : charbon

Complexion : teint, couleur de peau

Guessing game : jeu de devinette

Sky : ciel

Sunrays : rayons du soleil

To come across : rencontrer

Session 1

Session focus		
Vocabulary	Language function	Structure
belt ; bra ; gloves ; tank top ; bracelet, watch ; swimsuit ; sunglasses	Asking and answering questions about accessories and underwear	<p>A : What do girls wear to swim ?</p> <p>B : They wear swimsuits.</p> <p>A : What do people wear to protect their eyes against sunrays ?</p> <p>B : They wear sunglasses.</p>

A Let's explore

Look, listen and repeat 1



a watch



a bracelet



gloves



a belt



sunglasses



a bra



a tank top



a swimsuit

Look, listen and repeat 2



Kate : Let's play a guessing game on underwear and accessories.

Jeanne : That's a good idea !

Kate : Ok ! **What do** girls **wear to swim** ?

Clovis : They wear **swimsuits**.

Kate : Correct ! **What do** people **wear to protect their eyes** against sunrays ?

Clovis : They wear **scarves**.

Kate : No, sorry ! It's not correct.

Jeanne : They wear **sunglasses**.

Kate : That's right ! Bravo !

B Let's practise

1. Listen to the teacher or the podcast and complete the text by choosing the correct accessories or underwear mentioned. **Number 1 is an example.**

Gniré and her friends are at the market to buy clothes and underwear. Gniré wants to buy a



and her friend Tenin wants to have a new (2) a-



. Boys

also want to buy new things. Ibrahim is interested in purchasing (3) a-



. As for

Séry, he would like to get a (4) a-



for his sister Emma.

2. Guess the clothes according to their uses. Then practise the conversation with your partner.

Example : 1- A : What do we wear on trousers to catch it ?

B : It is a belt.

- | | |
|--|--|
| 2. What do girls wear under their blouse ? | 4. What do we wear to protect hands ? |
| 3. What do we wear to decorate hands (wrist) ? | 5. What do boys wear under their shirt ? |

C Let's take home

Complete the dialogue below with the appropriate words. **Example : 1- do**

Fathen : What **(1)** ... girls wear to swim ?

Namy : **(2)** ... is a swimsuit.

Fathen : What do **(3)** ... wear to protect our hands ?

Namy : They **(4)** ... gloves.

Fathen : What **(5)** ... a boy put on under his pants ?

Namy : Boxer **(6)** ...

LET'S KEEP IN MIND



NOW, I KNOW :

- vocabulary related to accessories and underwear

E.g. : belt ; bra ; gloves ; tank top ; bracelet, watch ; swimsuit ; etc.

- how to ask and answer questions about accessories and underwear

E.g. : A : **What do** girls **wear** to swim ? B : It is **a swimsuit**.

Session 2

Session focus		
Vocabulary	Language function	Structure
yellow ; green ; blue ; black ; purple ; grey ; pink ; brown	Describing the colours of clothes	A : What colour is the skirt ? B : It's blue. / It's a blue skirt. A : What's the colour of the scarf ? B : The colour of the scarf is yellow.

A Let's explore

Look, listen and repeat 1



blue



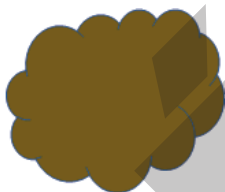
green



yellow



black



brown



grey



pink



purple

Look, listen and repeat 2



Tom : In my school, schoolgirls wear blue skirts and white blouses.

Sylvia : Ok ! The colours of the uniform are different in my school.

Tom : **What colour is** the skirt that schoolgirls wear in your school ?

Sylvia : It's **pink**.

Tom : **What's the colour of** the blouse ?

Sylvia : The colour of the blouse **is grey**.

Tom : Cool !

B Let's practise

1. Write in your copybook the colour corresponding to each item of clothing.

Example. 1- yellow



1. a ... blouse



2. ... gloves



3. a ... hat



4. a ... belt



5. a ... swimsuit



6. ... pants



7. a ... tank top



8. a ... scarf

2. Answer the following questions.

- | | |
|--|--|
| 1. What colour is your favourite shirt ? | 3. What's the colour of taxis in your city ? |
| 2. What colour are your father's favourite shoes ? | 4. What's the colour of your English book ? |
| | 5. What colour is the sun ? |

C Let's take home

Guess the clothes according to their uses. Follow the example.

1. A : What do we wear on trousers to tighten it ? B : It's a belt.

2. A : What do we wear to know the time ? B : ...

3. A : What do girls wear under their blouse ? B : ...

4. A : What do we wear to decorate hands (wrist) ? B : ...

5. A : What do we wear to protect hands ? B : ...

6. A : What do boys wear under their shirt ? B : ...

LET'S KEEP IN MIND



NOW, I KNOW :

- vocabulary related to colours

E.g. : yellow ; green ; blue ; black ; purple ; grey ; pink ; etc.

- how to describe colour of clothes

E.g. : A : What's the colour of the scarf ? / B : It's pink.

COMMUNICATION ACTIVITY

You are in Ghana and you listen to a radio advertisement of a seller, presenting his different items of clothing. You want to use the information from the advertisement to write a small text about people's favourite colours and clothes. Your paragraph will be published in the school magazine of your school. Listen to the advertisement and do all the activities that follow.

A. Listen to the podcast or the teacher and note down the correct sentence among the three options :

1. The seller is presenting items of clothing for students, children and babies.
2. The seller is presenting items of clothing for men, women and young people.
3. The seller is presenting items of clothing for teachers and doctors.

B. Listen to the podcast or the teacher again and write the correct ending to the sentences below :

- a- The seller has trousers, jeans, pyjamas and ...
- b- The trousers are ...
- c- The shirts are ...
- d- The seller also has underwear, handbags, skirts and ...
- f- The shorts and socks are...
- e- The skirts are ...

C. Write a paragraph about the colours of your favourite items of clothing. In your text,

1. name four clothes you like ;
2. specify the colour of each item of clothing ;
3. mention the occasions on which you like wearing them.

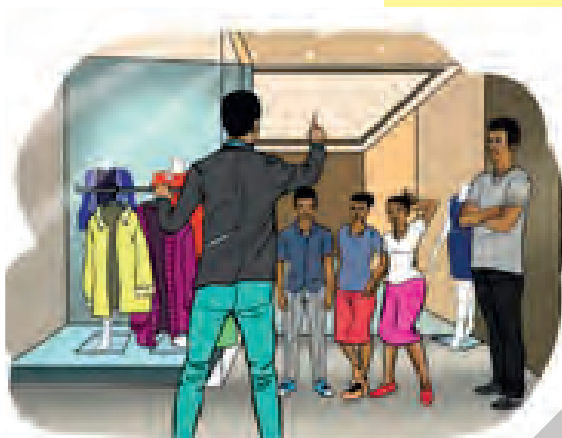
LESSON 3

LET'S GO SHOPPING FOR CLOTHES !

LISTENING



Learning context



Visiting Kumasi (Ghana) with their English teacher, the students of 5^e of Lycée Moderne Bonoua get in a clothes shop. As they want to buy some articles, they listen to the salesperson who gives the prices of the different items of clothing.

GOOD TO KNOW

Vocabulary content

- Vocabulary related to numbers
- Vocabulary related to shopping

Language functions

- Asking and giving prices
- Expressing preferences

My dictionary

Credit card : carte de crédit

Customer : client (e)

Doll : poupée

Kept : gardé, conservé

Price : prix

Price tag : étiquette

To take courses : suivre des cours

Session 1

Session focus		
Vocabulary	Language function	Structure
Large numbers	Asking and giving prices	A : How much does the dress cost ? B : It costs 20,000 francs. A : How much do the trainers cost ? B : They cost 25,000 francs.

A Let's explore

Look, listen and repeat 1



2,500
Two thousand,
five hundred



30,400
Thirty thousand,
four hundred



88,600
Eighty-eight thousand,
six hundred



170,000
One hundred and
seventy thousand



208,510
Two hundred and eight
thousand, five hundred
and ten



500,000
Five hundred
thousand



690,000
Six hundred and
ninety thousand



1,000,000
One million

Look, listen and repeat 2



Salesperson : Hello ! Can I help you find something ?

Fatu : Yes ! I want to buy some clothes. **How much does** the blue dress **cost ?**

Salesperson : **It costs** 20, 000 francs.

Fatu : Ok ! **How much do** the orange pants **cost ?**

Salesperson : **They cost** 10,500 francs.

Fatu : What about the blue pants over there ?

Salesperson : It's the same price.

Fatu : So, I will take the blue dress and the orange pants.

Salesperson : Good choices !

B Let's practise

1. Match the number written in letters to the corresponding prices tag under each article. Number 1 is an example.

- | | |
|--|--|
| a. Two thousand | d. Four thousand, nine hundred and forty |
| b. Ten thousand, six hundred and seventy | e. Nine hundred thousand |
| c. Thirty-five thousand, eight hundred | f. One million, five hundred thousand |



fr 2,000 (Two thousand)



fr 4,940 (...)



fr 900,000 (...)



fr 35,800 (...)






fr 1,500,000 (...)



fr 10,670 (...)

2. Listen to the conversation between Namy and Elisabeth and complete the table below by noting down the clothes and the price each of them is going to pay.

	Namy	Elisabeth
 fr 1,200		
 fr 3,890		
 fr 5,450		

1. Match each number in column A to its corresponding spelling in column B.

Example : 1- f

Column A	Column B
1. 1,860	a. One billion
2. 19,675	b. One hundred and twenty thousand, three hundred and ten
3. 120,310	c. Twenty-five million, eight hundred and twenty-five thousand
4. 4,295,600	d. Nineteen thousand, six hundred and seventy-five
5. 25,825,000	e. Four million, two hundred and ninety-five thousand, six hundred
6. 1,000,000,000	f. One thousand, eight hundred and sixty

2. Find the questions to the answers below : Example : 1- How much do the pants cost ?

- The pants cost fr 2,000.
- The jacket costs fr 15,000.
- The ring costs fr 55,990.
- The earrings cost fr 500.
- The socks cost fr 1,000.
- It is fr 25,000.

LET'S KEEP IN MIND



NOW, I KNOW :

- vocabulary related to large numbers

E.g. : 10,000 (ten thousand) ; 200,000 (two hundred thousand) ; etc.

- how to ask and give prices

E.g. : A : **How much does** the dress **cost** ?

B : **It's** francs 15,000.

Session 2

Session focus		
Vocabulary	Language function	Structure
clothes shop ; receipt ; shop assistant ; mannequin ; till (cash desk) ; changing room ; fitting room ; to try on ; to pay cash ;	Expressing preferences	<ul style="list-style-type: none"> - I prefer taking the red shirt. - They would rather pay cash.

A Let's explore

Look, listen and repeat



a clothes shop



changing rooms



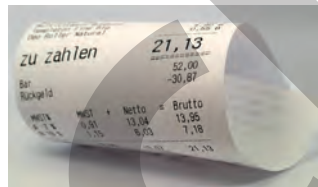
a shop assistant



a till



a mannequin



a receipt



to try on



to pay cash

Listen and repeat

Aude : Good morning, Madam ! May I help you ?

Michelle : Yes. I'm looking for a nice shirt.

Aude : Ok ! We've it in blue, yellow and pink. Which colour do you prefer ?

Michelle : I **prefer taking** the pink shirt.

Aude : Good ! Let's go to the till. Do you pay by credit card ?

Michelle : No. I **would rather pay** cash.

B Let's practise

1. Use the phrases below to build sentences expressing preferences. An example has been done to help you. Example : 1- Bamba prefers wearing suits.

→ Bamba would rather wear suits.

1. Bamba / wear suits

2. The girls / go to the clothes shop

3. Amira / try the dress on before buying it

4. Fathen / buy the grey socks

2. Listen to the teacher or the podcast and write down the information corresponding to the clues below. Example : 1- Tina

1. My name : ...
2. Age : ...
3. My mother's name : ...
4. Clothes my mother prefers buying : ...
5. Clothes I would rather take : ...
6. Name of my favourite clothes shop : ...

C **Let's take home**

Complete the dialogue between a shop assistant (SA) and a customer (C) with the words from the box below. You will roleplay it with your partner at the next English class. One word in the box is not concerned. Example : 1- mannequin

mannequin ; rather ; prefer ; try ; costs ; changing

SA : Good afternoon, Madam ! May I help you ?

C : Yes. I would like to buy the dress on the **(1)** ... over there.

SA : Ok, it **(2)** ... 19,800 francs.

C : No, problem ! I will take it.

SA : Good ! Do you want to **(3)** ... it on before ?

C : Yes, if possible.

SA : Please, go to the **(4)** ... room on your left.

C : Are you going to pay cash or by credit card ?

SA : I **(5)** ... paying by credit card.

LET'S KEEP IN MIND



NOW, I KNOW :

- **vocabulary related to shopping**

E.g. : clothes shop ; shop assistant ; mannequin ; till (cash desk) ; etc.

- **how to express preferences**

E.g. : I **prefer paying** cash. / I **would rather pay** cash.

COMMUNICATION ACTIVITY

You are about to apply for a job as a shop assistant in a clothes shop where customers speak English. As a preparation for the coming interview, you listen to a dialogue between a Ghanaian shop assistant and a customer. Listen to the podcast or the teacher and do the activities that follow.

A. Listen to the dialogue between the shop assistant and the customer and say whether the statement below is true (T) or false (F). If false, provide the correct answer.

- The shop assistant is presenting clothes for children and students.

B. Listen again to the dialogue and choose the correct endings to the sentences.

1. The black suits cost :

- a) CFA 2,500 b) CFA 10,500 c) CFA 23,000

2. An underwear costs :

- a) CFA 800 b) CFA 1,000 c) CFA 1,300

3. The colours of the skirts are :

- a) brown, green and grey b) brown, pink and blue c) brown, red and white

4. A wrapper costs :

- a) CFA 10,000 b) CFA 11,000 c) CFA 12,000

C. With your neighbour, use the answers from task B to complete the dialogue below between a shop assistant (SA) and a customer (C). Then come and roleplay it before the class with your partner.

SA : Good morning ! May I help you ?

C : Good morning ! I just want to ask for the prices of some items of clothing. How much do the black suits cost ?

SA : (1) ...

C : How much does an underwear cost ?

SA : (2) ...

C : Wow ! Those brown skirts are very beautiful ! What are the other colours of your skirts ?

SA : (3) ... Which skirts do you prefer taking ?

C : (4) ... Let me see the wrappers. How much does each of them cost ?

SA : (5) ...



Let's consolidate 5

I. Label the items of clothing and accessories in Sandra's bedroom. Example : f- coat



II. Match each question in column A to its function in column B. Example : 1-d

Column A	Column B
1. How much does the dress cost ?	a. Asking for the price of many items.
2. How much do the sandals cost ?	b. Asking for the description of someone's clothes.
3. What colour is the shirt ?	c. Asking for what a person wears.
4. Do boys put on sandals to go to school ?	d. Asking for the price of one item.
5. What are you wearing ?	e. Asking for the colour.

III. Match each sentence in column A to its function in column B. Example : 1-b

Column A	Column B
1. The dress costs 1,000 francs.	a. Describing clothes someone is wearing.
2. Christelle is wearing pants.	b. Giving the price of one item.
3. Amira would rather pay cash.	c. Giving the colour.
4. It is a swimsuit.	d. Expressing a preference.
5. It is yellow.	e. Naming clothes someone puts on.

IV. Work with your partner and build conversations. Follow the example.

You : I've bought new shoes.

Your partner : Oh really ? What colour are they ?

You : They're black.

Your partner : And how much do they cost ? Or, how much are they ?

You : They cost 5,000 cfa. Or, they're 5,000 cfa.

1. I bought new shoes (black - 5,000 cfa).
2. He got a nice shirt (green - 3,500 cfa).
3. My sister bought a new skirt (blue - 4,000 cfa).
4. I bought a new handbag (red - 6,500 cfa).

LET'S HAVE FUN

Listen to the teacher or the podcast and complete the poem with the missing words. Then learn it and recite it to your friends.

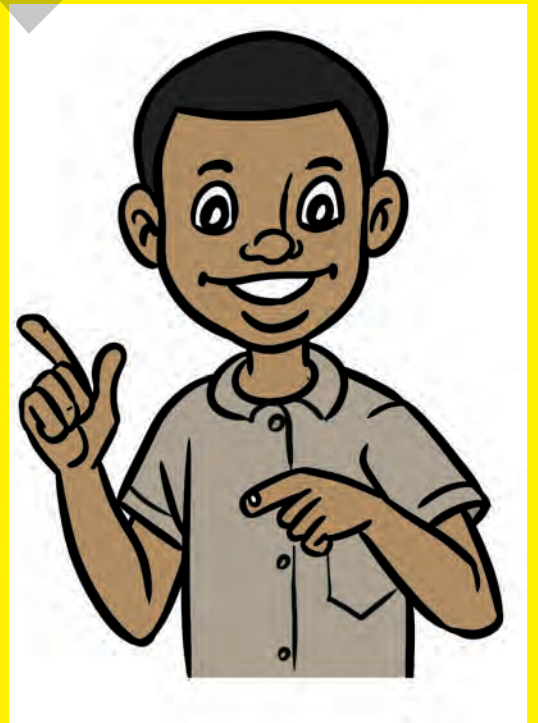
Poem : (1) ... don't Make the Man

I am wearing (2) ...,
But don't treat me like vandals.

He is wearing a (3) ...,
But he might be a spy.

They put on beautiful (4) ...
And also on their fingers some rings,
But they are not married to Kings.

So, let's get dressed
Whatever we pursuit,
And don't be stressed
Even if you are wearing a (5) ...



FOOD AND DRINKS



LESSON 1

AT THE RESTAURANT

LISTENING



Learning context



Soon, you are going to visit your Liberian penfriend in Monrovia. In order to be able to interact with people in restaurants there, you listen to a podcast about ordering food and expressing preferences.

GOOD TO KNOW

Vocabulary content

Vocabulary related to food and drinks

Language functions

- Ordering food
- Expressing preferences

My dictionary

Main dish : plat principal

To sip : siroter

Starter : entrée

To crunch : croquer

To lick : lécher, laper

To taste : goûter

Visual icon : icône visuelle, emoji

Waiter : serveur (restaurant)

Penfriend : correspondant (e)

Session 1

Session focus		
Vocabulary	Language function	Structure
mixed vegetables ; bread and salad ; avocado puree ; meatballs ; fried rice and grilled fish ; pounded plantain and palm nut soup ; pounded yam and ground nut soup ; french fries and fried chicken	Ordering food	<ul style="list-style-type: none"> - Can I have fried rice and grilled fish ? - I would like to have fried rice and grilled fish.

A Let's explore

Look, listen and repeat



mixed vegetables



bread and salad



avocado puree



meatballs



pounded plantain
and palm nut soup



pounded yam and
groundnut soup



french fries and fried
chicken



fried rice and
grilled fish

Listen and repeat

Waiter : Hi, Madam ! Anything to eat ?

Ketsia : Yes, please. **Can I have** fried rice and grilled fish ?

Waiter : Sure. Anything else ?

Ketsia : What do you have as dessert, please ?

Waiter : We have fruit, tea and coffee.

Ketsia : I **would like to have** some tea, please.

Waiter : No problem, Madam. I'll be back in a few minutes.

B Let's practise

1. Write the missing letters to find the correct food names : 1- Bread

- | | | | | |
|---------------|---|---------------------|---|------------------|
| 1. Br_a_ | : | 3. Mi_ed ve_et_bl_s | : | 5. A_oc_d_ p_re_ |
| 2. Fr_ed ri_e | : | 4. Po_n_ed pla_tai_ | : | 6. Pal_ nu_ _ou_ |

2. Complete the dialogue between a waiter (W) and a customer (C) with the missing words or structures, then practise it with your partner. Example : 1- you

W : Good afternoon, Madam ! May I help (1) ... ?

C : Yes. I (2) ... like to have some (3) ... plantain, please.

W : Ok ! With what soup ?

C : (4) ... I have it with palm (5) ... soup.

W : Anything else ?

C : Yes, I would like to (6) ... some salad, too.

W : Great ! I will be back with your order in five minutes.

C : Thank you very much.

C Let's take home

Rewrite the sentences like the examples provided.

Example : 1- B : I would like to have fried chicken.

2- B : Can Guédé have pounded yam ?

- | | | |
|--|---|--|
| 1. A : Can I have fried chicken ? | : | 4. Pabo would like to have grilled fish. |
| 2. A : Guédé would like to have pounded yam. | : | 5. Can Koné and Séry have mixed vegetables ? |
| 3. Can the tourists have ground nut soup ? | : | |

LET'S KEEP IN MIND



NOW, I KNOW :

- vocabulary related to starters and main dishes

E.g. : mixed vegetables ; avocado puree ; fried rice and grilled fish ; etc.

- how to order food

E.g. : **Can** I **have** avocado puree, please ? / I **would like to have** avocado puree.

Session 2

Session focus		
Vocabulary	Language function	Structure
coffee ; tea ; wine ; soft drinks ; ice cream ; milkshake ; cake ; cookies	Expressing preferences	- I prefer coffee to tea. - Ahouré prefers drinking coffee to eating cakes.

A Let's explore

Look, listen and repeat



coffee



tea



wine



soft drinks



a cake



cookies



an ice cream



a milkshake

Listen, read and answer

Affoué's preferences

There are so many choices for drinks and dessert at "Deliciousness", Affoué's favourite restaurant. But, she has her preferences. For drinks, Affoué **prefers** soft drinks to wine. When it is time for dessert, she **prefers** eating a good cake **to** licking ice cream.

Read the text above and answer the following questions :

1. What is the name of Affoué's favourite restaurant ?
2. What is Affoué's preference between soft drinks and wine ?
3. What is her preference for dessert ?

B Let's practise

1. Look at the pictures and the visual icons and write sentences expressing preferences.

Example : 1- Makoumba prefers coffee to tea.



1- Makoumba ...



2- Christelle ...



3- Students ...



4- Children ...



5- Camille ...



6- I ...

2. Listen to the teacher or podcast and write down in your copybook Tuo's preferences among the drinks and desserts below. Example : 1- Coffee



1. ...



2. ...



3. ...



4. ...



5. ...

C Let's take home

Write sentences to express your personal preferences between the options.

Example : 1- I prefer coffee to tea.

- | | |
|---|---|
| 1. coffee / tea | 3. eat cake / lick ice cream |
| 2. pounded yam and groundnut soup /
pounded plantain and palm nut soup | 4. have bread and salad / eat meatballs |

LET'S KEEP IN MIND



NOW, I KNOW :

- vocabulary related to drinks and desserts

E.g. : coffee ; tea ; wine ; soft drinks ; ice cream ; milkshake ; cake ; etc.

- how to express preferences

E.g. : I **prefer** cake **to** milk shake / I **prefer** drinking coffee **to** eating meatballs.

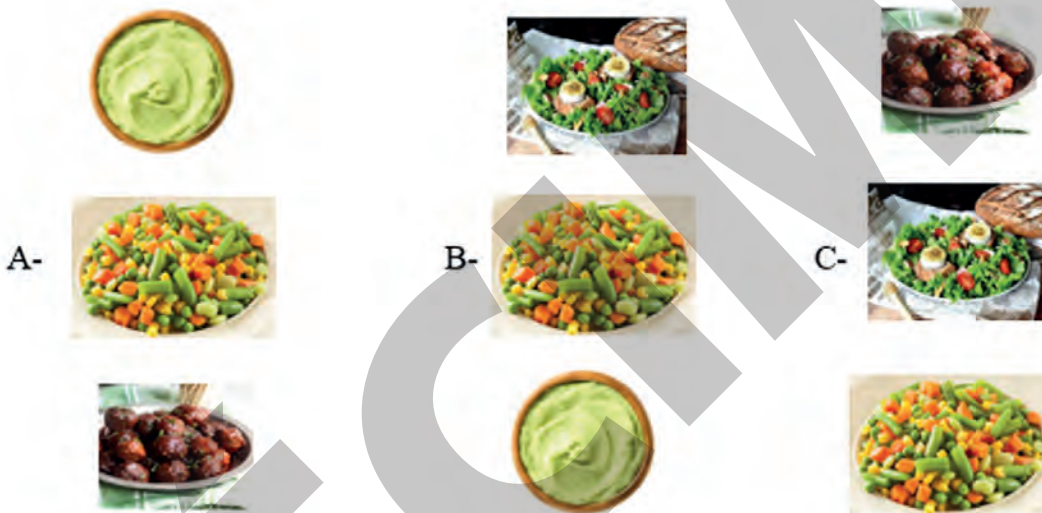
COMMUNICATION ACTIVITY

You are at a restaurant in Monrovia (Liberia) and the waiter comes to your table with the menu. Listen to him and do all the activities that follow.

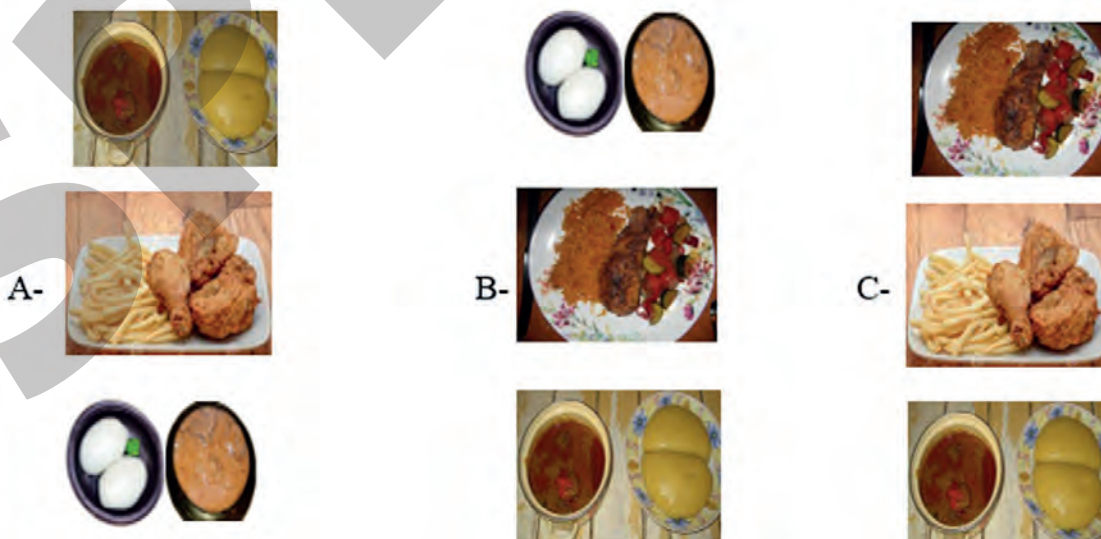
A. Listen to the waiter and find the name of the restaurant.

B. Listen to the waiter again and choose the pictures corresponding to the answers of the questions. Example : 1-A




1. What are the starters in the restaurant ?









2. What are the main dishes in the restaurant ?



3. What are the desserts in the restaurant ?

A-   

B-   

C-   

4. What drinks are proposed ?

A-  

B-  

C-  

C. With your neighbour, answer the waiter's questions. Do like in the example.

Waiter : Hello, my boy ! What would you like as a starter, please ?

You (1) : **Hi, Sir ! I would like to have meatballs, please.**

Waiter : And for main dishes ?

You (2) : ...

Waiter : Sure, you can ! What would you like to have as dessert, please ?

You (3) : ...

Waiter : Great ! What do you prefer drinking ?

You (4) : ...

Waiter : I will be back with your order in 5 minutes.

You (5) : ...

LESSON 2

AT THE GREENGROCER'S

LISTENING



Learning context



An American dietitian is giving a presentation at your next English club meeting. In order to get prepared for the event, you listen to a text about fruit and vegetables.

GOOD TO KNOW

Vocabulary Content

Vocabulary related to fruits and vegetables

Language functions

- Expressing quantities
- Making a comparison

My dictionary

Benefits : bienfaits

Dietician : diététicien

Flesh : chair, pulpe

Garden : jardin

Nut : noix végétale

Prickly : épineux

Seed : pépin

Shape : forme

Skin : peau

Sour : aigre

To grow : pousser

To provide : fournir

Session 1

Session focus		
Vocabulary	Language function	Structure
tangerine ; soursop ; guava ; cashew ; lemon ; strawberry ; grapes ; watermelon	Expressing quantities	<ul style="list-style-type: none"> - Aïssata eats a lot of tangerines. - Watermelon provides a great deal of energy. - I always eat a few strawberries in the morning. - A little guava tree is growing in the yard.

A Let's explore

Look, listen and repeat



a tangerine



a soursop



a watermelon



a cashew



a guava



a lemon



a strawberry



a bunch of grapes

Listen, read and answer

The fruit basket

There is a basket containing fruits on the table of the dining-room. There are **a lot of** tangerines and guavas. Tangerines and guavas provide of **a great deal of** energy. There are **a few** lemons and watermelons. Aminata always drinks **a little** watermelon juice every morning before going to work.

Read the text above and answer the following questions :

1. Where is the fruit basket ?
2. What quantity of tangerines and guavas does it contain ?
3. Do guavas and tangerines provide much energy ?
4. What quantities of lemons and watermelons are there in the fruit basket ?
5. Does Aminata drink a lot of watermelon juice ?

B Let's practise









1. Match each fruit in column A to its corresponding characteristic in column B.

Example : 1- g.

Column A	Column B
1. Tangerine	a. a small green or purple fruit that grows in a bunch.
2. Watermelon	b. a red or golden-yellow fruit with a nut at the bottom.
3. Soursop	c. a large melon with green skin and red flesh.
4. Guava	d. a small and red fruit with yellow seeds on the surface.
5. Strawberry	e. a green fruit with prickly skin, white flesh and black seeds.
6. Cashew	f. an oval fruit with green or yellow skin, pink flesh and yellow seeds.
7. Grape	g. a green or yellow mandarin with a small and round shape.

2. Read the paragraph below and replace the pictures by their appropriate names.

Example : 1- b.

Fruit are tasty and good for health. A (1) a-  b-  is sweet and delicious. There is a lot of vitamins C in (2) a-  b- . N'cho, Guéi and Gnahoré like eating (3) a-  b- . Fruit are very important and dieticians reveal that eating a (4) a-  b-  helps the body fight against diseases.

C Let's take home

Complete the sentences with the correct quantifier between the two options. Write the answers in your copybook like in the example : 1- a lot of

- The greengrocer sells **a great deal of / a lot of** guavas.
- I need to drink **a little / a few** fruit juice every morning.
- A bunch contains **a lot of / a little** grapes.
- The dietician gives **a few / a great deal of** information on the benefits of fruit.

LET'S KEEP IN MIND



NOW, I KNOW :

- vocabulary related to fruits

E.g. : cabbage ; cassava ; eggplant ; pumpkin ; spring ; onion ; etc.

- how to express quantities

E.g. : **A lot of** or **a few** tangerines / **A great deal of** or **a little** energy.

Session 2

Session focus		
Vocabulary	Language function	Structure
cabbage ; cassava ; eggplant ; pumpkin ; spring ; onion ; spinach ; french bean ; cucumber	Making a comparison with short adjectives	Cucumber is sweeter than pumpkin.

A Let's explore

Look, listen and repeat



cabbage



eggplants



pumpkin



cucumbers



spinachs



french beans



spring onions



cassavas

Listen, read and answer

The world of vegetables

Vegetables have different shapes, tastes, colours and vitamins. When we compare them, it appears that a pumpkin is **bigger than** an eggplant. Cucumbers are **sweeter than** spring onions. Spinaches are **greener than** French beans. A cabbage is **richer** in vitamins C **than** a cassava. Vegetables are different, but they are all good for our health.

Read the text above and answer the following questions :

1. Is there any difference between vegetables ?
2. What comparison can we make between a pumpkin and an eggplant ?
3. Compare cucumbers and spring onions.
4. Are french beans greener than spinaches ?
5. Which vegetable is richer in vitamins C ? A cabbage or a cassava ?

B

Let's practise

1. Listen to the podcast or the teacher and write the names of the vegetables that are in Toh Bi and Amoin's vegetable garden. **Example : 1- Cabbage.**



1



2



3



4



5



6



7



8

2. Read the sentences and choose the correct options to complete them.

Example : 1- A pumpkin is bigger than an eggplant.

1. A pumpkin is ... than an eggplant (big ; bigger ; biggest).
2. For Pabo, French beaches are ... than cucumbers (gooder ; good ; better).
3. This particular cabbage is ... than a spinach (sourer ; sour ; soure).
4. Vegetables contain ... sugar fruits (low ; lower ; lowest).
5. Bilé thinks that the taste of pumpkin is ... than the taste of cucumber (badder ; bad ; worse).

C

Let's take home

Reorder the scrambled words in brackets to find the names of vegetables and complete the text below. **Example : 1- cabbage.**

Our vegetable garden is just behind our house. The garden is full of sweet and colourful vegetables. There are **(1- bbacgea)** and **(2- pukinmp)**. There are also **(3- ssacaav)** and **(4- planeggt)**. We grow **(5- Fenrch banse)** too. My mother would rather eat **(6- mccuuber)** and my father prefers **(7- gnirsp onnios)** to **(8- nachspi)**.

LET'S KEEP IN MIND



NOW, I KNOW :

- **vocabulary related to vegetables**

E.g. : cabbage ; pumpkin ; french beans ; etc.

- **how to make a comparison**

E.g. : Cucumber is **sweeter than** spinach. / Cabbage is **better than** eggplant.

COMMUNICATION ACTIVITY

You are at the market of Accra (Ghana). You meet a greengrocer who is describing the fruits and vegetables he is selling. Listen to him and do all the activities that follow.

A. Listen to the greengrocer and say whether the statements below are true (T) or false (F).

- The shop assistant is presenting clothes for children and students.
- The greengrocer only sells fruits and vegetables produced in Ghana.

B. Listen to the podcast or the teacher again and choose the correct answer to the questions :

1. What quantity of watermelons and lemons are there ?

- A- A lot B- A great deal C- A few

2. What quantity of guava juice is there ?

- A- A great deal B- A few C- A little

3. What comparison does the greengrocer make between his French beans and the ones sold in supermarket ?

- A- His French beans are bigger B- His French beans are sweeter C- His French beans are longer

4. How many kinds of fruits and vegetables should we eat every day to stay healthy ?

- A- 3 B- 4 C- 5

C. Write a paragraph about fruits and vegetables that are for sale in the market of your area.

In your text,

- name the varieties of fruits and vegetables available ;
- give information about their quantity ;
- compare the fruits and vegetables available in the market of your area.

LESSON 3

WELCOME TO THE COOKING SHOW !

LISTENING



Learning context



In order to prepare for a lunch at a liberian restaurant, the students of 5^e from Jean Piaget listen to a podcast about giving food recipes.

GOOD TO KNOW

Vocabulary content

Vocabulary related to recipes

Language functions

- Expressing necessities
- Describing a process

My dictionary

Bees : abeilles

Container : récipient

Dairy products : produits laitiers

Enjoy your meal : bon appétit

Mistake : erreur

Neighbourhood : quartier ; voisinage

Oven : four

Pancake : crêpe

Riddle : devinette

Sequencer : connecteur

Summary : résumé

To sort out : ranger

To stir : mélanger

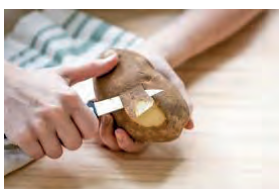
Whisk : fouet

Session 1

Session focus		
Vocabulary	Language function	Structure
to peel ; to add up ; to bake ; to crack ; to pour ; to crush ; to beat ; to chop	Expressing necessities	<ul style="list-style-type: none"> - You have to peel the potatoes. - You need to crack the eggs.

A Let's explore

Look, listen and repeat



to peel



to add up



to bake



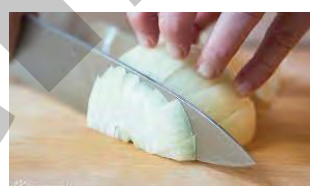
to crack



to crush



to beat



to chop



to pour

Listen, read and answer

The recipe for omelette

The instructions are simple to cook omelette for 2 people. You **need to** have 4 eggs and some oil. You **have to** crack the eggs and beat them. Then chop some tomatoes and onions to add. You **need to** pour the beaten eggs in the boiling oil. 5 minutes later, your omelette is ready. Enjoy your meal !

Read the text above and answer the following questions :

1. What dish is the recipe for ?
2. Do we need water to cook omelette ?
3. What do you have to do with the eggs ?

B Let's practise

1. Reorder the words or groups of words to express necessities.

Example : 1- You have to peel the potatoes.

A



B



C



D



1. the potatoes. / peel / have to / You

2. crack / You / need to / the eggs.

3. the eggs. / have to / beat / You

4. chop / need to / You / the onions.

5. You / crush / the onions. / have to / the potatoes / and

6. some / add up / You / salt. / have to

7. oil. / You / some / need to / pour

8. bake / the whole / You / need to



E



F



G



H

2. Match the obtained sentences with the corresponding pictures. Example : 1- H

C Let's take home

Match the cooking verbs in Box A with their meaning in Box B. Example : 1- b

BOX A	BOX B
1. To add up	a. to stir rigorously an ingredient with a fork or spoon
2. To bake	b. to put an ingredient in
3. To beat	c. to press and reduce an ingredient to a paste
4. To chop	d. to cut something into pieces
5. To crush	e. to cook food in an oven

LET'S KEEP IN MIND



NOW, I KNOW :

- vocabulary related to a recipe

E.g. : to peel ; to add up ; to bake ; to crack ; to pour ; to crush ; to beat ; etc.

- how to express necessities

E.g. : You **need to peel** the banana. / You **have to crush** the tomatoes.

Session 2

Session focus		
Vocabulary	Language function	Structure
mustard ; sugar ; butter ; oil ; honey ; milk ; cheese ; yeast ; seasoning cube	Describing a process	First of all , you have to ... After that , you need ... After a while , you ... Later , you need to ... At last , you need to ...

A Let's explore

Look, listen and repeat



seasoning cube



sugar



butter



cheese



yeast



mustard



honey



milk

Listen, read and answer

Cooking a delicious pancake

Here is the process for cooking a pancake. **First of all**, you need to take a big bowl. **After that**, you have to add up some flour, milk, yeast, eggs and salt into the bowl. **After a while**, you need to mix the whole with a whisk. **Later**, you have to use some butter to cook the pancakes. **At last**, you need to cook the pancakes in a frying pan.

Read the text above and answer the following questions :

1. What dish is the recipe for ?
2. List the 5 actions necessary to cook it.

B

Let's practise

1. Below is a text describing the process for cooking mixed vegetables. Fill in the blanks with the sequencers from the box. Example : 1- First of all

First of all ; At last ; After a while ; Later ; After that

Cooking mixed vegetables is quite easy. **(1) ...**, you need to chop the vegetables. **(2) ...**, you have to pour water on the vegetables and let them boil. **(3) ...**, you can add up a pinch of salt. **(4) ...**, you need to pour some oil and **(5) ...**, you can add up a seasoning cube. The meal is ready !

2. Listen to the teacher or the podcast and write the ingredients Aminata needs for her recipe. Example : 1- butter ;

2 ... ;

3 ... ;

4 ... ;

5 ... ;

C

Let's take home

Reorder the sentences below and add the appropriate sequencer to write a paragraph describing how to cook rice. Example : First of all, you have to put a saucepan on the fire.

You pour water in the saucepan.

You add some rice in the water.

You can add a pinch a salt to the water.

You put a saucepan on the fire.

You wait for about 15 minutes.

LET'S KEEP IN MIND



NOW, I KNOW :

- vocabulary related to a recipe

E.g. : seasoning cube ; sugar ; butter ; honey ; milk ; oil ; cheese ; mustard ; etc.

- how to describe a process

E.g. : **First of all**, you need to peel the banana. **After that**, you have to ...

COMMUNICATION ACTIVITY

— *Situation d'évaluation* —

You listen to a cooking program on the Ghanaian radio "Okay FM". You want to learn a recipe and cook for your mother's birthday party. Listen to the program and do all the activities that follow.

A. Listen to the podcast or the teacher and say what meal the recipe is for.

B. Listen again and choose the correct answers to the questions among the 3 options.

Example : 1) A-3

1) How many ingredients are necessary for the recipe ?

A- 3 B- 5 C- 7

2) What is the first action to do ?

A- add some salt B- peel the plantain C- pour some water

3) How should we chop the plantains ?

A- in triangles B- in square C- in cubes

4) How long should the oil boil ?

A- 5 min B- 10 min C- 15 min

5) When should we stop frying the plantain ?

A- until oil finishes B- until water finishes C- until each side of the plantain is golden brown

6) What can we eat it with ?

A- eggs or fish B- peanut soup or palm nut soup C- cookies

C. After listening to the program, you decide to write a short summary of the recipe. Complete the paragraph below with the suitable words.

(1) ..., salt and oil are the ingredients for the recipe. First, I **(2) ...** the plantain and I cut them in **(3) ...**. Then, I boil the oil for about **(4) ...** in a large frying pan. **(5) ...**, I fry the plantains and the meal is ready. We can eat it with **(6) ...**

Let's consolidate 6

- I. Your uncle Drissa is opening a restaurant in an English-speaking neighbourhood. As the waiter of the restaurant, help him classify in the menu, the food and drinks in the box below.

Example : 1- Avocado puree

Avocado puree ; French fries and fried chicken ; Cookies ; Wine ; Meatballs ; Soft drinks ;
Pounded yam and ground nut soup ; Milkshake ; Tea ; Fried rice and grilled fish

Column A	Column B
Starter 1. 2. Main dish 1. 2. 3.	Drinks 1. 2. 3. Desserts 1. 2.

- II. Read the sentences and write the corresponding orders. Follow the example.

- Your mother wants you to cook the meal.
→ **Cook the meal !**
- She wants you to taste the food.
- Mum wants you to pound the plantains.
- She needs you to cut up the onions.
- She wants you to crack the eggs in a bowl.
- She wants you to add a pinch of salt.

- III. Just after the opening of your restaurant, you receive the first customer. With your neighbour, complete the conversation you have with him and roleplay it to the class.

Example : (1)- What would you like to have as a starter ?

You : Good morning, Sir ! Here is the menu. **(1) ...**

Customer : (2) ...

You : What main dish do you prefer ?

Customer : (3) ...

You : Ok ! What would you like to have as dessert ?

Customer : I'm hesitating. Which one is sweeter ?

You : (4) ...

Customer : Ok ! In this case, I will take **(5) ...** for dessert. Can I have **(6) ...** to drink ?

You : Sure, you can ! I will be back with your order in 5 minutes.

Customer : (7) ...

LET'S HAVE FUN

What I am ? Guess the word behind the descriptions below.

1. I am a fruit. I am a green or yellow mandarin and I have a small and round shape.
2. I am a vegetable. I am long and I have a dark green skin and light green flesh. People often eat me with salad or mixed vegetables.
3. I am a vegetable. I am large and round and I have a thick orange skin.
4. I am a very delicious liquid and I am produced by bees.
5. I am a sequencer. I am used to describe a process. I introduce the final action of the process.



HEALTH AND ENVIRONMENT



MY BODY HYGIENE



READING

Learning context



The students of 5^e of Lycée Sainte-Marie of Cocody are reading a text about health and hygiene in order to take care of their body and stay healthy.

GOOD TO KNOW

Vocabulary content

Vocabulary related to body hygiene

Language function

- Expressing obligations / Prohibitions with : *"must" ; "mustn't"*
- Expressing obligations / Prohibitions with : *"have to" ; don't / doesn't have to"*

My dictionary

Entitled : intitulé

To cough : tousser

To defecate : déféquer

To sneeze : éternuer

To spit : cracher

Session 1

Session focus		
Vocabulary	Language function	Structure
comb ; toilet paper ; cotton bud ; towel ; brush ; nail clipper ; soap ; sponge	Expressing obligations and prohibitions	<ul style="list-style-type: none"> - We must brush our teeth every morning. - You mustn't use dirty towel to dry your body.

A Let's explore

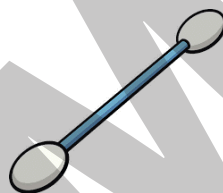
Look, listen and repeat



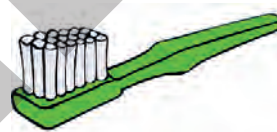
a comb



a toilet paper



a cotton bud



a toothbrush



a towel



nail clippers



a soap



a sponge

Listen and repeat

MUST	MUST NOT (MUSTN'T)
Brush the teeth	Eat with dirty hands
Cut nails	Put fingers in your mouth
Shave	Put fingers in your nose
Take a bath	Spit everywhere
Clean ears	Wear dirty clothes

Silaire : What **must** we **do** to have clean teeth ?

Vero : We **must brush** them regularly.

Silaire : What **mustn't** we **do** to have good health ?

Vero : We **mustn't eat** with dirty hands.

Silaire : Thank you for your good advice.

Vero : You are welcome !

B Let's practise

1. Match each hygiene tool or product to its definition. **Example : 1- a**

TOOLS	DEFINITIONS
1. Soap	a. a substance used with water to wash and clean.
2. Towel	b. a stick with cotton used to clean ears.
3. Comb	c. an instrument used for cutting nails.
4. Toilet paper	d. sheets of paper used in toilets.
5. Nail clippers	e. a small plastic material used for arranging the hair.
6. Toothbrush	f. a piece of cloth used for drying one's body.
7. Cotton bud	g. a small brush used for cleaning the teeth.

2. Write the best answer between the two options in these sentences.

Example : 1-must.

- You **must / mustn't** brush your teeth with a toothbrush.
- Tohaly and Gbala **must / mustn't** wash their clothes without soap.
- Dakele **must / mustn't** change his toothbrush when it is old.
- You **must / mustn't** clean your ears with a cotton bud.
- Prunelle **must / mustn't** use a towel to dry water on his body.

C Let's take home

Read the text below and answer to the following questions in your exercise copybook.

Why must I wash my hands ?

Your hands are very important ! When you touch things like your hair or your friend's hands, you get a lot of bacteria on your hands. When you eat something with your dirty hands, the bacteria get inside your body, making you very sick. So, you must wash your hands with soap to destroy all of the bacteria.

- Can you get bacteria on your hands when you touch your hair ?
- What must you do before you eat ?
- What can happen when you eat with dirty hands ?

LET'S KEEP IN MIND



NOW, I KNOW :

- vocabulary related to hygiene**

E.g. : comb ; toilet paper ; cotton bud ; towel ; brush ; nail clipper ; soap ; etc.

- how to express obligations and prohibitions**

E.g. : You **must cut** your nails regularly / You **mustn't eat** with dirty hands.

Session 2

Session focus		
Vocabulary	Language function	Structure
to shave ; to dry oneself ; to brush one's teeth ; to cut one's nails ; to defecate ; to spit in the streets ; to wash one's hand ; to urinate	Expressing obligations and prohibitions	<ul style="list-style-type: none"> - We have to cut our nails regularly. - You don't have to clean your ears with a pen.

A Let's explore

Look, listen and repeat



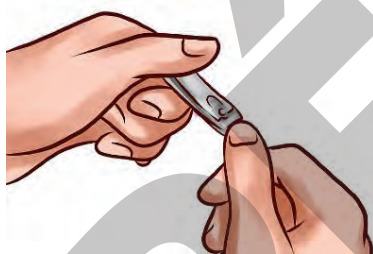
to shave



to defecate in the streets



to brush one's teeth



to cut one's nails



to dry oneself



to wash one's hands



to spit in the streets



to urinate in the streets

Listen and repeat

- A :** What do I **have to do** for having a beautiful face ?
B : You **have to shave** regularly. (Good action)
- A :** What **doesn't** he **have to do** with a soap ?
B : He **doesn't have to brush** his teeth with a soap. (Bad action)

B Let's practise

1. Make a meaningful sentence with each of the clues in the table. Do it like in the examples.

Line A :

- **We have to brush our teeth every day.**
- **We don't have to urinate in the streets.**

HAVE TO	DO NOT HAVE TO
A. Brush our teeth every day	A. urinate in the streets
B. Wash hands before eating	B. defecate in the streets
C. Take a bath regularly	C. sneeze in your hands
D. Dry your hair after a bath	D. cough in your hands
E. Clean ears with cotton bud	E. spit in the streets

2. Read the text and say if the sentences below are true or false. In your exercise copybook, write T for true and F for false. Example : 1-T

We have to keep a perfect personal hygiene because it is very important for our health. As students, we always have to wash our body with soap. We also have to brush our teeth with toothpastes that contain a lot of calcium. We don't have to wear dirty clothes.

- Our personal hygiene has to be perfect.
- Personal hygiene is not important for our health.
- We have to wash our body with toothpaste.
- We have to brush our teeth with soap.
- We have to wear clean clothes.

C Let's take home

Reorder the letters below to get actions related to body hygiene.

Example : 1- To shave

- (To) h-a-s-v-e
- (To) s-h-r-u-b t-t-e-e-h
- (To) s-h-a-w d-h-a-n-s
- (To) k-a-e-t a t-h-a-b
- (To) r-y-d r-h-i-a
- (To) d-y-r s-e-n-o-l-e-f

2. Note the best answer between the 2 options. Example : 1- have to

1. You **have to** / **don't have to** shave regularly.
2. You **have to** / **don't have to** sneeze in someone's face.
3. Bilé **has to** / **doesn't have to** put his fingers in his nose.
4. You **have to** / **don't have to** take a bath with your clothes.
5. Franck **has to** / **doesn't have to** use a sponge to wash his body.

LET'S KEEP IN MIND



NOW, I KNOW :

- **vocabulary related to hygiene**

E.g. : to shave ; to wash one's hands ; to brush one's teeth ; etc.

- **how to express obligations and prohibitions**

E.g. : You **have to cut** your nails regularly. / She **doesn't have to eat** with dirty hands.

COMMUNICATION ACTIVITY

The British Embassy is organising in your school a sensitization campaign on personal hygiene. During the ceremony, the students are asked to read a newspaper's article about the consequences of a bad personal hygiene. As a student of 5^e, read the text and do all the tasks that follow.

A. Read quickly the text, and in your exercise copybook, write down the good answer.

- a. The text is about parents' hygiene.
- b. The text is about washing hands.
- c. The text is about children's hygiene.

BE CLEAN !

Children need to keep themselves clean. This cleanliness becomes important when it comes to being and remaining healthy and feeling good about themselves.

- Hygiene is not only important for health reasons. Good personal hygiene for kids will also increase the child's self-esteem and confidence, they will not be sad. Personal hygiene is the
- 5** way we care for our bodies. It includes many activities, such as washing hands with good soaps, brushing teeth with good toothpaste, and bathing. It avoids being smelly and preventing pimples on the skin. For kids, good personal hygiene will help them stay healthy. Well-kept hygiene will prevent illnesses and help build the child's self-awareness. We are exposed to millions of germs every day and have to keep ourselves clean, not to get sick.
- 10** Adopting good hygiene habits is more than just washing hands. In addition, teaching the kids the importance of having a healthy hygiene routine early on enables them to stick to this routine.

Adapted from ostimo. February 8. 2021

Match the words from the text in Box A to their definitions or synonyms in Box B. Do it individually, then compare your answers with your neighbour's. Write your answers like this : 1- C

BOX A	BOX B
1. sad (L4)	A. a substance used to brush the teeth
2. soap (L5)	B. microbes
3. toothpaste (L6)	C. unhappy
4. smelly (L6)	D. unpleasant odour
5. pimples (L6)	E. a substance used to take a bath
6. illness (L8)	F. sickness
7. germs (L8)	G. spots

C. Read the text again and give short answers to the questions below.

Example : 1- No, children need to keep themselves clean.

- | | |
|---|---|
| 1. Do children need to be dirty ? | 4. How will good personal hygiene help kids ? |
| 2. When does cleanliness become important ? | 5. How can children prevent illness ? |
| 3. Define personal hygiene. | |

D. Zouzouko is your friend. He is a very dirty boy. You decide to help him to take care of his body. Write him a mail. In it,

- tell him what he must do in order to have a good personal hygiene ;
- say what he mustn't do.



LESSON 2

I SHOULD PROTECT MY ENVIRONMENT



READING

Learning context

Situation d'apprentissage



The students of Molonoublé are at the American Embassy for the celebration of the World Environment Day. During the ceremony, they read brochures about the dangers that menace the environment.

GOOD TO KNOW

Vocabulary content

Vocabulary related to the dangers of the environment

Language functions

- Giving advice with : "Ought to" / "Ought not to"
- Giving advice with : "Should" / "Should not"

My dictionary

Abnormal : anormal

Dustbin : poubelle

Famous : célèbre

Harmful : dangereux

Rate : taux

Rubbish : ordures

Shaking : tremblement

To avoid : éviter

Warming : rechauffement

Session 1

Session focus		
Vocabulary	Language function	Structure
natural disaster ; bushfire ; earthquake ; flood ; drought ; climate change ; heatwave	Giving advice	<p>A : What ought you do to stop the desert progression ?</p> <p>B : I ought to plant trees.</p> <p>A : What oughtn't you do to avoid bushfire ?</p> <p>B : I ought not to start fire in the bush.</p>

A Let's explore

Look, listen and repeat



an earthquake



a bushfire



a heatwave



a flood



a drought



a climate change

Listen and repeat

Zomassa : What **ought** we **do to stop** climate change ?

Guehibo : We **ought to take care** of the environment.

Djolo : What **oughtn't** we **do** during flood ?

Zirignon : We **ought not to move** in the water.

B Let's practise

1. Complete the sentences with "ought to" or "ought not to".

Example : 1- ought to

- | | |
|--|--|
| 1. We ... protect the environment. | 4. If we want to avoid drought, we ... cut down trees. |
| 2. Villagers ... use bushfire to kill animals. | 5. We ... destroy the forest. |
| 3. During the heatwave, people ... drink a lot of water. | |

2. Read the text and say if the statements below are true or false. Write T for true and F for false in your copybook. Example : 1-F

Natural disasters

I don't know your opinion, but I think there are more natural disasters now than before. Every time I turn on the news there's some kind of disaster. There are bushfires in Australia and California, earthquakes in China, hurricanes in Mexico and droughts in Africa. I'm sure global warming is creating more natural disasters. I'm lucky. Where I live, we don't have natural disasters. I've never experienced anything like the things on TV.

- | | |
|---|--|
| 1. There are no natural disasters today. | 3. There are droughts in Africa. |
| 2. According to the text, Europe is not concerned by natural disasters. | 4. Natural disasters are caused by global warming. |

C Let's take home

Read the sentences and decide which option we must use between "ought to" and "ought not to". Example : 1- ought not to

- | | |
|------------------------------|---------------------------------|
| 1. Swim in the floodwater | 4. Go out to see an earthquake |
| 2. Start fire in the bush | 5. Take care of the environment |
| 3. Plant trees in the forest | |

LET'S KEEP IN MIND



NOW, I KNOW :

- vocabulary related to the dangers of the environment

E.g. : natural disaster ; bushfire ; earthquake ; flood ; climate change ; etc.

- how to give advice

E.g. : We **ought to protect** the environment. / You **ought not to start** a bushfire.

Session 2

Session focus		
Vocabulary	Language function	Structure
noise pollution ; tsunami ; hurricane ; air pollution ; soil pollution ; deforestation ; water pollution	Giving advice	<p>A: What should we do to avoid deforestation ?</p> <p>B: We should plant trees.</p> <p>A: What shouldn't we do to avoid dirty water ?</p> <p>B: We should not pollute the river.</p>

A Let's explore

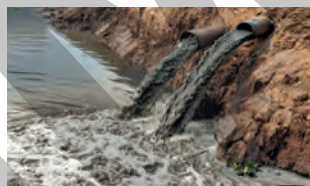
Look, listen and repeat



a tsunami



soil pollution



water pollution



hurricane



deforestation



air pollution



noise pollution



soil erosion

Listen and repeat

Gbaté : What **should** we **do to have** a good atmosphere ?

Lago : We **should take care of** the air.

Gbaté : What **shouldn't** we **do** to have clean water ?

Lago : We **shouldn't pollute** the river.

Gbaté : Why is it important ?

Lago : We **should protect** our environment to stay healthy.

B Let's practise

1. Read the following sentences and fill in the gaps with : «should» or «shouldn't».

Example : 1- shouldn't

1. People ... destroy the forest.
2. Tom ... throw rubbish in the street. It's bad for the environment.
3. In my opinion, people ... use solar energy. It's clean and cheap.
4. Students ... throw away plastic in the school yard. It's not clean.
5. We ... replant trees if we want to avoid deforestation.
6. People ... use biodegradable bags. It's eco-friendly.
7. Please Mum, what ... I do to keep my environment clean ?
8. You ... urinate in the river.

2. Read the text and give short answers to the questions below.

When the air is dirty, it has become polluted. Air pollution is made up of gases, dust, odors, particles, smoke, fumes, and other substances which can be harmful to humans, animals, plants, and all living organisms. The air is contaminated and unclean. Air pollution affects the Earth's atmosphere. The atmosphere of the Earth is like a blanket of air which protects all life. Without the atmosphere, life would not exist.

1. What are the elements composing air pollution ?
2. What is the atmosphere of the Earth like ?
3. Is life possible without the atmosphere ? Justify your answer.

C Let's take home

Read the sentences and decide which option we must use between *should* and *should not*.

Example : Should not

- | | |
|----------------------------|-----------------------------------|
| 1. Make noise everywhere | 4. Put the rubbish in the dustbin |
| 2. Destroy the environment | 5. Respect law about bushfires |
| 3. Clean around your house | |

LET'S KEEP IN MIND



NOW, I KNOW :

- vocabulary related to the dangers of the environment

E.g. : water pollution ; tsunami ; hurricane ; air pollution ; soil pollution ; etc.

- how to ask and give advice

E.g. : People **should plant** trees. / They **shouldn't pollute** water.

COMMUNICATION ACTIVITY

It is the World Environment Day. The American Embassy organises series of seminars on the different types of pollution. You participate in the seminars and you read a leaflet about noise pollution.

Read the leaflet and do all the activities that follow :

A. Read quickly the text, and in your exercise copybook, write the correct answer.

- The text is about the definition, causes and consequences of noise pollution.
- The text is about noise pollution and its possible effects.
- The text is about the rate of noise in the environment.

NOISE POLLUTION

Noise is defined as an unpleasant sound that has an adverse effect on the human ear. Noise pollution is the increase in the rate of noise in the environment. The causes of the pollution are moving vehicles, man-made machines and loud music. Noise can be caused by anything but these three sources are the main reasons for the noise pollution around us. Noise can be extremely dangerous, especially when it is all around.

B. Match the words from the text in Box A to their definitions or synonyms in Box B. Do it individually, then compare your answers with your partner's. One option is not concerned.

Example : 1- D

BOX A	BOX B
1. noise (L1)	A. automobiles
2. increase (L2)	B. augmentation
3. vehicles (L3)	C. irritation
4. dangerous (L5)	D. loud and unpleasant sound
	E. harmful

C. Read the text and give short answers to the questions below. Example : It's a loud and unpleasant sound.

1. What is a noise ?
2. What is noise pollution ?
3. List two causes of a noise pollution.
4. When can noise be extremely dangerous ?

D. As a journalist working for the English Magazine of your school, you are asked to write an article about types of pollution and natural disasters. In your article,

1. name some types of pollution that affect your country ;
2. name natural disasters that affect your country ;
3. give some pieces of advice to stop them.



WATER, SOURCE OF LIFE

READING



Learning context

Situation d'apprentissage



On the occasion of the celebration of the "World Health Day" in Lycée Municipal of Koumassi, the students of 5^e read a text about water-related diseases in order to get enough information to sensitize their fellow students.

GOOD TO KNOW

Vocabulary content

Vocabulary related to water and diseases

Language functions

- Expressing possibilities
- Expressing obligations

My dictionary

Abnormal : anormal

Against : contre

Dustbin : poubelle

Liver : foie

Main : principal

Rubbish : ordures

Shaking : tremblement

Session 1

Session focus		
Vocabulary	Language function	Structure
fever ; mosquito repellent ; mosquito bites ; mosquito net ; headache ; stagnant water	Expressing possibilities	A : How can we contract malaria ? B : We can contract malaria by mosquito bites. A : Can we get malaria by drinking dirty water ? B : Yes, we can. / No, we can not.

A Let's explore

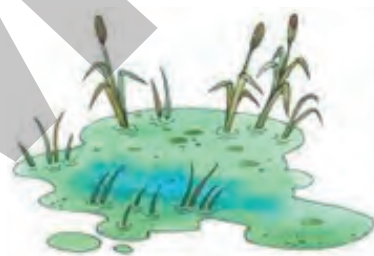
Look, listen and repeat



a mosquito repellent



a headache



a stagnant water



a mosquito bite



fever



a mosquito net

Listen and repeat

Agbadou : How **can** we **contract** malaria ?

Abié : We **can contract** malaria by mosquito bites.

Doukrou : **Can** we **contract** hepatitis by mosquito bites, too ?

Tazéré : **No, we can not.**

Mr New : **Can** we **contract** cholera by drinking dirty water ?

Mr Diamond : **Yes, we can.**

B

Let's practise

1. Reorder the words to make correct sentences about malaria.

Example : 1- How can we catch malaria ?

- | | |
|---|--|
| 1. catch / we / How / malaria / can / ? | / malaria / avoid / ? |
| 2. bites. / transmit / can / malaria / Mosquito | 4. water / mosquitoes / attract / Stagnant / |
| 3. use / to / repellent / we / mosquito / Can | can |

2. Read the text and fill in the blanks with the appropriate missing words and expressions.

Example : 1- dangerous

Malaria is very **(1)** People **(2)** ... catch it through mosquito **(3)** We can **(4)** ... malaria if we sleep under a mosquito **(5)** We can also use a **(6)** ... to keep mosquitoes away from us We have to make disappear any **(7)** ... around our house.

C

Let's take home

1. Reorder the letters to get meaningful items related to malaria.

Example : 1- mosquito net

- | | |
|--------------------------------------|----------------------------|
| 1. M-Q-I-O-S-U-O-T E-T-N | 4. A-L-I-M-A-R-A |
| 2. T-O-U-S-O-I-Q-M P-E-L-E-L-R-T-E-N | 5. O-U-T-S-Q-M-O-I E-T-I-B |
| 3. T-N-G-A-A-N-T-S T-W-R-A-E | |

LET'S KEEP IN MIND



NOW, I KNOW :

- **vocabulary related to water and diseases**

E.g. : fever ; mosquito repellent ; mosquito bites ; mosquito net ; headache ; etc.

- **how to express possibility**

E.g. : A : **How can** we **avoid** malaria ? / A : **Can** we **contract** malaria by mosquito bites ?

B : We **can avoid** it by using repellents. / B : **Yes, we can.**

Session 2

Session focus		
Vocabulary	Language function	Structure
stomachache ; diarrhoea ; vomiting ; diseases ; symptoms ; hepatitis A ; a virus	Expressing probabilities	Your body is so hot, you may have fever.

A Let's explore

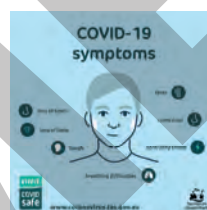
Look, listen and repeat



stomachache



diarrhoea



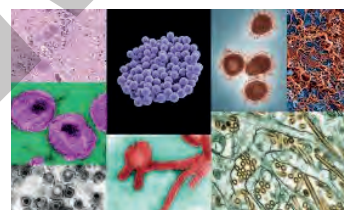
symptoms



a disease



vomiting



viruses

Listen and repeat

Cenhia : You seem very tired, you **may have** malaria.

Doua bi : You vomit too much, you **may have** cholera.

Bayera : Look at his face, he **may have** a headache.

B Let's practise

1. Complete the sentences with the words or expressions in the box below. Write your answers in your copybook. Example : 1- diseases

stomachache ; vomiting ; diseases ; symptoms ; diarrhoea

1. Malaria and cholera are ... when they drink dirty water.
2. ... is a disease which makes you defecate too much.
3. ... is an abdominal pain people can have ...
4. The synonym of ... is «throwing-up».
5. Some ... of malaria are headaches and fever.

2. Reorder the words to make correct sentences. In your exercise copybook, write your sentences like in the example.

1. bites / transmit / may / malaria / Mosquito

→ **Mosquito bites may transmit malaria.**

2. water / hepatitis A / Contaminated / cause / may

3. may / dirty / Drinking / provoke / water / stomachache

4. and / Vomiting / be / symptoms / fever / may / cholera / the / of

3. Read the text and give short answers to the questions below.

Cholera is a bacterial disease. It usually spreads through contaminated water. Cholera causes severe diarrhoea and dehydration. Cholera can kill people in a few hours. So, it must be treated in time. Modern sewage and water treatment have virtually eliminated cholera in industrialized countries. But cholera is still present in Africa, Southeast Asia and Haiti.

1. What is cholera ?

2. How many people catch it ?

3. What have virtually eliminated cholera in industrialized countries ?

C **Let's take home**

According to your comprehension of the lesson, try to define in your own words,

1. Cholera

4. Stomachache

2. Disease

5. Symptoms

3. Vomit

LET'S KEEP IN MIND



NOW, I KNOW :

- **vocabulary related to diseases**

E.g. : stomachache ; diarrhoea ; vomiting ; diseases ; symptoms ; a virus ; etc.

- **how to express a probability.**

E.g. : You **may suffer** from malaria. / Cholera **may provoke** vomiting.

COMMUNICATION ACTIVITY

The British Embassy is organising a sensitization campaign on health and water in your school. You are invited to the ceremony and you find this newspaper's article about diseases caused by water.

Read the article and do all the activities that follow.

A. Read quickly the text and write in your copybook the best main idea among the proposals.

- The text is about the definition, mode of transmission and solution to hepatitis A.
- The text is about the vaccines that prevent hepatitis A.
- The text is about the viruses that cause hepatitis A.

HEPATITIS A

Hepatitis A is a very contagious liver infection. It is caused by the hepatitis A virus. The virus is one of several types of hepatitis viruses. It causes inflammation and affects your liver's ability to function.

- 5 You're most likely to get hepatitis A from contaminated food or water ; you can also get it from close contact with a person or object that's infected. Mild cases of hepatitis A don't need treatment. Many infected people recover completely without any serious liver damage.

Practicing good hygiene, including washing hands frequently, is one of the best ways to protect against hepatitis A. Vaccines are available for people most at risk.

B. Match the words from the text in Box A to their definitions or synonyms in Box B. Write your answers in your copybook. Example : 1-e

BOX A	BOX B
1. contagious (L1)	a. capacity
2. ability (L2)	b. be healthy after a disease
3. mild (L5)	c. not severe
4. recover (L6)	d. manners
5. ways (L7)	e. transmissible by contact with an infected person

C. Read the text and give short answers to the questions below. Number 1 is an example.

- | | |
|--|---|
| 1. What causes hepatitis A ?
→ Hepatitis A virus causes hepatitis A. | 3. Do all people infected with the hepatitis virus die from the disease ? |
| 2. How can people catch the disease ? | 4. How may people avoid hepatitis A ? |

D. Your friend Carlin has an exposé about malaria. He needs your help to complete his work.

Answer his questions, then with your partner, come and present the dialogue to the class.

Brou : Hello, my friend !

You (1) : ...

Brou : What's malaria ?

You (2) : ...

Brou : How can we contract malaria ?

You (3) : ...

Brou : What attracts mosquitoes ?

You (4) : ...

Brou : What're the symptoms of malaria ?

You (5) : ...

Brou : How can we avoid it ?

You (6) : ...

Brou : Thank you, my friend !

You (7) : ...



Let's consolidate 7

I. Reorder the letters below to find the names of hygiene tools and products.

Example : 1- towel

- | | | | |
|------------------|-------------------------|-----------------------|--------------------------|
| 1. ewo Tl | 3. li Tote apepr | 5. bom C | 7. la Ni plicerps |
| 2. poa S | 4. poneg S | 6. Thotosh rub | 8. to Cotn dub |

II. Build as sentences as possible with the clues in the table below.

Example : 1- You have to shave regularly. / 2- You do not have to urinate in the streets.

HAVE TO	DO NOT HAVE TO
Shave regularly	Urinate in the streets
Wash hands before eating	Defecate in the streets
Take a bath regularly	Sneeze in your hands
Dry your hair after a bath	Cough in your hands
Clean ears with cotton bud	Spit in the streets

III. Use the information from the brackets to ask and answer questions about hygiene.

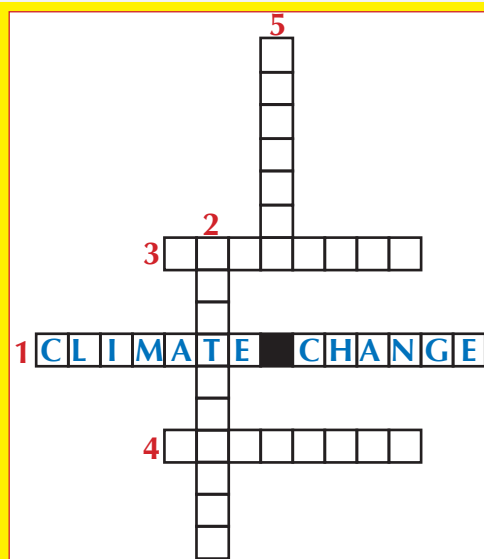
Do like in the examples.

- | | |
|---|---|
| 1. A : (you / before eating) ?
→ What do you have to do before eating ?
B : (wash hands / soap)
→ I have to wash my hands with soap. | 2. A : (sister / be clean) ?
B : (cut nails / clippers)
3. A : (Aya / protect her teeth) ?
B : (brush teeth / toothpaste)
4. A : (Your mother / keep hair clean) ?
B : (wash hair / shampoo) |
|---|---|

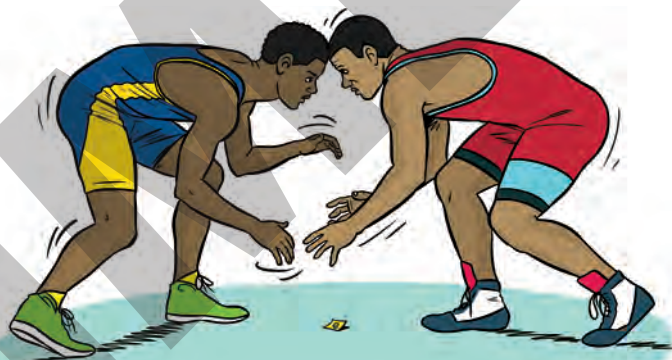
LET'S HAVE FUN

Read the following definitions and find the corresponding words. Then fill in the crosswords below.

- Abnormal change of the climate
- Shaking of the earth
- Abnormal heat at a given time
- Fire in the forest
- Dry season



SPORTS AND GAMES



LESSON 1

THE IMPORTANCE OF SPORTS



READING

Learning context



During an English class in Lycée Pierre Gadié of Yopougon, the teacher makes his pupils of 5^è1 read a text about the importance of sports in order to encourage them to practise sports.

GOOD TO KNOW

Vocabulary content

Vocabulary related to sports

Language function

Expressing preferences

My dictionary

Fight: combat

Opponent : adversaire

Skilled : habile, doué

Middle : milieu

Session 1

Session focus		
Vocabulary	Language function	Structure
cycling ; running ; long jump ; javelin throw ; judo ; gymnastics ; boxing ; karate	Expressing preferences	A : What's your favourite sport ? B : My favourite sport is football.

A Let's explore

Look, listen and repeat



javelin throw



cycling



boxing



long jump



running



gymnastics



judo



karate

Listen and repeat

Tissé : **What** sport **do you practise** ?

Habib : I practise **football**.

Tissé : **What's** your **favourite sport** ?

Habib : My **favourite** sport **is tennis**.

B Let's practise

1. Classify these sports into individual or collective sports. Some of them may be individual and also collective. **Cycling = A and B**

*cycling ; running ; long jump ; javelin throw ; judo ;
gymnastics ; boxing ; karate.*

A. INDIVIDUAL	B. COLLECTIVE

2. During the English Club activities, you and your partner have the below discussion. Complete it. Examples : 1- What sport do you practise ?

2- I practise karate.

Esaie : What **(1) ...**

Disso : I **(2) ...**

Esaie : Well ! **(3) ... ?**

Disso : My favourite sport is running. What about you ?

Esaie : I **(4) ...** but my **(5) ...** is cycling.

Disso : Esaie, what's **(6) ... ?**

Esaie : It's long jump.

Disso : Great ! Can you tell me what sport your little brother practises ?

Esaie : He ... **(7)**

C **Let's take home**

Reorder the words below to get meaningful sentences about sports.

1. sport / is / a / collective / Football
2. I / running / practise /
3. Cycling / the / of my / is / favourite / sport / friend.
4. Boxing / sport / an / individual / is
5. Favourite / javelin / sport / Richard's / throw / is
6. Tennis / individual / an / is / sport

LET'S KEEP IN MIND



NOW, I KNOW :

- **vocabulary related to sports**

E.g. : cycling ; running ; long jump ; javelin throw ; judo ; gymnastics ; etc.

- **how to express preferences**

E.g. : **A :** What's your **favourite** sport ? / **B :** My **favourite** sport is handball.

Session 2

Session focus		
Vocabulary	Language function	Structure
jogging ; football ; swimming ; volleyball ; tennis ; handball ; basketball ; wrestling.	Expressing preferences	A : Which sport do you prefer ? B : I prefer basketball. / I prefer playing basketball.

A Let's explore

Look, listen and repeat



jogging



wrestling



football



basketball



handball



volleyball



tennis



swimming

Listen and repeat

Likane : Which sport **do you prefer** ?

Dakele : I **prefer** volleyball.

Likane : Which sport **do** you **prefer** ?

Dakele : I **prefer** playing Volleyball.

B Let's practise

1. Read the definitions below and find the corresponding sports.

Example : 1- Football

- A sport played with feet and a ball on a green field.
- It is played with rackets, a small ball, and a net at the middle of the field.
- It consists in moving in water.
- It is played with hands, a ball and a net at the middle of the field.
- It is played with hands, a ball and a basket placed higher.
- A fight in which you make the opponent fall.

2. Look at the table below and write what people prefer. Follow the example.

✓ = prefer

✗ = do not prefer

	Swimming	Play football	Running
1. Murielle Ahouré	✗	✗	✓
2. Phelps	✓	✗	✗
3. Drogba	✗	✓	✓
4. Monica	✓	✗	✗
5. Messi	✗	✓	✗

1. A : Which sport does Murielle Ahouré prefer ?

B : She prefers running.

2. Phelps

3. Drogba

4. Monica

5. Messi

C

Let's take home

Read the definitions and say if they are True (T) or False (F). Write your answer like this : 1-T

- Football is a sport played with feet and a ball on a green field.
- Boxing is played with rackets, a small ball, and a net at the middle of the field.
- Running consists in moving in water.
- Volleyball is played with hands, a ball and a net at the middle of the field.
- Tennis is played with hands, a ball and a basket placed higher.
- Wrestling is a fight in which you make the opponent fall.

LET'S KEEP IN MIND



NOW, I KNOW :

- vocabulary related to types of sports

E.g. : football ; tennis ; handball ; volleyball ; basketball ; swimming ; etc.

- how to express preferences

E.g. : I prefer football / Amira prefers playing handball.

COMMUNICATION ACTIVITY

The English Club of Lycée Coffi Gadeau of Tiébissou is organizing a reading competition on sports and games for the pupils of 5^e. To prepare themselves to win the contest, they read a text about the topic in order to have more information.

A. As a student of that class, read the text and answer the questions that follow.

What is sport ?

Sport can be defined as a regular physical activity. Practicing sport has some benefits for the health. Scientists say that it can permit to reduce the risk of certain diseases such as obesity, anxiety, cancer, etc. There are many sports a student can practise at school and at home. Running, swimming, playing football or basketball are some possibilities for young people and also for adults. A person who doesn't practise a sport will very often complain about his health. Very skilled people may do sport professionally and gain lots of money like Didier Drogba.

1. How can we define sport ?
2. How many sports are named in the text ?
3. What categories of people can practise sport ?
4. If someone never practises sport, what will happen to him ?
5. What is the benefit of doing sport professionally ?
6. Is the practice of sport good for the health ? Justify your answer.

B. As a representative of your English Club, you are asked to write and perform a speech in front of all the students of your school.

- Mention some popular sports ;
- Say why they are important for people's life ;
- Talk about your favourite sport.

THE AFRICAN CUP OF NATIONS

READING



Learning context

FACT FILE: Football World Cup

Every four years, in a different country around the world, there is a big sports competition. It is like the Olympics but only for one sport. The most popular sport in the world. What do you know about the history of the FIFA World Cup?

FUN FACTS:

- In 1966, the World Cup was in England. Thieves stole the Cup and tried to sell it. A dog found it under a tree!
- The youngest player was Norman Whiteside from Northern Ireland. He was only 17 years and 41 days old when he played in the 1982 World Cup.

The first World Cup was in 1930, in Uruguay. In the final game Uruguay beat Argentina and became the first World Cup winners. 13 countries played in the first World Cup. Now there are 32 countries in the competition.

The first time people saw the World Cup on TV was in 1954 when Switzerland held the competition. Now about 3 billion people in countries all over the world watch the World Cup on TV!

Until 2002 the World Cup was always in a European or an American country. South Korea and Japan held the first Asian World Cup. The first African World Cup was in 2010, in South Africa.

Brazil is the most successful World Cup team. They are the only team that has played in every tournament. So far they have won it four times. Germany and Italy have both won four times. Argentina and Uruguay have won it two times. England, France and Spain have won it once.

To get well-prepared for a contest about sport, organized by the English Club of their school, the students of 5^e of Lycée Municipal of Marcory decide to read a text about the African Cup of Nations.

GOOD TO KNOW

Vocabulary content

Vocabulary related to football

Language functions

- Giving reasons
- Expressing a goal

My dictionary

Duty : devoir

Enthusiasm : enthousiasme

Healthy : sain ; en bonne santé

Prize : prix (récompense)

To blame : blâmer

Contest : concours

To glide : glisser

To perform : produire

Session 1

Session focus		
Vocabulary	Language function	Structure
referee ; stadium ; goals ; footballer ; trophy ; goalkeeper ; spectators ; team	Giving reasons	<p>A : Why do we generally lose the competition ?</p> <p>B : We lose the competition because we miss the penalty kick.</p> <p>A : Why do we win local football matches ?</p> <p>B : We have many supporters here, that's why we win the local football matches.</p>

A Let's explore

Look, listen and repeat 1



a team



a goalkeeper



a footballer



the goals



a stadium



a referee

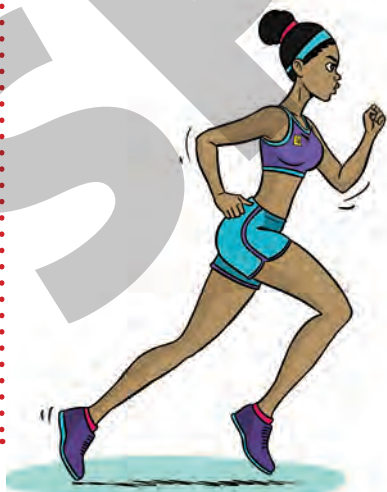


spectators



a trophy

Look, listen and repeat 2



Opperi : **Why** do you play football ?

Glahi : I play football **because** I like sport.

Brekibia : **Why** do you run every day ?

Topman : I want to stay healthy, **that's why** I run every day.

B Let's practise

1. Match each word with its corresponding definition. **Example : 1- a**

Words	Definitions
1. Footballer	a. a professional player of football.
2. Referee	b. an ornament as a prize for the winner.
3. Spectators	c. a player in the goals to stop shoots of the adversary.
4. Trophy	d. the square equipment in which footballers score.
5. Goalkeeper	e. an assemble of players.
6. Goals	f. persons who come to watch the match.
7. Team	h. a person who rules the match.

2. Fill in the gaps with *because* or *that's why*. **Example : 1-because**

I like watching matches in a stadium **(1) ...** ; it's very exciting. When you are in a stadium, you can feel the enthusiasm of the spectators **(2) ...** . I prefer going there. When you see the way people believe in their national team, you understand the way they behave. They can even die **(3) ...** they love too much their country. **(4) ...** we encourage our national team to perform a good football match **(5) ...** ; it's their job. We should not blame them when they lose a match **(6) ...** they know their duty. **(7) ...** we should support them.

C Let's take home

Write your own sentences using the two proposals for each case. **Do it like in the example.**

1. Goalkeeper (good) / that's why

→ **The goalkeeper is good, that's why he stops the shoots.**

2. Spectators / because

4. Trophy / that's why

6. Referee / because

3. Footballer / because

5. Goals / that's why

LET'S KEEP IN MIND



NOW, I KNOW :

- **vocabulary related to football**

E.g. : referee ; stadium ; footballer ; trophy ; goalkeeper ; spectators ; team ; etc.

- **how to give a reason**

E.g. : **Why** did you lose ?

B : We lost **because** we didn't play well. / We didn't play well. **That's why** we lost.

Session 2

Session focus		
Vocabulary	Language function	Structure
pair of cleats ; penalty spot ; jersey ; locker rooms ; slide tackle ; shoot	Expressing purpose	A : I practise sport in order to have good health. B : Harley wears his pair of cleats to play football.

A Let's explore

Look, listen and repeat



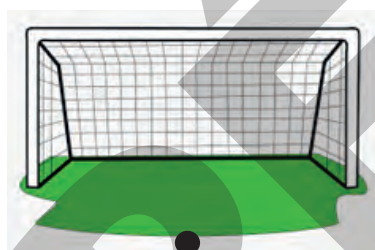
locker rooms



a slide tackle



pair of cleats



a penalty spot



a jersey



a shoot

Listen and repeat

Taté : **Why** do you go to the stadium ?

Godji : I go to the stadium **to support** our national football team.

Agbadou : **Why** does Sadio Mané train every day ?

Abié : He trains himself every day **in order to** be performant on the field.

B Let's practise

1. Match the different parts to get meaningful sentences. **Example : 1-C**

1. The team trains hard ...	A. in order to become a very important person.
2. She wants to see her friend Nina ...	B. for getting a good mark.
3. I am going to school ...	C. for winning the competition.
4. Ali learns his lessons ...	D. in order to give her information.
5. This man practises sports ...	E. for telling them to be fair-play during the match.
6. The referee meets the players ...	F. in order to have a good health.

2. Match the expressions in the table with their corresponding definitions.

Example : 1-e

Words	Definitions
1. Penalty spot	a. a kick.
2. Pair of cleats	b. a special room for players and staff.
3. A jersey	c. a particular uniform for playing football.
4. A shoot	d. a special shoes for footballers.
5. Locker rooms	e. the place where we put the ball to shoot a penalty.

C Let's take home

Write your own sentences using the two proposals in each case.

Example : 1- We organise African Cup of Nations in order to promote african football.

1. African Cup of Nations / in order
2. Penalty spot / in order
3. Locker rooms / for
4. Shoot / for
5. Slide tackle / in order

LET'S KEEP IN MIND



NOW, I KNOW :

- **vocabulary related to football**

E.g. : pair of cleats ; penalty spot ; jersey ; locker rooms ; slide tackle ; etc.

- **how to express a purpose**

E.g. : We train well **in order to win** the match. / We train well **to win** the match.

COMMUNICATION ACTIVITY

During a competition organized by the British Council, the students of 5^e from Lycée des Jeunes Filles of Yopougon are asked to read and demonstrate their understanding of a text about the ambitions of a young African football fan.

A. As a competitor, read the text and answer the following questions.

A football fan's ambitions

My name is Tissé and I like sports. I like watching african football competitions. Football is an interesting sport. In this sport, there are some rules that we must respect. The referee is the person who obliges the different players to respect these rules. If, for example, you commit a foul, you can have a yellow card or a red card when the fault is serious. I like

5 football because of good players like Didier Drogba and Cristiano Ronaldo. My dream is to be a professional football player. I never miss to watch big competitions such as the African Cup of Nations and the World Cup.

1. Who obliges the players to respect the rules ?
2. What can you have when you commit a serious fault in a football game ?
3. Does Tissé like football ?
4. Is Tissé's ambition to become a football player ?
5. List the competitions named in the text ?

B. In a paragraph of eight (8) lines maximum, write about a football match that you really appreciated during an edition of African Cup of Nations.

- Specify the match you appreciated ;
- Say what you appreciated ;
- Express the purposes for which this match was organised.

THE IMPORTANCE OF GAMES



READING

Learning context

Essay On Sports And Games

- Physical sports and games require physical exercise.
- Every sport or game must have healthy competition.
- Sports and games teach individuals team-spirit.
- Humans have been playing sports and games since ancient times.
- Sports and games can often help in preventing diseases.

In order to discuss the importance of games in the society, the students of Lycée Moderne 3 of Agboville read a text about traditional games during an English class.

GOOD TO KNOW

Vocabulary content

Vocabulary related to games

Language function

Making suggestions

My dictionary

Dad : papa

Dice : dé (ludo)

Hanging : suspendu

Hole : trou

Less : moins

Pawn : pion

Seed : grain

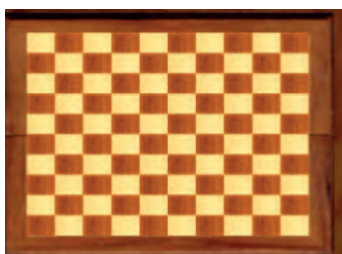
To throw : jeter

Session 1

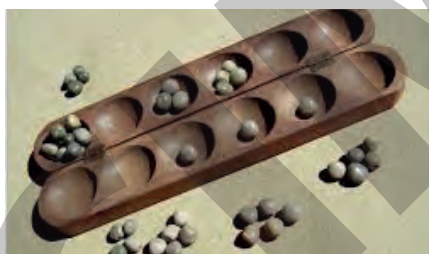
Session focus		
Vocabulary	Language function	Structure
awalé game ; cards game ; ludo ; draughts ; video game ; scrabble	Making suggestions	A : How about playing ludo ? B : I suggest (that) we play a video game.

A Let's explore

Look, listen and repeat



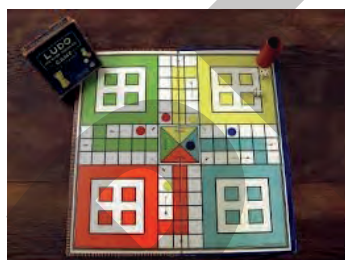
draughts



awalé game



a video game



a ludo game



scrabble



cards

Listen and repeat

Adaobi : I want to play a game.

N'dozié : **How about** playing cards ?

Adaobi : No, I want a game on a board.

N'dozié : I **suggest (that)** we **play** draughts.

Adaobi : Good idea !

B Let's practise

1. Odd one out. Write in your copybook the word which is not in the same category with the others. Example : 1-Awalé

- | | |
|--|---|
| 1. Football / Awalé / Running / Cycling | 4. Volleyball / Ludo / Judo / Karate |
| 2. Cycling / Basketball / Video game / Running | 5. Rugby / Baseball / Scrabble / Basketball |
| 3. Draughts / Tennis / Boxing / Scrabble | 6. Cards / Karate / Swimming / Running |

2. Complete the following dialogue. Use "How about " or "suggest that..."

Example : 1-How about

Latifa : Malika, we can't stay like that. **(1) ...** play cards.
playing football ?

Malika : That's a good idea. But, I don't like **(4) ...** we watch TV.

Latifa : We haven't got a TV set. I **(5) ...** we
play chess.

Latifa : Tennis ? I can't play tennis. I **(3) ...** we **Malika :** That's a good idea ! I like it.

C Let's take home

Complete the following suggestions with the missing parts.

Example : 1- How about

- | | |
|---|---|
| 1. ... playing football all the day ? | 5. ... playing marbles with our friends in the yard ? |
| 2. ... play video game in the morning and cards in the afternoon. | 6. ... playing Awalé game with the old men at night ? |
| 3. ... play draughts tomorrow morning. | 7. ... play basketball next Sunday. |
| 4. ... play scrabble and video game in the afternoon. | |

LET'S KEEP IN MIND



NOW, I KNOW :

- **vocabulary related to games**

E.g. : awalé game ; cards game ; ludo ; draughts ; video game ; scrabble ; etc.

- **how to make a suggestion**

E.g. : I **suggest** (that) we **play** cards. / **How about** playing cards ?

Session 2

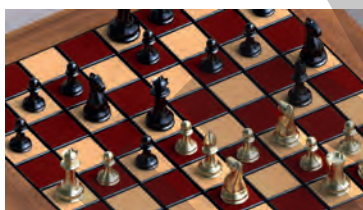
Session focus		
Vocabulary	Language function	Structure
baby-foot ; jumping rope ; chess game ; monopoly ; hopscotch ; swing ;	Making suggestions	A : What about playing baby foot ? B : Let's play hopscotch.

A Let's explore

Look, listen and repeat



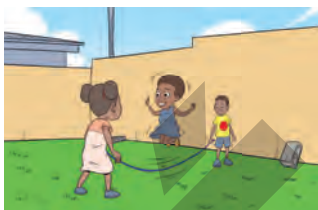
baby-foot



chess game



monopoly



jumping rope



hopscotch



swing

Listen and repeat

Keren : Come and play hopscotch with me.

Prunelle : Sorry, I don't like it. **What about** playing chess ?

Keren : No, I don't want to calculate too much today. **Let's play** jumping rope.

Prunelle : OK, let's go.

B Let's practise

1. Complete the following dialogue with the words or expressions from the box.

Example : 3- let's play

let's ; monopoly and swing ; What about going ; let's play ; what about

Keren : Good morning, Prunelle. Please, give me two names of your favourite games.

Prunelle : My two favourite games are **(1)**...

Keren : Ok ! **(2)** ...hopscotch ?

Prunelle : I like it too, but it needs good physical

condition.

Keren : You're right ! So **(3)** ... baby-foot.

Prunelle : No ! It makes too much noise, Dad is sleeping. **(4)** ... to swing ?

Keren : Good idea ! **(5)** ... go now !

2. Complete the following sentences to have meaningful suggestions with What about or Let's + verb.

Example : 1- What about

1. ... playing marbles today ?
2. ... play hopscotch this afternoon.
3. ... play chess on Tuesday.
4. ... play baby-foot with our friends.

5. ... playing monopoly in the bedroom ?
6. ... playing video games with Harley ?
7. ... jumping rope this evening ?

C Let's take home

The paragraph below is about the African Cup of Nations. Fill in the blanks with the appropriate elements from the box. **Example : 1- won**

lost ; defeated ; won ; scored ; watched ; played

In 2015, our National team **(1)** ... the African Cup of Nations. Many Ivorians **(2)** ... the final on their television screen. All the competition long, our national team **(3)** ... a very good game. We **(4)** ... the Black Stars of Ghana at penalty shootouts. They **(5)** ... the match when our goalkeeper (6) ... the last penalty kick.

LET'S KEEP IN MIND



NOW, I KNOW :

- **vocabulary related to games**

E.g. : baby-foot ; chess game ; monopoly ; hopscotch ; jumping rope ; etc.

- **how to make suggestions**

E.g. : **What about** playing hopscotch ? / **Let's play** hopscotch.

COMMUNICATION ACTIVITY

In order to change the bureau of the English Club of your school, a competition is organised. It consists in reading a text related to traditional games and demonstrate its best understanding. The winner will be chosen as the future English Club chairman. As a competitor, read the text below and do the following tasks.

King Awalé

In villages, people play some games to pass time. Among those games, there is one they like too much. It's Awalé game. Awalé is played on a board with two rows of six holes. The row in front of you is your own ground. The game starts with four seeds in each hole. To sow, you must take all the seeds of any holes and lay them out along the holes against the direction of the clockwise. If the last hole where you sow is the land of the other player and there are two or three seeds in, you remove them from the board and you keep them.

A. Say if the statements are true (T) or false (F).

1. Villagers dislike Awalé game.
2. In Awalé game, there are twelve holes.
3. The game begins with less than four seeds in each hole.
4. The seeds are laid in the clockwise direction.
5. Awalé game is played by two persons.

B. As you read the text, your Nigerian friend Ikechuku wants you to describe your favourite game in a small paragraph of 10 lines. In your paragraph,

- name your favourite game ;
- say why you prefer it ;
- describe how it is played.

Let's consolidate 8

I. Complete the paragraph below with the appropriate words or expressions from the box.

Example : 1- stressed

enjoy ; comfortable ; relax ; life lessons ; stressed ; skills

Studying all the time makes children feel **(1)** Games are a great way to help them **(2)** ... and feel more **(3)** Many kids **(4)** ... games because they teach them **(5)** ... and help them develop many personal **(6)** ...

II. Use the right words or expressions from the box to complete the sentences below.

Example : 1- performance

talents ; promising ; performance ; team work ; fans ; stars

1. Egypt won the ACN seven times, what a ... !
2. Madagascar is a ... team. In the future, they will be a great football nation !
3. Didier Drogba and Samuel Eto'o are african famous football
4. Many african ... prefer to go to Europe to continue their careers.
5. African ... are very passionate. They love their teams in good or bad times.
6. Playing football is a It is not an individual work.

III. Read carefully the information in the table and complete the dialogues. In the next English class you will present it with your partner.

CAF Most Promising Talent of the Year		
Year	Player Name	National Team
2017	Patson Daka	Zambia
2016	Kelechi Iheanacho	Nigeria
2015	Etebo Oghenekaro	Nigeria
2014	Yacine Brahimi	Algeria
2013	Kelechi Iheanacho	Nigeria
2012	Mohamed Salah	Egypt
2011	Souleymane Coulibaly	Ivory Coast
2010	Kwadwo Asamoah	Ghana
2009	Dominic Adiyiah	Ghana
2008	Salomon Kalou	Ivory Coast

Dialogue :

A : Who was the best Egyptian player in 2012 ?

B : Mohamed Salah **(1)** ...

A : How many talented players from Ghana are mentioned in the table ?

B : They are **(2)** ...

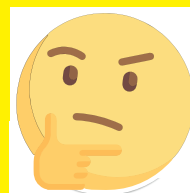
A : Who are they ? (name them)

B : **(3)** ...

LET'S HAVE FUN

Guess what I am

I am played on a board with too rows of six holes. You are ...



IRREGULAR VERBS

	Anglais (Infinitif)	Prétérit	Participe passé	Français (Infinitif)
1	be	was, were	been	être
2	beat	beat	beaten	battre
3	become	became	become	devenir
4	begin	began	begun	commencer
5	bend	bent	bent	plier / se courber
6	bite	bit	bitten	mordre
7	bleed	bled	bled	saigner
8	blow	blew	blown	souffler / gonfler
9	break	broke	broken	casser
10	bring	brought	brought	apporter
11	build	built	built	construire
12	burn	burnt / burned	burnt / burned	brûler
13	buy	bought	bought	acheter
14	can	could	could	pouvoir
15	catch	caught	caught	attraper
16	choose	chose	chosen	choisir
17	cling	clung	clung	s'accrocher
18	clothe	clad / clothed	clad / clothed	habiller / recouvrir
19	come	came	come	venir
20	cost	cost	cost	coûter
21	cut	cut	cut	couper
22	dig	dug	dug	creuser
23	do	did	done	faire
24	draw	drew	drawn	dessiner / tirer
25	dream	dreamt / dreamed	dreamt / dreamed	rêver
26	drink	drank	drunk	boire
27	drive	drove	driven	conduire
28	eat	ate	eaten	manger
29	fall	fell	fallen	tomber
30	feed	fed	fed	nourrir
31	feel	felt	felt	se sentir / ressentir
32	fight	fought	fought	se battre
33	find	found	found	trouver
34	forget	forgot	forgotten / forgot	oublier
35	get	got	gotten / got	obtenir
36	give	gave	given	donner
37	go	went	gone	aller
38	grow	grew	grown	grandir / pousser
39	have	had	had	avoir
40	hear	heard	heard	entendre

41	hide	hid	hidden	cacher
42	hit	hit	hit	taper / appuyer
43	hold	held	held	tenir
44	hurt	hurt	hurt	blessar
45	keep	kept	kept	garder
46	know	knew	known	connaître / savoir
47	learn	learnt	learnt	apprendre
48	leave	left	left	laisser / quitter / partir
49	lend	lent	lent	prêter
50	let	let	let	permettre / louer / laisser
51	light	lit / lighted	lit / lighted	allumer
52	lose	lost	lost	perdre
53	make	made	made	fabriquer
54	meet	met	met	rencontrer
55	pay	paid	paid	payer
56	prove	proved	proven / proved	prouver
57	put	put	put	mettre
58	quit	quit	quit	quitter
59	read	read	read	lire
60	ride	rode	ridden	monter (vélo, cheval)
61	ring	rang	rung	sonner / téléphoner
62	rise	rose	risen	lever
63	run	ran	run	courir
64	say	said	said	dire
65	see	saw	seen	voir
66	sell	sold	sold	vendre
67	send	sent	sent	envoyer
68	shake	shook	shaken	secouer
69	shoot	shot	shot	tirer / fusiller
70	show	showed	shown	montrer
71	shut	shut	shut	fermer
72	sing	sang	sung	chanter
73	sit	sat	sat	s'asseoir
74	sleep	slept	slept	dormir
75	slide	slid	slid	glisser
76	speak	spoke	spoken	parler
77	spell	spelt	spelt	épeler / orthographier
78	spend	spent	spent	dépenser / passer du temps
79	spread	spread	spread	répandre
80	stand	stood	stood	être debout
81	steal	stole	stolen	voler / dérober

82	sweep	swept	swept	balayer
83	swim	swam	swum	nager
84	take	took	taken	prendre
85	teach	taught	taught	enseigner
86	tell	told	told	dire / raconter
87	think	thought	thought	penser
88	throw	threw	thrown	jeter
89	understand	understood	understood	comprendre
90	wake	woke	woken	réveiller
91	wear	wore	worn	porter (avoir sur soi)
92	win	won	won	gagner
93	write	wrote	written	écrire

Achievé d'imprimer sous les presses de : JD ÉDITIONS
 Pour le compte de JD Éditions.
 Tél. : 25 23 00 17 50
 Mise en page : JD Éditions
 1^{er} trimestre 2022
 Dépôt légal N° 18422 du 08 Mars 2022



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COVID-19 / MESURES DE PREVENTIONS



Lavez-vous
les mains
fréquemment



Respectez la
distanciation
physique



Portez
un masque



Toussez ou
éternuez dans
votre coude



Ouvrez
les fenêtres



Faites-vous
vacciner

ISBN : 978-2-493344-08-3



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