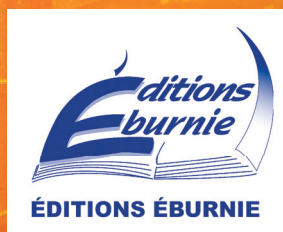


# English for All

5<sup>e</sup>

## Teacher's guide



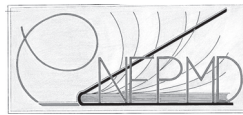


RÉPUBLIQUE DE CÔTE D'IVOIRE  
*Union – Discipline – Travail*

Ministère de l'Éducation Nationale,  
et de l'Alphabétisation

# ENGLISH FOR ALL

*Teacher's guide*



# 5<sup>e</sup>

Manuel rédigé par l'équipe du Centre National de Formation et de Production de Matériels Didactiques

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# INTRODUCTION

«ENGLISH FOR ALL 5<sup>e</sup>» is the second textbook of the Ivorian series: 'Ecole, Nation et Développement'. It is a useful and appropriate material for teachers and students to share in the process of teaching and learning English as a means for communication.

## **A- Method of teaching with the book:**

This book is made up of twenty-four (24) lessons. Each lesson focuses on a set of objectives stated in 'LESSON FOCUS' followed by appropriate activities. It is taught in three (3) sessions of one (1) hour each. The lesson must respect the APC (Approche Par les Compétences) methodology which reads as follows

### **1. INTRODUCTORY PHASE (Phase de Présentation)**

- 1.1. Warm up
- 1.2. Revision
- 1.3. Lead-in activity
- 1.4. Learning situation/Learning context.

### **2. INPUT PHASE (Phase de Développement)**

Teaching of the day lexical and grammatical items of the lesson using appropriate techniques and materials.

### **3. PRACTICE PHASE (Phase d'Évaluation)**

- 3.1. Language handling and application exercises
- 3.2. Activities for reinvesting the key elements of the day in oral or written communication

## **B- Structure of the unit**

This book is made up of eight (8) units built around eight (8) topics. Each unit is composed of three (3) lessons which must be taught in three sessions of one (1) hour each.

The unit ends with one page of revision: 'TIME TO REVISE AND CHECK'. This section which is to be taught in one hour will allow the learner to check what he's actually able to do at the end of each unit.

At the end of two (2) units, there is a page of game activities, 'TIME FOR FUN', and a page of class project, 'TIME FOR CLASS PROJECT', which calls for the reinvestment and use of acquired skills in real life-like projects.

Additionally, pupils are helped through pronunciation exercises, songs and poems to learn more and in a stress-free atmosphere.

The learning activities aim at the integrated practice of the four (4) main skills or competences in the subject.

SPEAKING (Speaking skills): Unit 1 and 2

WRITING (Writing skills): Unit 3 and 4

LISTENING (Oral skills): Unit 5 and 6

READING (Reading skills): Unit 7 and 8

### **C- Structure of a lesson**

Each lesson is divided into three (3) blocks:

#### **1. TIME TO FIND OUT (Discovery activities)**

This first block of the lesson allows the learner to discover new lexical and grammatical items. It is mainly divided into two parts :

- 1.1. Look, Listen and repeat: this section provides the teacher with enough useful visual supports for the teaching of the new lexical items. The teacher is expected to select and make use of the appropriate vocabulary teaching technique accordingly.
- 1.2. Look and repeat the dialogues (for speaking and listening units) or 'Study the text'/ Read the text silently (for reading and writing units): this second section provides the teacher with useful and appropriate tools for the teaching of the new grammatical items in context, and inductively. Here again, the teacher is expected to select and make use of the grammar teaching techniques he deems appropriate.

#### **2. TIME TO PRACTISE AND CHECK (Application activities)**

This second block of the lesson helps the learner manipulate the new lexical and grammatical items through a range of practical exercises. Here, it is important for the teacher to provide a model example to the learner.

#### **3. TIME TO COMMUNICATE AND CHECK (Problem solving activity)**

This last writing block aims at involving the learner in real or semi real case study situations. Learners are asked to select and put to use the acquired skills to solve examples of real or semi real life problems with the help of the teacher as a facilitator.

This part is a lesson in its own right which processes as follows:

- A pre-task: the teacher makes sure the students understand the task to carry out.
- A while task: students carry out the task with the teacher as a facilitator.
- A post task: the students present their production followed by the teacher's observations.

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## Periodic Table of Elements

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|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| H  | He |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Li | Be | B  | C  | N  | O  | F  | Ne |    |    |    |    |    |    |    |    |    |    |
| Na | Mg | Al | Si | P  | S  | Cl | Ar |    |    |    |    |    |    |    |    |    |    |
| K  | Ca | Sc | Ti | V  | Cr | Mn | Fe | Co | Ni | Cu | Zn | Ga | Ge | As | Se | Br | Kr |
| Rb | Sr | Y  | Zr | Nb | Mo | Tc | Ru | Rh | Pd | Ag | Cd | In | Sn | Sb | Te | I  | Xe |
| Cs | Ba | La | Hf | Ta | W  | Re | Os | Ir | Pt | Au | Hg | Tl | Pb | Bi | Po | At | Rn |
| Fr | Ra | Ac | Th | Pa | U  | Np | Pu | Am | Cm | Bk | Cf | Es | Fm | Md | No | Lr |    |

|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| H  | He |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Li | Be | B  | C  | N  | O  | F  | Ne |    |    |    |    |    |    |    |    |    |    |
| Na | Mg | Al | Si | P  | S  | Cl | Ar |    |    |    |    |    |    |    |    |    |    |
| K  | Ca | Sc | Ti | V  | Cr | Mn | Fe | Co | Ni | Cu | Zn | Ga | Ge | As | Se | Br | Kr |
| Rb | Sr | Y  | Zr | Nb | Mo | Tc | Ru | Rh | Pd | Ag | Cd | In | Sn | Sb | Te | I  | Xe |
| Cs | Ba | La | Hf | Ta | W  | Re | Os | Ir | Pt | Au | Hg | Tl | Pb | Bi | Po | At | Rn |
| Fr | Ra | Ac | Th | Pa | U  | Np | Pu | Am | Cm | Bk | Cf | Es | Fm | Md | No | Lr |    |

Mathématiques

Francophonie

$$\begin{aligned} (a+b)^2 &= a^2 + 2ab + b^2 \\ (a-b)^2 &= a^2 - 2ab + b^2 \\ (a+b)(a-b) &= a^2 - b^2 \end{aligned}$$





**unit**

**1**

# AT SCHOOL (SPEAKING)







**SPEAKING**  
**2HFWKING**



# Discover my school

## Session 1

### Session Focus

1. Vocabulary related to places at school
2. Greeting and introducing people
3. Pronunciation : The sounds /ə/ and /e/

## TIME TO FIND OUT

### 1. Vocabulary: Look, listen and repeat

Presentation of the new lexical items listed using the appropriate teaching techniques: make use of pictures, drawings, realia, etc, to convey the meaning. You may add any other words you think necessary for your students.

- 1.1. Have the students look at each picture and then listen and repeat each word or phrase.

Eg. 1. It's the gate 2. It's the library 3. It's the staff-room, etc.

- 1.2. Have the students answer the question 'What is staff – room in picture...?'

Eg. T : What is in picture 1 ? S1 : It's the gate

### 2. Greeting and introducing people

- Teach the new language function ostensively using the adequate techniques.
- Present the different dialogues, pointing to the different ways of saying the same thing according to the situations and have them repeat them.
- Have students repeat the dialogue.

### 3. Expressing likes

listen and repeat the sentences.

- Teach the new language function ostensively using the adequate techniques.
- Present the different dialogues, pointing to the different ways of saying the same thing according to the situations and have them repeat them.
- Have students repeat the sentences.

### 4. Pronunciation

- a) Write the sound symbols on the board /ə/ and /e/
- b) Have the students listen and repeat each sound
- c) Have them listen and repeat the words where the sounds occur

The teacher should make the different sounds clear through the right pronunciation of the words. Underline the syllables where the sounds appear to draw their attention. Then write the two sound symbols on the board and ask the students to write the words under the right symbol.

## TIME TO PRACTISE AND CHECK

### 1. Listening and speaking

Students listen to the audio of the text and then, the teacher has them repeat the dialogue.

### 2. Reading and speaking

After reading silently the dialogue, the teacher sets groups of 3 in order to make students role-play the dialogue.

### 3. Writing and speaking

Students use the words from the box to complete the dialogue.

Nº1 is an **example**. **1= help**

1 = help

2 = building

3 = library

4 = blue

5 = welcome

## PRONUNCIATION

The correction should be done under two headings, each for a sound. Emphasis should be put on clearly pronouncing each word highlighting the sounds.

*Answers:*

| /ə/                                                               | /e/                                                      |
|-------------------------------------------------------------------|----------------------------------------------------------|
| Sister, weather, letter, a paper, August<br>garden, farmer, enter | weather, kept, met, jet, letter, net, red<br>threat, men |

## Session 2

### LESSON FOCUS

1. Vocabulary related to different places in a school
2. Using prepositions for locating things : opposite, next to, in front of, behind

### TIME TO FIND OUT

#### 1. Vocabulary: Look, listen and repeat

Presentation of the new lexical items listed using the appropriate teaching techniques: make use of pictures, drawings, realia, etc, to convey the meaning. You may add any other words you think necessary for your students.

1.1. Have the students look at each picture and then, listen and repeat each word or phrase.

Eg. 1. It's a science laboratory 2. It's the infirmary 3. It's the canteen, etc.

1.2. Have the students answer the question 'What is in picture...?'

T: What is in picture 1? S1: It's a science laboratory

**Words concerned with this part are : science laboratory-infirmar-y-canteen-toilets/ restrooms-school garden-playground**

#### 2. Have students repeat the sentences

- Teach the new language function ostensively using the adequate techniques.
- Present the different dialogues, pointing to the different ways of saying the same thing according to the situations and have them repeat them.
- Have students repeat the dialogue.

### TIME TO PRACTISE AND CHECK

#### 1. Listening and speaking

Listen to the passage and say what it is about.

An audio could be played and students after listening, say what the dialogue is about.

**This passage is about Myriam's visit of her future school or the school she will attend next year.**

The teacher should be flexible about students possible answers.

#### 2. Reading and speaking

In pairs, ask and answer questions.

This is an interactive activity that should involve pairs in the classroom. Based on the directions, one asks the question and the other provides the answer.

2. A: Can you show me where the library is?  
B: It's next to the canteen.
3. A: Can you show me where the playground is?  
B: It's opposite the infirmary.
4. A: Can you show me where the classrooms are?  
B: They're on the left of the laboratory.
5. A: Can you show me where the infirmary is?  
B: It's behind the headmaster's office.
6. A: Can you show me where the gate is?  
B: It's on the right of the classrooms.

### 3. Reading and speaking

You and your partner ask and answer questions about your likes and dislikes.

That's another task that requires interaction between partners and also flexibility from the teacher as students' likes and dislikes may differ.

A: Do you like school?

B: Yes, I do / No, I don't

A: Does she like playing?

B: Yes, she does / No, she doesn't

Etc.



# Session 3

## LESSON FOCUS

1. Vocabulary related to different places in a school
2. Using prepositions for locating things : opposite, next to , in front of, behind

## TIME TO COMMUNICATE AND CHECK

**In pairs, students complete the dialogue. After the correction of the task, students repeat the dialogue and then, present it to the class.**

**Kwame:** Wow, what a beautiful school you have!

**You:** (1) .....**Thank you. It's nice of you!**.....

**Kwame:** Is it the only gate to enter your school?

**You:** (2) .....**No, there are two other gates.**..... .

**Kwame:** Can you show us where the headmaster's office is?

**You:** (3) .....**From here don't turn right or left, go straight ahead**.....

**Kwame:** What a beauty, thanks. Where is the library?

**You:** (4) ..... **The library is opposite the headmaster's office**..... .

**Kwame:** Oh, I see. What about the canteen?

**You:** (5) ..... **The canteen is behind the library**..... .

**Kwame:** What is in front of the canteen?

**You:** It is the playground. (6)..**Next to the playground are the computer room and the staffroom...**

**Kwame:** And look at the trees and birds around, your school is really magnificent.

**You:** (7) .....**Thanks, let's continue!**..... .

# LESSON 2

## Life at College Moderne Kassere

### Session 1

#### Session Focus

1. Vocabulary related to school organisation
2. Expressing actions in progress (Using present continuous)
3. Pronunciation: The sounds /æ/ and /ə:/

### TIME TO FIND OUT

#### 1. Vocabulary: Look, listen and repeat

Presentation of the new lexical items listed using the appropriate teaching techniques: make use of pictures, drawings, realia, etc, to convey the meaning. You may add any other words you think necessary for your students.

2.1 Have the students look at each picture and then, listen and repeat each word or phrase.

Eg. 1. The pupils are lining up. 2. Séry is late 3. The students are receiving their reports, etc.

2.2 Have the students answer the question 'What is in picture...?'

T: What is in picture 1? S1: The students are lining up.

#### 2. EXPRESSING ACTIONS IN PROGRESS: The present continuous

##### Listen and repeat the dialogue

- Teach the new language function ostensively using the adequate techniques.
- Present the different dialogues, pointing to the different ways of saying the same thing according to the situations and have them repeat them.
- Have students repeat the dialogue.

#### 3. Pronunciation

- a) Write the sound symbol on the board /ə/ and /e/
- b) Have the students listen and repeat each sound
- c) Have them listen and repeat the words where the sounds occur



## Session 2

### Session Focus

1. Vocabulary related to school organisation
2. Asking for permission : “ can ” and “ May ”

## TIME TO FIND OUT

### 1. Vocabulary: Look, listen and repeat

Presentation of the new lexical items listed using the appropriate teaching techniques: make use of pictures, drawings, realia, etc, to convey the meaning. You may add any other words you think necessary for your students.

- 1.1 Have the students look at each picture and then, listen and repeat each word or phrase.

Eg. 1. They are doing research. 2. These students are delivering a presentation 3. Resume class, etc.

- 1.2 Have the students answer the question ‘What is in picture...?’

T: What is in picture 1? S1: The students are doing research.

### 2. ASKING FOR PERMISSION : « Can » and « May »

#### Listen and repeat the dialogue

- Teach the new language function ostensively using the adequate techniques.
- Present the different dialogues, pointing to the different ways of saying the same thing according to the situations and have them repeat them.
- Have students repeat the dialogue.

## TIME TO PRACTISE AND CHECK

### 1. Listening and speaking

Students listen to the audio twice and answer the questions.

- 1.1. This dialogue is about Akissi’s visit to the infirmary.
- 1.2. She felt sick.
- 1.3. Akissi felt sick after receiving her report.
- 1.4. She gave her a tablet.

### 2. Banked cloze: Fill in the blanks with the correct words or phrases from the box

- 2.1. do research
- 2.2. deliver a presentation
- 2.3. resume class
- 2.4. take a test
- 2.5. easy
- 2.6. boring

### 3. Reading and speaking

Read the different situations and complete the table. Then, ask and answer questions with your partner.

The teacher should be flexible as far as students answers are concerned as they can vary.

| Situations                                                                                                                                | Asking for permission                            | Refusing or Accepting                 |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|---------------------------------------|
| Rodrigo didn't study his lessons but he wants to go out and play with his friends. He asks for permission to his father.                  | -Can I go out and play with my friends?          | No, you cannot / can't.               |
| Belinda forgot her book at home. She wants to use her friend's book.                                                                      | Can I use your book?                             | Yes, you can.                         |
| For their annual celebrations, your school wants to play a friendly match against the neighboring school. So you ask its representatives. | May we play a friendly match against your team?  | - No, you may not.<br>- Yes, you may. |
| The chairperson of the English club wants to organize a special English Day. He asks for permission to the headmaster.                    | May we organize a special English Day this year? | Yes, you may.                         |
| There is a new lesson. Henriette wants to clean the board. She asks her classmates.                                                       | Can I clean the board?                           | No, you can't.                        |

## TIME TO COMMUNICATE AND CHECK

### This is a telephone call between two friends

#### Pre-task

Explain the task to the students and make sure they understand how to go about it (in groups or individually). Here, it is a pair work.

#### While-task

The students mobilize appropriate resources (describing their day at school using the vocabulary related to school organisation) and carry out the task. The teacher facilitates the process through his monitoring.

#### Post task

- a) Ask students to practice the dialogue in pairs.
- b) Ask a few pairs to role-play the dialogue for the whole class.
- c) Highlight a few mistakes and correct them.



# LESSON 3

## What do You Learn at School?

### Session 1

#### Session Focus

1. Vocabulary related to school subjects
2. Prepositions (from ... to / on / at)
3. Pronunciation: The sounds /i/ and /i:/

### TIME TO FIND OUT

#### 1. Vocabulary: Look, listen and repeat

- Presentation of the new lexical items listed here and other activities in the lesson, using the appropriate teaching techniques.
- Make use of :
  - pictures, (that can be the ones in the book or other ones)
  - expressive drawings or any other appropriate realia... to convey the meaning. (a classroom timetable, for example)
  - Focus on the words and phrases highlighted in the text “ My School Timetable ”.

#### 2. Listen and repeat the dialogues

1. Present the dialogue, have students repeat and practice the dialogue.
2. You may divide the dialogue into two halves: the first is from the beginning to “and a civics lesson” and the second is the rest of the dialogue.

#### 3. Pronunciation

- a) Write the sound symbol on the board /ə/ and /e/
- b) Have the students listen and repeat each sound
- c) Have them listen and repeat the words where the sounds occur

The teacher should make the different sounds clear through the right pronunciation of the words. Underline the syllables where the sounds appear to draw their attention. Then write the two sound symbols on the board and ask the students to write the words under the right symbol.

### TIME TO PRACTISE AND CHECK

#### 1. Listening and speaking

Listen to the audio and answer the questions.

- 1.1. The dialogue is about the special character of Kpanzahi's school.
- 1.2. The secret is that they regularly have common tests and receive a lot of advice from their teachers.
- 1.3. Yes, we do or No, we don't.

## 2. Reading and speaking

**Ask and answer questions:** Examples 1 and 2. p 24.

Work in pairs

The teacher has the students read the dialogue. Modelling on it, students have to write their own dialogues referring to their timetables, practice and then present them before the class.

## 3. Writing and speaking

The dialogue below is based on Jonathan's timetable. Copy it and change the words in italic and the subjects regarding your class timetable. Role play it with your partner.

The teacher goes through the task and explains it to the students. They have to customize the dialogue by completing it with their own information.

## 4. Pronunciation

1. a-**grin** b. green /    2. a-**sheet** b. shit /    3. a-**bit** b. beat /    4. a-hit b-**heat**



### Session Focus

1. Vocabulary related to school subjects
2. Asking and giving opinions

## TIME TO FIND OUT

### 1. Vocabulary: Look, listen and repeat

- Presentation of the new lexical items listed here and other activities in the lesson, using the appropriate teaching techniques.
- Make use of : - pictures, (that can be the ones in the book or other ones)
  - expressive drawings or any other appropriate realia... to convey the meaning.  
(a classroom timetable, for example)

The words to be presented are: schedule, good at, bad at, scientific subjects, literary subjects, favourite subjects, and bugbear.

### 2. Asking and giving opinions: listen and repeat the dialogue

- Present the dialogue, have students repeat and practice the dialogue.
- Highlight the structures for asking and giving opinions.

## TIME TO PRACTISE AND CHECK

### 1. Listening and speaking

Listen to the audio and repeat.

1. The dialogue is about Gnazébo's school activities before resuming class and her opinion about some subjects.
2. She is resuming class next week.
3. Yes, they did.
4. She finds it interesting or not boring.

### 2. Reading and speaking

Read each definition carefully and guess the subject it describes. And then, tell your partner.

He or she reads the next definition and tells you the subject.

| Description                                                                                                                                                                                             | Guessing                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| We learn about addition, subtraction, multiplication, and division. The subject studies numbers, forms and comprises Arithmetics and Geometry.                                                          | The subject is...MATHEMATICS.....<br>What about yours?            |
| The subject studies the natural world, including plants, animals, and the Earth. With it we learn about ancient civilizations.                                                                          | The subject is...NATURAL SCIENCE....<br>It's your turn.           |
| The subject explores the past by studying events, people, and cultures. You learn about ancient civilizations, wars, etc.                                                                               | The subject is.....HISTORY....<br>How about your subject?         |
| In this subject, you learn how to express yourself through words. You read stories, write essays, and explore different types of literature. Grammar and vocabulary are also key parts of this subject. | The subject is...ENGLISH.....<br>What is your next subject?       |
| The subject studies of the rights, obligations, and privileges of citizens.                                                                                                                             | The subject is.....CIVICS.....<br>It's your turn.                 |
| The subject is an interdisciplinary domain focused on studying computers and their uses in the real world.                                                                                              | The subject is...COMPUTER SCIENCE.....<br>How about your subject? |

### 3. Writing and speaking

Number 1 is an example. 1. What subjects do you have today?

**Alex:** Hey Jordan, what subjects do you have today?

**Jordan:** Hi Alex! I have math first period. It starts at 8:00 AM.

**Alex:** That sounds interesting! I have science at the same time. (2) What do you learn in math?

**Jordan:** We learn about fractions and decimals. It's pretty fun! (3) How long is your science class?

**Alex:** Science is 50 minutes long. We do experiments and watch videos. (4) What's next after math for you?

**Jordan:** After math, I have history. It starts at 9:00 AM. (5) What about you?

**Alex:** I have English after science. It begins at 9:50 AM. (6) Do you like history?

**Jordan:** Yes, I do! We talk about ancient civilizations. It's really cool. (7) How long is your English class?

**Alex:** English lasts for an hour. We read books and write stories. (8) What do you do in history?

**Jordan:** We discuss important events and watch documentaries. I enjoy it a lot!  
**Alex:** I have English after science. It begins at 9:50 AM. (6) Do you like history?

**Jordan:** Yes, I do! We talk about ancient civilizations. It's really cool. (7) How long is your English class?

**Alex:** English lasts for an hour. We read books and write stories. (8) What do you do in history?

**Jordan:** We discuss important events and watch documentaries. I enjoy it a lot!

## Session 3

### TIME TO COMMUNICATE AND CHECK

#### Pre-task.

Explain the task to the students and make sure they understand how to go about it (in groups or individually). Here it is a pair work.

#### While-task

The students mobilize appropriate resources (exchanging with a friend using the vocabulary related to school subjects ) and carry out the task. The teacher facilitates the process through his monitoring.

#### Post task

- Ask students to practice the dialogue in pairs.
- Ask a few pair students to role play the dialogue for the whole class.
- Highlight a few mistakes and correct them.

### TIME TO REVISE AND CHECK

#### Answers

- 1 - h;      2 - f;      3 - d;      4 - g;      5 - e;      6 - c;      7 - l;      8 - b;      9 - a;      10 - j;
- |               |              |            |                  |             |
|---------------|--------------|------------|------------------|-------------|
| 1. revise     | 2. rings     | 3. line up | 4. call the roll | 5. are late |
| 6. be on time | 7. stay down | 8. go up   | 9. congratulates |             |
- Give the floor and time to students to interact. They will give as many sentences as possible.  
Example: 1. A = When does Sétchô have History?  
B = Between 12:20 and 15:00 / From 12:20 to 15:00 / At 12:20  
2. A = When is lunch time?  
B = Between 12:20 and 15:00 / From 12:20 to 15:00 / At 12:20 (And so on)  
Use the right preposition according to the positions like in the example:  
A = Can you show me where the canteen is?  
B = It's behind the classrooms.
- a = singing; b = eating; c = cooking ; d = playing; e = spending; f = visiting;

**unit**

**2**

# AT HOME (SPEAKING)





**SPEAKING**  
2hFWKING

# LESSON 1

## MY FAMILY TREE

### Session

### 1

### Session Focus

1. Vocabulary relate to the extended family
2. The possessive case : « 's »  
What relation is Patrick to Konan ? Patrick is Konan 's uncle.

### TIME TO FIND OUT

#### 1. Vocabulary: Look, listen and repeat

The family tree will help teach the new vocabulary items related to the extended family.  
The teacher makes the students repeat the new items.

*Examples:* Grandfather, Grandmother, Grandparents, Grandchildren, etc.

The family tree will also be used to present the possessive case. Make the students repeat as much as possible the questions and answers: What relation is X to Y? He/she is her/his aunt.

*Examples:* What relation is Konan Yao to Mrs. Kitan? He is Mrs. Kitan's grandson.

#### 2. Listen and repeat

Make the students role-play the dialogue. Emphasis will be put on the possessive ('s).

### TIME TO PRACTISE AND CHECK

#### 1. Pair work

Read the family tree. Ask and answer questions like in the example.

A : What relation is Yao to Mr Kitan ?

B : He's Mr Kitan's grandson.

#### 2. Speaking : answer these questions

- a) He's my grandfather
- b) She's my aunt
- c) He's my cousin
- d) She's my niece
- e) They are my grandparents



## Session 2

### Session Focus

1. – Vocabulary related to the extended family  
– Question and answers with 'whose'
2. Expressing future plans (to be+verb+ing)  
Example : I'm visiting my grandparents tomorrow.
3. Pronunciation

## TIME TO FIND OUT

### 1. Vocabulary:

**Look, listen and repeat.**

A-This activity aims at introducing new lexis. The students look at the pictures family tree and repeat words after the teacher.

Examples: niece, cousin, aunt ...

Make the students repeat as much as possible the question and answers

A: Whose sister is Chantal Kitan ?

B: She's Patrick Soro's is sister.

### 2. Listen and repeat the dialogue

Make the students role-play the dialogue substituting their own names to those in the book. Emphasis will be put on students' plans for the future.

Example: I'm spending the weekend in Bassam.

I am visiting my aunt tomorrow.

**Answers**

- a) To go to Yamoussoukro
- b) To visit her grandma and grandpa
- c) Eudoxie's parents are in Paris
- d) She is visiting them next month

### 3. Pronunciation

Go through the table, and make students repeat correctly after you, stress on the sound.

## TIME TO PRACTISE AND CHECK

### 1. Pair work

The example's are clearly given in the students' book. Start with a strong pair and encourage the students to make more sentences. Take example 1 and then example 2 then extend to the whole class

**Note :** Between examples 1 and 2, there is an exercise that shouldn't exist: delete it.

## 2. Matching - Make students read the full sentences

1- C ; 2- E ; 3 - A ; 4 - B ; 5 - F ; 6 - D  
sister.

ex My aunt is my mother's or father's

## 3. Pronunciation

1/ ɔ / ; 2- / ɔ / ; 3 / ɔ / 4 / ɔ / ; 5 / ɔ / ; 6 / ɔ

# Session 3

## TIME TO COMMUNICATE AND CHECK

*This session is the moment when the students must use the new items learnt to communicate.  
In other words, it is the step when the students must use the language learnt for their own sake.*

1. Pre-task: Make sure the students understand what to do.
2. While-task: Help them mobilize the right resources and do the task .The students look at the examples and the photograph then ask and answer questions with their classmates.

Eg. A: Who is the man with the pink shirt ?

A: He is my father ect ...

# LESSON 2

## A SUNDAY WITH MY FAMILY

### Session 1

#### Session Focus

1. Vocabulary related to occupations of people at home on Sundays
2. Expressing everyday actions using the present simple :  
A- What does Kassine usually do on Sundays ?  
B- He reads books on the veranda.
3. Pronunciation: The sounds /u/ and /u:/

### TIME TO FIND OUT

#### 1. Look, listen and repeat

- This activity aims at introducing new vocabulary. The students look at the pictures and repeat the words after the teacher.

Example: switch on the torch, switch off the torch, a blanket, etc.

#### 2. Listen and repeat the dialogue

-This picture will permit the teacher to introduce the present simple tense expressing actions we do repeatedly.

Q - what does Mr Akmel do every morning ?

A - He shaves every morning

Q - What does Kassine usually do on Sundays ?

A - He reads a book on the veranda

Q - What does Anna do on Sundays ?

A - She sweeps the floor

**Note :** Make additional input.

a) adverbs of frequency: Every (day, week, month, year)- Usually, always, often, etc.

b) highlight the 3<sup>rd</sup> person singular **-s** ending in the present simple. e.g.: *He shaves*

c) focus on the question.

- 3<sup>rd</sup> person singular : - what does Akmel do every day?

- He shaves.

- other persons: - what do you do every morning ?

- yes/no questions.

### TIME TO PRACTISE AND CHECK

#### Activity 1: answers

1. Switch on
2. Brush
3. Removes

#### Activity 2 : answers

1. go
2. play
3. visit

### Activity 1: answers

4. Blankets (bedsheets)
5. Bedsheets (Blankets)
6. Irons
7. Shaves
8. Making-up

### Activity 2 : answers

4. have
5. drinks
6. eats

### Pronunciation

2. / u / 3. / u / 4. / u: /

## Session 2

1. Vocabulary related to occupation of people at home on Sundays.
2. Describing actions you did in the past.

## TIME TO FIND OUT

### 1. Look, listen and repeat

- This activity aims at introducing new vocabulary. The students look at the pictures and repeat the words after the teacher.

Example : Diarra is plugging in the TV.

This is a socket.

### 2. Listen and repeat the dialogue

- This picture will permit the teacher to introduce the past simple tense expressing actions we did in the past.

Example : What did Hadja's sister do last Friday?

Hadja's sister went to the mosque last Friday.

**Note :** Reinforce the input by highlighting the following:

- The **-ed** ending of regular verbs in the past simple.

e.g.: brushed, removed, ironed

- irregular verbs :

go = went

read = read

drive = drove

- Adverbs (time makers)

yesterday, last (week, month, Friday, etc.)

- Questions

\*What did Hadja do last Friday?

\*She went to the mosque.

- Yes/ no questions
- \*Did Hadja go to the mosque?
- \*Yes, she did. / No, she didn't.

## TIME TO PRACTISE AND CHECK

### Activity 1. Reordering

- |             |           |               |           |
|-------------|-----------|---------------|-----------|
| 1. Church   | 2. Socket | 3. Ironing    | 4. Mosque |
| 5. Plugging | 6. Lying  | 7. News paper |           |

### Activity 2. Pair work

Encourage students to ask and answer questions to each other.  
Make them practise as much as possible.



## TIME TO COMMUNICATE AND CHECK

- 1. Pre-task:** Make sure the students understand the task. They can work individually or in groups.
- 2. While-task:** Help them mobilize the right resources and do the task no
- 3. Post-task:** Students present their work.
- 4.** Teacher corrects any mistakes when necessary.

# LESSON 3

## THE TCHONRON SOUP

### Session 1

#### Session Focus

1. Vocabulary related to utensils
  2. Expressing obligation with **must** or **have to**
  3. Pronunciation
- Cf. student book

### TIME TO FIND OUT

#### 1. Look, listen and repeat

The teacher can bring some realia to class to teach the vocabulary items or ask the students to look at the pictures in the book and repeat them after the teacher.

Example: Ladle, saucepan, frying pan

#### 2. Listen and repeat the dialogue

Present the dialogue, have students repeat and practice the dialogue. This will help the teacher to present how to express obligation using **must** and **have to**.

### TIME TO PRACTISE AND CHECK

#### 1. Reordering

- a) Fork ;      b) knife ;      c) skimmer ;      d) mortar ;      e) pestle

#### 2. Must / have to

- a) you have to wash the vegetables
- b) you have to taste the soup
- c) you have to chop the vegetables
- d) you have to add some potash to the soup
- e) you have to roast the peanuts

#### 3. Pronunciation

Listen to your teacher unite the sound you can hear :

1/ə:/; 2 /e /; 3:/ ə:/; 4/e/

## Session 2

### Session Focus

1. Vocabulary related to recipes
2. Describing a process
3. Giving instructions : the imperative

## TIME TO FIND OUT

### 1. Look, listen and repeat

The teacher can bring some realia to class to teach the vocabulary items or ask the students to look at the pictures in the book and repeat them after the teacher.

Examples: Prawns, Bean leaves, Potash, etc.

– Go through the Tchonron recipe to describe a process

Note that to describe a process, you use the imperative form (*infinitive of the verb without "to" + complement*)

You can also use the following time markers: can First (ly), second(ly), third (ly)...then, after that,... finally /last(ly).

### 2. Listen and repeat the dialogue

A: The teacher reads the recipe and the students repeat it in unison. Afterwards, the students read it one after the other. They can try to say it without reading.

B: Make the students role –play the dialogue.

## TIME TO PRACTISE AND CHECK

### 1. Answer the following questions (Answers)

1. It is from M'Bengué
2. We need five ingredients. They are: the bean leaves, the groundnuts, the prawn powder, potash, salt
3. There are fourteen steps in the cooking of the tchonron soup.
4. The potash does
5. No, we don't

**You can suggest to put some pepper in it.**

### 2. Reordering

- a) –potash b) –cook c) –chop d) –taste e) –prawns



**Session 3**

## TIME TO COMMUNICATE AND CHECK

- 1. Pre-task:** Make sure the students understand the task. They can work individually or in groups.
- 2. While-task:** Help them mobilize the right resources and do the task (use of the imperative to describe a process).
- 3. Post-task:** Students present their work.
- Teacher corrects any mistakes he/she feels necessary.

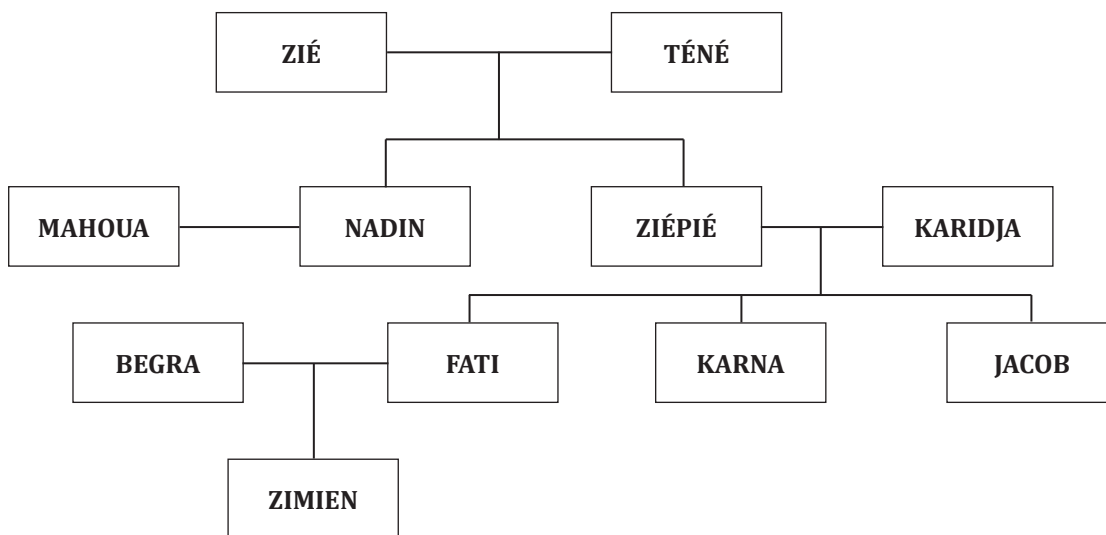
## TIME TO REVISE AND CHECK

- 1. Fill in the blanks with the right vocabulary items to find the relation of Jacob to the other members of his family.**

**Answers:**

1. Son
2. Husband
3. Wife
4. Daughter
5. Grandfather
6. Grandmother
7. Uncle
8. Aunt
9. Brother-in-law
10. Nephew

- 2. Read the information in the students' book and complete Jacob's extended family tree.**



### 3. Pair work

Use this family tree to ask each other questions like in the example.

Example: A : What relation is Zimien to Jacob?

B : He is his nephew/He is Jacob's nephew.

**A strong pair gives two examples. In pairs the students ask and answer like in the example.**

### 4. Circle the odd one.

**Answers:**

a – “danced” b – “Patricia” c – Nephew d – morning e – garden

### 5. Read what Mr. Kitan's family does on Sundays. Put the verbs in parentheses in the right form.

**Answers:**

1. wakes; 2. brushes, 3. goes, 4. comes, 5. lies; 6. reads; 7. take; 8. sweep; 9. go; 10. plug in;  
11. watch; 12. iron; 13. removes; 14. takes; 15. washes; 16. goes ; 17. comes; 18. helps

### 6. Re-write the sentences in exercise 5 starting by “Last Sunday”...

**Answers:**

1. woke; 2. brushed, 3. went, 4. came, 5. lied; 6. read; 7. took; 8. swept; 9. went; 10. plugged in;  
11. watched; 12. ironed; 13. removed; 14. took; 15. washed; 16. went ; 17. came; 18. helped

## TIME FOR FUN

A – Guessing game (Riddles)

**Answers:**

2. Restaurant
3. Library
4. Hospital/clinic
5. Stadium/Playground
6. Staff-room
7. Books
8. Classroom
9. Garden

**B**

- a) A man and his wife/ A woman and her husband
- b) He's my father
- c) She is Perla
- d) It is a soup
- e) It is some sugar

## TIME FOR CLASS PROJECT

### English clubs' jamboree meal

Group work

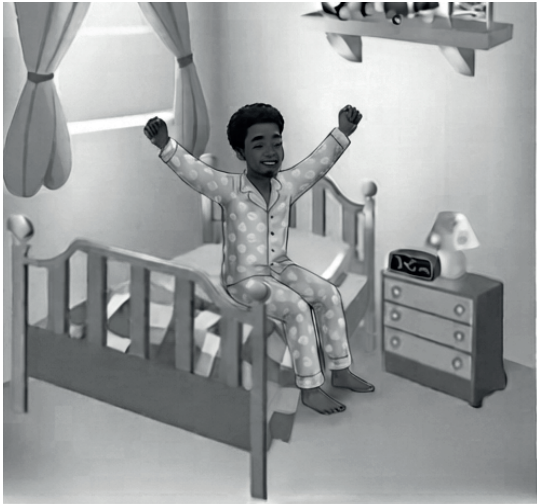
Here are some guidelines to help you plan your town's English club's jamboree and choose the kind of meal you want to have there.

- Which town's English clubs are concerned?
- Which schools?
- Where will the jamboree take place?
- What kind of meal you want to have there?
- Give an idea about the recipe.
- Which utensils will you need?
- Who will cook the meal?

***Present your project to the class for approval before jamboree day.***

*The teacher should lead the students to start like this:*

**All the English clubs of Bouaké 2 are having their Jamboree next month...**



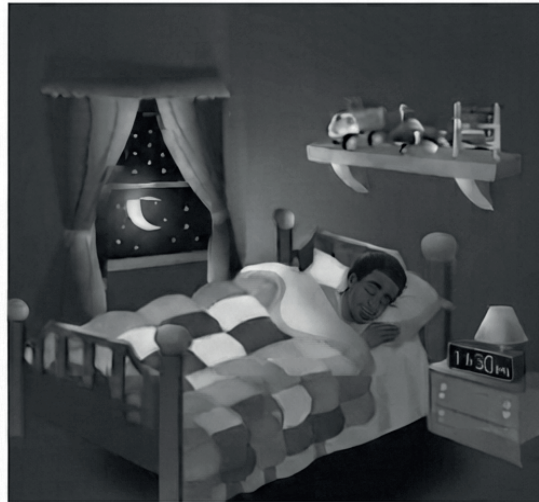
Morning, 7:45 AM



School Day, 10:00 AM



Evening, 7:00 PM

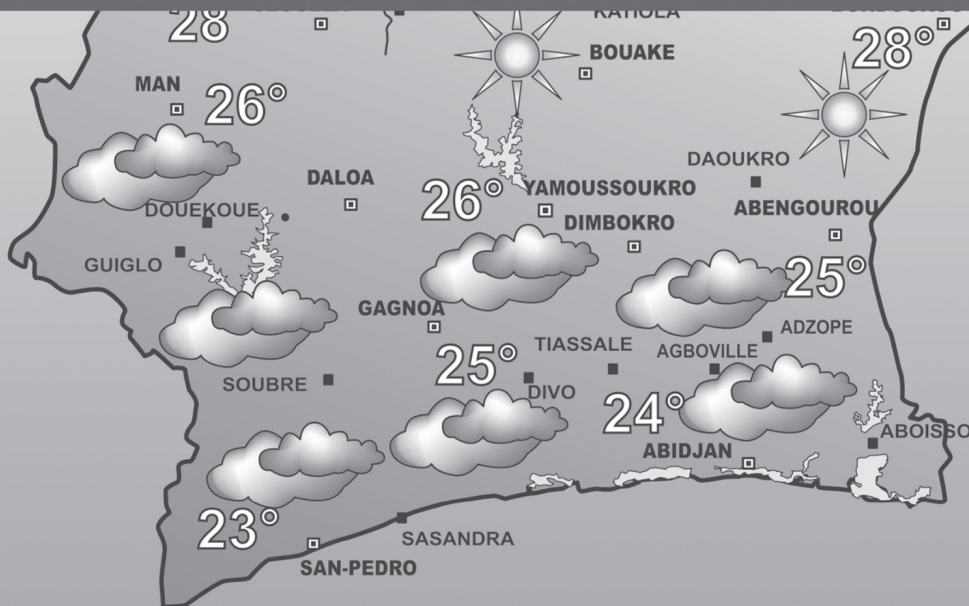


Night, 11:30 PM

**unit**

**3**

# TIME AND DATE (WRITING)





**WRITING**

## LESSON

# 1

## WHAT'S THE WEATHER LIKE TODAY?

### Session

# 1

### Session Focus

1. Vocabulary related to date, time and seasons
2. Asking and answering questions about the weather
3. Pronunciation : The sounds /ei/ /ai/ /ɔi/

## TIME TO FIND OUT

### 1. Vocabulary: Look, listen and repeat

This part aims to teach the learner to describe the weather answering the key question 'What's the weather like ?'

1. Have the students look at each picture and then listen and repeat each word or phrase.

Eg. 1. It's cloudy 2. It's humid 3. It's cold, etc.

2. Have the students answer to the question 'What's the weather like in picture... ?'

Eg. T : What's the weather like in picture 1 ? S1 : It's cloudy

### 2. Asking and answering questions about the weather

*Students have to repeat the dialogue.*

**Alexis:** Hi Jamie! **What is the weather like today?**

**Nelson:** Hi Alex! It is cloudy and humid.

**Alexis:** **Is it cold or hot outside?**

**Nelson:** It is not cold; it is hot today!

**Alexis:** **Is it windy too?**

**Nelson:** Yes, it is very windy right now.

**Alexis:** **Do you think it will be fine later?**

**Nelson:** I hope so! But it can stay humid and windy.

### 3. Pronunciation

The teacher has the students repeat the words while highlighting each sound.

## TIME TO PRACTISE AND CHECK

### 1. Listening and speaking and say what the conversation is about

In the conversation Alex asks Jamie what the weather is like today.

### 2. Reading and speaking

Read the conversation below and list the adjectives each of the speakers uses to describe the weather in their area. Then, roleplay the conversation. For example, Kahidé uses adjective Sunny. Work in groups.

|            | Kahidé              | Assandé        | Emma        |
|------------|---------------------|----------------|-------------|
| Adjectives | Sunny, bright, nice | Cloudy, cooler | Warm, fresh |

### 3. Writing and speaking

Look at the pictures and write the correct weather description. Then, ask and answer each question below. The words for description are in the box.

1. (A) : What's the weather like ?  
(B) : It's snowy.
2. (A) : What's the weather like ?  
(B) : It's cloudy.
3. (A) : What's the weather like ?  
(B) : It's windy.
4. (A) : What's the weather like ?  
(B) : It's cold.
5. (A) : What's the weather like ?  
(B) : It's sunny.
6. (A) : What's the weather like ?  
(B) : It's rainy.



# Session 2

## Session Focus

1. Vocabulary related to date, time and seasons
2. Using prepositions related to time (In, from... to, on)

## TIME TO FIND OUT

### 1. Vocabulary: Look, listen and repeat

#### A- Seasons

This part aims to teach the learner to describe the weather answering the key question 'What's the weather like ?'

1. Have the students look at the table and then listen and repeat each word or phrase.  
Eg. 1. It's cloudy 2. It's humid 3. It's cold, etc.
2. Have the students answer the question 'What's the weather like in picture ... ?'  
eg. T : What's the weather like in picture 1 ? S1 : It's cloudy

#### B- Reading and speaking

The text presents the seasons Côte d'Ivoire and the USA, plus their characteristics.

### 2. Language function: using prepositions related to time (In, from... to, on)

The teacher highlights each preposition in context and has students repeat them. Then, he takes advantage to present each structure. For example, he could write:

In + month

On + holiday

Etc;

## TIME TO PRACTISE AND CHECK

### 3. Reading and writing (RAPPEL)

Read the text again and write your answers for the following questions.

**How many seasons are there in**

- a) Côte d'Ivoire ? ... **Two** ...
- b) USA ? ... **Four**...

### 2. What's the weather like in?

- a) the rainy season? ... **It's warm and humid** ...
- b) dry season? **It's dry, windy and cold**
- c) Spring? ... **It's warm and humid** ...
- d) Summer? ... **It's sunny and fine** ...
- e) Fall? ... **Leaves of trees turn yellow and fall** ...
- f) Winter? ... **It's very cold** ...

The teacher facilitates interaction between students by making them repeat the dialogue.

### 3. Writing and speaking

- Complete with the right preposition.

a) in                      b) to                      c) in                      d) on

- True or false?

Write F(False) or T(True) for each statement about time seasons

b) T;              c.F;              d. T;              e. T;              f. F;              g.T;              h.T.

## Session 3

### TIME TO COMUNICATE AND CHECK

#### Describe what the weather is like in your country

##### 1. Pre-task

Explain the task to the students and make sure they understand how to go about it (in groups or individually). Here it is an individual work.

##### 2. While-task

The students mobilize appropriate resources (language functions, structures and lexical items: eg. What's the weather like? It's cold, cloudy, windy, etc) and carry out the task. The teacher facilitates the process through his monitoring.

##### 3. Post task

- Ask students to peer-edit their work.
- Ask a few students to read their text aloud.
- Highlight a few mistakes and correct them

# LESSON 2

## TIME IS MONEY

### Session 1

#### Session Focus

1. Vocabulary related to time
2. Language function: Describing daily activities
3. Prepositions
4. Pronunciation : The sounds /iə/ /eə/ /uə/

### TIME TO FIND OUT

#### 1. Vocabulary: Look, listen and repeat

##### A. Eliana's daily schedule during Easter break

The teacher has students repeat Eliana's schedule pointing out the moments and their corresponding prepositions.

##### B.

The teacher, here again, highlights the moments and their corresponding prepositions. And then, he makes students interact through a question (A) / answer (B) exchange.

(A) : What does Eliana do at night?

(B) : She revises her lessons.

#### 2. Reading and speaking

*Read the text silently.*

- The text is about Koffi's busy schedule

#### 3. Pronunciation

a) Write the sound symbols on the board /iə/ /eə/ / uə/

b) Have the students listen and repeat each sound

c) Have them listen and repeat the words where the sounds occur

Circle the word in which you can hear the sounds /iə/ **or** /eə/

Read aloud : **Care** and **here**

1. sure
2. Care
3. here

## TIME TO PRACTISE AND CHECK

### 1. Reading and writing: Read the text and write answers about Koffi's schedule

What does Koffi do at the following moments of the day?

- (1) ... He goes to school... (2) He has lunch... (3) He goes back home... (4) He learns his lessons... (5) ... He watches TV and goes to bed.... (6) ... He sleeps ...

### 2. Speaking: Ask and answer questions about your personal schedule

Work in pairs

- Have the students practice the example.
- Encourage the students to use frequency adverbs (often, usually, sometimes, etc) in their questions and answers.

### 3. Pronunciation

Circle: care, here, bear, fear

## Session 2

### Session Focus

1. Vocabulary related to activities and time
2. Asking about time

### TIME TO FIND OUT

#### 1. Vocabulary: Look, listen and repeat

The teacher has the students look at each picture and then listen and repeat each word or phrase.

#### 2. Language function : Asking about time

*Listen and repeat the dialogue.*

The teacher has the students listen and repeat the dialogue. The teacher highlights the phrases illustrating the function.

### TIME TO PRACTISE AND CHECK

#### 1. Reading and writing: Read the sentences and fill in the blanks with the correct phrase from the box below. Each phrase can be used only once.

1. browse the internet
2. pack up
3. make a conference call
4. busy
5. waste time
6. do research

#### 2. Look at the dialogue below and rewrite it with your personal information.

**Work in pairs. (Reading and speaking)**

The teacher lays emphasis on the fact that students have to customize the dialogue using their personal information. After their private pair work, the teacher proceeds to public performances, giving students the opportunity to present their dialogues to the class.

## *Session* **3**

### **TIME TO COMUNICATE AND CHECK**

#### **1. Pre-task**

Explain the task to the students and make sure they understand how to go about it individually.

#### **2. While-task**

The students mobilize appropriate resources (describing their daily activities at school and also out of school and mentioning the importance of a good organization) and carry out the task. The teacher facilitates the process through his monitoring.

#### **3. Post task**

- a) Ask the students to peer-edit their paragraphs.
- b) Ask some of them to read their text.
- c) Highlight a few mistakes and correct them.

# LESSON 3

## ADON'S SCHEDULE

### Session 1

### Session Focus

1. Vocabulary related to dates and events
2. Talking about future plans
3. Pronunciation : The sounds /əu/ /au/

## TIME TO FIND OUT

### 1. Vocabulary: Look, listen and repeat.

#### SCHEDULE

– Present Adon's schedule this way:

A: What's Adon doing on September 28th?

B: He's taking quiz 1.

– Do it for each date and event. Have them ask and answer questions for the test.

### 2. Talking about future plans (Be + V-ing)

#### A. Presentation

Capitalizing on the dialogue, the teacher introduces the function of using the Present Continuous to express future plans. Structure **am/is/are+V-ing** should be highlighted.

#### B. reading and Speaking : Read the text silently. And say what the text is about.

The text is about the personal schedule of Adon and his plans for the future. The text can serve as an opportunity to point out sentences expressing future plans. For instance, *he is travelling to Man for Christmas on December 20.*

### 3. Pronunciation

- a) Write the sound symbols on the board /iə/ /eə/ / uə/
- b) Have the students listen and repeat each sound
- c) Have them listen and repeat the words where the sounds occur.

## TIME TO PRACTISE AND CHECK

### 1. Pair work. Ask and answer questions about Adon's schedule

Role-play the examples with the students and ask them to practice it in pairs. Then, ask a few pairs to demonstrate it before the whole class.

### 2. Complete with the correct form of the verb

a) has            b) is talking            c) went            d) is visiting.

### 3. Pronunciation

Circle the word in which you hear the sound /au/.

2. Now            3. Cow            4. Bow



## Session 2

### Session Focus

1. Vocabulary related to activities and events
2. Describing time sequences

### TIME TO FIND OUT

#### 1. Vocabulary: Look, listen and repeat

The teacher has the students look at each picture and then, listen and repeat each word or phrase.

#### 2. Describing sequences

It is essential for the teacher to set a context which is made up of some activities that happen chronologically. The teacher can elicit some activities. And then, introduce each step or activity with a chronological connector. Before opening the book, some steps can be introduced.

E.g.: **First**, I arrive at school at 7:00 AM.

### TIME TO PRACTISE AND CHECK

#### 1. Read the words or phrases and match them with the right definitions.

1- B                      2- D                      3- A                      4- E                      5- C

#### 2. Reading and writing: Use the words or phrases from column A in exercise 1 to fill in the gaps.

**Work in pairs**

1- attend a lecture    2- save time    3- browse the internet    4- take a common test  
5- build up a schedule

#### 3. The sentences of this text are not in the correct order. Put them in the right order (N°1 to N°8) to make it meaningful. Sentence N°8 is given to you as an example.

|   |                                                                                             |
|---|---------------------------------------------------------------------------------------------|
| 1 | My name is Alex, and I want to tell you about my daily schedule.                            |
| 5 | IN ADDITION, I have lunch with my friends at 12 PM. We enjoy talking and laughing together. |
| 7 | FINALLY, I come home at 3 PM. After that, I do my homework and relax.                       |
| 8 | Next week, I am visiting my grandparents on Saturday!                                       |
| 2 | FIRST, I wake up at 7 AM. I get out of bed and brush my teeth.                              |
| 4 | NEXT, I go to school at 8 AM. I study math, science, and English.                           |
| 6 | MOREOVER, after lunch, I attend my afternoon classes. I learn about history and art.        |
| 3 | THEN, I eat breakfast. I usually have toast and juice.                                      |

# *Session* **3**

## **TIME TO COMUNICATE AND CHECK**

### **Describe your schedule**

- **Pre-task**

Explain the task to the students and make sure they understand how to go about it (in groups or individually). Here it is an individual work.

- **While-task**

The students mobilize appropriate resources (use of present tense with adverbs of frequency to describe daily activities and be +V-ing for future activities) and carry out the task. The teacher facilitates the process through his monitoring.

- **Post task**

- a) Ask students to peer-edit their work.
- b) Ask a few students to read their text aloud.
- c) Highlight a few mistakes and correct them.

**unit**

**4**

# JOBS AND OCCUPATIONS (WRITING)





**WRITING**  
WRITING

# LESSON 1

## WHAT'S YOUR MOTHER'S JOB?

### Session

# 1

### Session Focus

1. Vocabulary related to jobs
2. Describing what people do  
Eg : A greengrocer sells fruit and vegetables
3. Expressing possession : possessive adjectives

## TIME TO FIND OUT

### 1. Look, listen and repeat

These parts aim to teach the learner some jobs and occupations. Make students repeat the new words.

### 2. Listen and repeat

A-Here, throughout the presentation, lay emphasis on what people do in those jobs.  
The dialogue given as an example can be repeated many times using substitutions.

### 3. Possessive adjectives

Go through the table to present the new grammar point on possessive adjectives.

## TIME TO PRACTISE AND CHECK

### 1. Reading and speaking : pair work

Go through the given examples. Ask students to ask each other questions following the examples in pairs.

### 2. Confer exercise 1.

**Note:** the first part of EX.1 is repeated here.

### 3. Identify the job behind 'someone'

Make sure the students understand the task and perform it correctly.  
Encourage them and set an example for them.

Answers: 1. Housemaid 2. an accountant 3. a cashier 4. a computer scientist 5. housemaids

## Session 2

### Session Focus

1. Vocabulary related to jobs
2. Describing what people do  
Eg : barbers cut men's hair
3. Possessive pronouns
4. Pronunciation of the sounds /p/ /b/

## TIME TO FIND OUT

### 1. Look, listen and repeat

These parts aim to teach the learner some jobs and occupations. Make students repeat the new words.

### 2. Listen and repeat

Here, throughout the presentation, lay emphasis on what people do in those jobs.

### 3. Possessive pronouns

Go through the table, making students repeat possessive adjectives and pronouns.

The dialogue given as an example can be repeated many times using substitutions.

### 4. Pronunciation of the sounds /p/ and /b/

- a) Write the sound symbols on the board /p/ /b/.
- d) Have the students listen and repeat each sound.
- c) Have them listen and repeat the words where the sound occurs.

## TIME TO PRACTISE AND CHECK

### 1. Reading and writing

Pair work: describing what people do.

Identify the job behind "someone"

- Make sure the students understand the task and perform it correctly.
- Encourage them and set an example for them.

Answers : 1 - a barber 2 - a plumber 3 - a lawyer 4 - an architect 5 - a housemaid  
6 - Computer scientist.

### 2. Reading and writing

Possessive pronouns

- Make sure the students understand the task and perform it correctly.
- Encourage them and set an example for them.

Answers : 1 - Its 2 - hers 3 - our 4 - your 5 - his/her 6 - mine 7 - their 8 - ours  
9 - her 10 - my

### 3. Pronunciation

Listen and circle the word in which you hear the sounds /p/ or /b/

Read aloud: Pat and bat (boot should be replaced by another word like TOOL)

## Session 3

### TIME TO COMMUNICATE AND CHECK

**Students have to write short paragraphs about their mother**

- **Pre-task:** Go through the instructions making sure students know exactly what they have to do.
- **While-task:** First, students write their paragraph individually. Then , in pairs, students proofread (peer-edit) their paragraphs
- **Post-task:** Finally, ask a few students to read their texts aloud, for their public performance. Eventually, highlight a few mistakes and correct them.

## LESSON

# 2

## WHAT DO YOU USE A MAP FOR?

### Session

# 1

### Session Focus

1. Vocabulary related to work tools
2. Expressing what tools are used for :What does he do with a sponge?  
What is a sponge used for?
3. Pronunciation the sounds /t/ and /d/

## TIME TO FIND OUT

### 1. Look, listen and repeat

Present work tools that are used to do the jobs seen in the previous lesson.  
Students look at the pictures, listen and repeat.

### 2. Listen and repeat

A-Make sentences describing what the work tools are used for.

Students repeat the sentences.

The focus is on the structure ... USE(S) TO do something that answers the question "what do(es)... use ... for?" ex : An architect uses a plan to build houses

### 3. Pronunciation of the sounds /t/ and /d/

a) Write the sound symbols on the board /t/ /d/.

d) Have the students listen and repeat each sound.

c) Have them listen and repeat the words where the sound occurs.

## TIME TO PRACTISE AND CHECK

### 1. Reordering

a – Trolley    b – Laptop    c – Tray    d – Plan    e – scales    f – map    g – cash register

### 2. Pair work

**Example 1:** A : What does an accountant use a computer for?

B : He/she uses it for keeping money in an organisation.

**Example 2:** A : What do engineers use maps for?

B : They use them for building roads.

**Example 1:** A : What does a cashier use a cash register for?

B : He/she uses it for collecting customers' payments.

**Example 2:** A : What do cooks use cookers for?



B: They use them for cooking food.

**Example 1:** A: What does a waitress use a tray for?

B: He/she uses it for serving people in a restaurant.

**Example 1:** A: What does a computer scientist use an anti-virus software for?

B: He/she uses it for repairing computers.

### 3. Pronunciation

Listen and circle the word in which you hear the sounds /t/ or /d/

Read aloud: tie and die ; cat and sad

## Session 2

### Session Focus

1. Vocabulary related to work tools
2. Expressing possession: Question and answers with 'Whose'  
Whose...is this/are these
3. Pronunciation of the possessive 's'

## TIME TO FIND OUT

### 1. Look, listen and repeat

A/B

Present work tools that are used to do the jobs seen in the previous lesson.

Students look at the pictures, listen and repeat.

### 2. Listen and repeat

A – Make sentences describing what the work tools are used for.

Students repeat the sentences.

The focus is on the structure ... USE(S) TO do something that answers the question "what do(es)... use ... for?"

B – Use the two dialogues (singular and plural) to introduce the possessive "S". It is important to draw the line between regular and irregular plurals as far as 's and s' are concerned.

(regular plural) Students' buses / (irregular plural) policemen's vans

### 3. Pronunciations of the sound "s"

a) Write the sound symbols on the board /s/ /z/ /iz/

b) Have the students listen and repeat each sound

c) Have them listen and repeat the words where the sounds occur

## TIME TO PRACTISE AND CHECK

### 1. Reading and speaking. Pair work

**Example 1:** A: What does an accountant use a computer for?

B: He/she uses it for keeping money in an organisation.

**Example 2:** A: What do engineers use maps for?

B: They use them for building roads.

**Example 1:** A: What does a cashier use a cash register for?

B: He/she uses it for collecting customers' payments.

**Example 2:** A: What do cooks use cookers for?

B: They use them for cooking food.

## 2. Take the students through the examples. Make students write dialogues in pairs based on information from the table

A: Whose trolley is this?

B: It's Mariam's trolley.

A: What does she use a trolley for?

B: To serve passengers food and drinks.

A: I guess she is an air hostess/a flight attendant.

B: You're right!

A: Whose scales are these?

B: They are Sam's.

A: What does he use scales for?

B: To weigh fruit and vegetables.

A: I guess he is a greengrocer.

B: You're right!

## 3. Pronunciation

Have the students listen and repeat each word.

Have the students classify the words according to the ending.

Answers : / s / , / iz / , / z / , / z / .

# Session 3

## TIME TO COMMUNICATE AND CHECK

**After your studies you look for a job in a company that uses English. As a test, you are asked to describe the job you want to do and what tools you need for it.**

- **Pre-task**

Explain the task to the students.

Ask each of them to write their text, individually.

- **While-task**

From their individual productions, get students into groups. Ask them to compare their texts and select one that they can improve.

Then, inside each group, two members present the text in the form of a job interview. One is the human resource manager and the other the applicant.

- **Post task**

a) Ask students from groups to present their work to the class.

b) Make notes of their mistakes.

c) Give feedback by correcting the mistakes and highlighting things to improve.

## LESSON

# 3

## WHERE DOES AUNT ENOH WORK?

### Session

# 1

### Session Focus

1. Vocabulary related to work places
2. Asking and answering questions about workplaces  
A-Where does a car washer work ?  
B-He works in /at a car wash.
3. Pronunciation : The sounds /k/ and /g/

## TIME TO FIND OUT

### 1. Look, listen and repeat

Students look at the pictures, listen to the teacher's model and repeat.

### 2. Listen and repeat

A – Listen and repeat

Have the students repeat the structure: "Where do(es)... work?", with its answers in the table.

B – Read the text silently

Have the students read the text silently.

### 3. Pronunciation of the sounds /k/ /g/

- a) Write the sound symbol on the board /k/ /g/
- b) Have the students listen and repeat each sound
- c) Have them listen and repeat the words where the sounds occur

## TIME TO PRACTISE AND CHECK

### 1. Reading and speaking . Pair work now write answer to the questions on the text

- Make sure the students understand the task and perform it correctly.
- Encourage them and set an example for them.

#### Answers :

- a) Where does Kpan work? He works in a big shop at the market.
- b) Why does he want to install an air-conditioner in his shop? Because he wants to make it a cool place.
- c) Is the market a busy or calm place? The market is a busy place.
- d) Who can make Kpan's business grow fast? His customers.

## 2. Matching

Students match words and meanings

2.a 3. h 4. c 5. b 6. d 7. g 8. e

## 3. Odd-one-out

– Make sure the students understand the task and perform it correctly.

– Encourage them and set an example for them.

a) English    b) Cow-boy    c) House    d) Car wash    e) Dentist    f) Classroom  
g) Barber

## 4. Pronunciation

Listen and circle the word in which you hear the sounds /k/ or /g/

Read aloud: a) **kit** and **guide** ; b) give.



## Session Focus

1. Vocabulary related to workplaces and how places look.
2. Asking and answering questions on how places are like.

## TIME TO FIND OUT

### 1. Look, listen and repeat

- Students look at the pictures, listen to the teacher's model and repeat.
- Expressing how places are like.
- Go through the example and add more adjectives.

### 2. Language function : Expressing how places are like.

Have students interact looking at the pictures in **1** and using the dialogue. Provide another example with another picture.

Highlight the description that is based on specific adjectives.

A: What is the place like?

B: It's smelly.

## TIME TO PRACTISE AND CHECK

### 1. Gap -filling

- Make sure the students understand the task and perform it correctly.
- Encourage them and set an example for them.
- Students will work individually first then compare their answers with their partner.

**Answers:**

- |               |         |                  |                |                      |
|---------------|---------|------------------|----------------|----------------------|
| 1. Fragrant   | 2. Cool | 3. Shop          | 4. crowded bus | 5. computer workshop |
| 6. Dusty road |         | 7. barber's shop |                | 8. Smelly place      |

## 2. Gap-filling

- Make sure the students understand the task and perform it correctly.
- Encourage them and set an example for them.
- Students will work individually first then compare their answers with their partner.

### Answers

1. – fast                      2. – dusty                      3. – crowded                      4. – cool  
5. – smelly                      6. – fragrant

# Session 3

## TIME TO COMMUNICATE AND CHECK

### Writing about your favourite work place

#### • Pre-task

Explain the task to the students and make sure they understand how to go about it (in groups or individually). Here it is an individual work. Lay emphasis on flexibility as far as the text model provided is concerned. (The text model is in Session 1 ; N°2-B, page 98).

#### • While-task

Students use appropriate resources (referring to the input provided all along the lesson) and carry out the task.

Facilitate the process through monitoring.

#### • Post task

- Ask students to peer-edit their work.
- Ask a few students to read their text aloud.
- Highlight a few mistakes and correct them

## TIME TO REVISE AND CHECK

### A– Read the table and complete it with the right information.

#### Answers :

|   | JOB                | TOOLS               | WORKPLACE         | ADJECTIVE (workplace) |
|---|--------------------|---------------------|-------------------|-----------------------|
| 1 | Baker              | oven                | bakery            | hot                   |
| 2 | Architect          | plans               | office            | Tidy/cool             |
| 3 | Computer scientist | Anti-virus software | Computer workshop | cool                  |
| 4 | Car washer         | sponge              | Car wash          | noisy                 |
| 5 | Disc jockey        | microphone          | night club        | noisy                 |
| 6 | tailor             | scissors            | Tailor workshop   | busy                  |
| 7 | Doctor             | stethoscope         | Hospital/Clinic   | calm                  |
| 8 | secretary          | computer            | office            | Cool/fragrant         |
| 9 | mechanic           | screwdriver/spanner | workshop          | dirty/smelly/untidy   |

**B – Find names of jobs beginning with or ending with the given letters.**

**Answers :**

|   | JOBS         |                  |
|---|--------------|------------------|
| 1 | Teacher..... | Shop assistant   |
| 2 | Receptionist | Car washer       |
| 3 | Lawyer       | Flight attendant |
| 4 | Dentist      | Waitress         |
| 5 | Policeman    | Cook / Clerk     |
| 6 | Interpreter  | Nurse            |
| 7 | Cashier      | Architect        |
| 8 | Accountant   | Artist           |

## TIME TO HAVE FUN

**\* Practice singing the “Bingo” song with the class.**

### C- Riddle

1. What weather is it ?
  - a) The harmattan /the dry season...
  - b) Summer...
  - c) Fall
  - d) Winter...

### D- POEM: Time is Money

Explain thoroughly the metaphor ‘Time is money’ and make sure the students understand it. Then, have them listen and repeat it . Finally, have them learn it by heart and recite it.

### E- Crossword puzzle

Across : 1. – waitress    2. – computer scientist    3. – housemaid    4. – car washer

Down : 5 - cook

6. – Greengrocer

7. – barber

8. – Engineer

9. – pilot

10. – lawyer

11. – lawyer

12. – Architect

## TIME FOR CLASS PROJECT

**Steps to follow:**

1. Ask your students to google search about the job of meteorologist to find the answer.
2. Ask them to do the same to find out what the weather is like in their area
3. Have them present their posters in class and make any observations you deem necessary



**unit**

**5**

# CLOTHES AND COLOURS (LISTENING)





**LISTENING**

# LESSON 1

## AT THE MARKET

### Session 1

#### Session Focus

1. Vocabulary related to clothes and accessories
2. Asking and answering questions about clothes  
Do girls wear wrappers to school ? No, they don't.
3. Adverbs of frequency (never, always, usually, sometimes, etc
4. Pronunciation of the sound (S)

### TIME TO FIND OUT

#### 1. Look, listen and repeat

What's this? It's a hat.

What are these? They are pyjamas.

Presentation of the new lexical items listed here and the ones in the listening texts and other activities in the lesson, using the appropriate teaching techniques: make use of pictures, expressive drawings or any other appropriate realia... to convey the meaning.

#### 2. Listening and speaking

- It's important here to first teach the new lexical items as indicated in 1 above.
- Then go through the new grammar point, if any.
- Get the students to listen to the conversation.
- Break the conversation into meaningful parts for the students to repeat.
- Have the students answer the questions related to the text.

**NB:** It's clear that you **MUST NOT** use this text for a test but as a **MEANS** to teach listening techniques to enable your students to listen to a spoken piece of language and react to it.

#### Answers:

- a) They are at the market place.
- b) To buy clothes for the family.
- c) No, she didn't.
- d) Because the colour is not the right one; or because the colour doesn't match with Affia's birthday dress.
- e) She wanted to buy Affia's jewels first.
- f) She wanted to buy earrings, bracelets and a necklace.
- g) Because it's cold at night; or nights are very cold these days.

#### 3. Listen and repeat the dialogue

Time to reinforce grammar

A- *Time to reinforce the use of the simple present of the verbs*

**3<sup>rd</sup> person singular (interrogative and affirmative forms):** A: What *does* Affia *put* on at the party?

B: She **puts** on her nice necklace.

**3<sup>rd</sup> person plural (interrogative and affirmative forms):**

A: What **do** Affia and her sister **have**?

B: They have nice earrings

B- Time to reinforce the use of the simple present tense with adverbs of frequency to express habitual actions.

**4. Pronunciation 'S' of plural nouns**

- Go through the rules underlying the different pronunciations of «s» with students.
- And then have them listen and repeat the words in the table focusing on the specific sounds of «s».

## TIME TO PRACTISE AND CHECK

**1. Pair work**

Read the words in the box below, identify the right sound, complete the table and check with your friend.

Make sure the students identify and classify the words appropriately.

- individually, first,
- with their peers,
- finally as a whole class.

Make sure they say the words for you to hear and correct when necessary.

**Answers**

| SOUNDS | WORDS                                    |
|--------|------------------------------------------|
| /s/    | Suits, skirts, shirts, shorts, caps      |
| /z/    | Pies, handbags, scissors, shoes,         |
| /iz/   | Blouses, glasses, purses, nurses, washes |

**2. Short answers**

- a) I wear a khaki uniform (a blue and white uniform) for school.
- b) I wear jeans (a dress, a wrapper, shorts, etc) at home.
- c) I prefer the (blue, red, green, etc) colour.
- d) I buy clothes at Christmas (at the ramadan, in the holidays etc).
- e) I often buy clothes in a shop (at the market, through the internet, etc).

**3. Rewriting**

Encourage students to form as many good sentences as possible provided they make sense.

1. Pupils always wear uniforms to school.
2. Yao never goes to school on Sundays.
3. Mefou usually visits her uncle on weekends
4. Kone often gets good grades in maths.
5. Anna always wears a blue and white uniform on school days.

## Session 2

### Session Focus

1. Vocabulary related to clothes and accessories
2. Describing what people wear
3. Future tense (revision) eg: His sister will start her new job next week.

### TIME TO FIND OUT

#### 1. Look, listen and repeat

What's this? It's a nightgown.

What are these? They are thongs.

Presentation of the new lexical items listed here and the ones in the listening texts and other activities in the lesson, using the appropriate teaching techniques: make use of pictures, expressive drawings or any other appropriate realia... to convey the meaning.

#### 2. Listening and speaking

Listen to the dialogue and answer the questions below.

- a) They are at the market
- b) To buy some articles
- c) She suggests to buy a night gown and an umbrella.
- d) Yes, she does / Yes, she agrees with her mother.
- e) She wants a red handbag.
- f) Because the weather is changing so much.
- g) Clothes: night gown

Accessories : handbag, umbrella, necklace.

#### 3. Describing future actions with "will"

Make students practise the conversations and add some more ideas.

### TIME TO PRACTISE AND CHECK

#### 1. Pair work

Reordering

- a-I will buy a night gown tomorrow.
- b-We will not(won't) forget the umbrella.
- c-Will Fatim buy some trainers?
- d-I will not(won't) buy a necklace tomorrow.
- e-Will it rain tomorrow?
- f-Mother will not (won't) buy an umbrella next time.

#### 2. The odd-one-out

a-Cake b-Shoe c-Pencil d-Scarf e-Gloves f-Watch g-Glasses

### 3. Reading and speaking

Matching

**Note:** Number the “people,” and letter the clothes and accessories.

Make sure the students understand the task and perform it correctly.

**Example 1:** 2 – f      3 – b      4 – k      5 – g      6 – c      7 – j      8 – h      9 – d      10 – l      11 – i

Accept any logical answer for we can have many relations

**Example 2 :**

Make as many good answers as possible following the example. Encourage and help students find many.

## Session 3

### TIME TO COMMUNICATE AND CHECK

#### Listening text

During an excursion of your English club in Accra, Ghana, your guide gives information about where you can buy clothes, shoes and accessories.

Take notes as he/she is speaking by completing the table below. Circle the right places.

1. Pre-task : Go through the instructions and make sure the students understand what to do.
2. While-task: Read the text aloud/have them listen to the text and complete the table.
3. Post-task : Correct the task helping with any problems the students encountered.

**Go through the text with the students to justify the answers given below.**

**Answers**

| ITEMS                     | PLACES                                |
|---------------------------|---------------------------------------|
| Accessories: jewels, bags | Marina Mall West Hill Mall Accra Mall |
| clothes and shoes         | Accra Mall Marina Mall West Hill Mall |
| womenswear                | Makola market                         |
| menswear                  | Makola market                         |
| childrenswear             | Makola market                         |
| sportswear                | Makola market                         |
| fast food                 | Marina Mall West Hill Mall Accra Mall |
| African clothes and food  | Makola market                         |

You can ask the students to role play the conversation afterwards.

**Listening text**

- Tourist guide : Good morning, everybody. Did you have a good night sleep?
- Group of Students : Good morning, Sir. Yes, we did, Sir.
- Tourist guide : Good! Today, we are visiting important places in Accra.
- Student 1 : Will we have time for shopping?
- Tourist guide : Sure! What do you want to buy?
- Students : Presents for our families and friends, especially clothes, jewels, bags, handbags and shoes.
- Tourist guide : We'll visit Makola market and malls.
- Student 2 : Is Makola market as big as Adjamé market in Abidjan?
- Tourist guide : I don't know Adjamé market, but Makola market is very big.
- Student 1 : What do they sell at Makola market?
- Tourist guide : Everything! They sell childrenswear, womenswear, menswear and sportswear, African clothes and food.
- Student 1 : Great! But are there malls in Accra, Sir?
- Tourist guide : Yes, we have Accra Mall; then West Hill Mall at Weija and finally Marina Mall at Airport Residential.
- Student 1 : What do they sell?
- Tourist guide : A lot of nice clothes, shoes and accessories. They also sell fast food.
- Students : Are we having lunch out, Sir?
- Tourist guide : Yes, at Accra Mall. Now let's head to the big market!

# LESSON 2

## MY FAVOURITE CLOTHES

### Session 1

#### Session Focus

1. Vocabulary related to clothes, colours and preferences
2. Language function :  
Expressing preferences /likes and dislikes  
Making compliments

### TIME TO FIND OUT

#### 1. Look, listen and repeat

Presentation of the new lexical items listed here and the ones in the listening texts and other activities in the lesson, using the appropriate teaching techniques.

Make use of: – pictures, (that can be the ones in the book or other ones)

– expressive drawings or any other appropriate realia... to convey the meaning.

#### 2. Listen and repeat the dialogue

It's important here to first teach the new lexical items as indicated in 1 above.

Then go through the different ways of expressing preferences as stated in the three dialogues

A): 1.A : Which dress do you like ?

B : I like the red one.

2. A : Which trousers do you prefer?

B: I prefer the purple ones.

3. A : Do you want to try this one on?

B: I don't like green. I prefer the grey one.

Get the students to listen and repeat the dialogues.

B) Making compliments

Get the students to listen and repeat the dialogue

A: Green doesn't suit me. What about you?

B: It does. I love wearing green shirts. How about black?

A: In fact, I hate black.

Break the conversation into meaningful parts for the students to repeat.

Have the students answer the questions related to the text.



## TIME TO PRACTISE AND CHECK

### 1. Pair work

Reading and speaking

**A – Make sure the students understand the task and perform it correctly.**

**Do not forget to set the example**

1. Ask and answer questions about your favourite clothes and colours.

Example 1: A – Dresses and shirts are my favourite clothes. What about you?

B – My favourite clothes are wrappers and blouses.

2. Ask your friend what his/her favourite clothes and colours are.

Example 2: A – Which colour do you prefer? Blue or red?

B – I love blue, it suits me.

**B – Make a list of the clothes and colours you like wearing.**

**Make sure the students understand the task and perform it correctly.**

**Ask the students to make their list of the favourite colours and clothes.**

A: Green doesn't suit me. What about you?

B: It does. I love wearing green shirts. How about black?

A: In fact, I hate black.

Break the conversation into meaningful parts for the students to repeat.

Have the students answer the questions related to the text.

### 2. Pair work

– Make sure the students understand the task and perform it correctly.

– Read each example and make students repeat and role play them.

They do the same with their own examples.

## Session 2

### Session Focus

- 1-Vocabulary related to pieces of clothing
- 2-Comparing (good/bad)
- 3-Pronunciation of the letter 'a'

## TIME TO FIND OUT

### 1. Look, listen and repeat

Presentation of the new lexical items listed here and the ones in the listening texts and other activities in the lesson, using the appropriate teaching techniques.

Make use of: – pictures, (that can be the ones in the book or other ones)

– expressive drawings or any other appropriate realia... to convey the meaning.

### 2. Comparing: "Good" and "bad"

Have students repeat the dialogue. And then, oppose preferences in colours to express the comparative using "better" and "worse".

For example: Alice finds that purple is **better than** green.

Indicate that both adjectives have irregular forms of comparative.

### 3- Pronunciation

Go through the table to show different pronunciations of the letter 'a'

## TIME TO PRACTISE AND CHECK

### 1. Matching

-Go through the table and make sure the students understand the task and perform it correctly.

-Note that one part of the body can match with more than one accessory.

Eg :4- ear → e :earrings head → scarf, hat, cap, etc ...

### 2. Pair work

**A- Make a list of the clothes and colours you like wearing.**

**Make sure the students understand the task and perform it correctly.**

Ask the students to make a list of their favourite colours and clothes.

**B- Make a list of the clothes and colours your family members like wearing.**

**Same teaching suggestions as in A & B above.**

**Example 3:** A – Mother loves wearing purple and brown.

B – My mother loves wearing purple, too.

**Example 4:** A – My brother hates wearing green and grey. What about your sister?

B – She dislikes green clothes too.

### 3. Comparing « good and bad »

Set the examples in the student book and have student repeat and practise the conversation.

### 4. Pronunciation

Go through the table and set the example for the students to repeat after you.

Give time to the students to perform the task in pairs.

| SOUNDS | WORDS                                   |
|--------|-----------------------------------------|
| /ei/   | gate, necklace, place, same, say, tape; |
| /æ/    | at, bag, cap, cat, hat, match;          |

1. /ei/ ; 2. /æ/ ; 3. /ei/ ; 4. /æ/.

# Session 3

## TIME TO COMMUNICATE AND CHECK

For next Christmas, Mrs and Mr OKEKE discuss what clothes they want to buy for their children. Stanislas OKEKE is your friend.

Listen to his parents' conversation and complete the table below.

Report it to your friend.

1. Pre-task: Go through the instructions and make sure the students understand what to do.
2. While-task: Read the text aloud/have them listen to the text and complete the table.
3. Post-task: Correct the task helping with any problems the students encountered.

Go through the text with the students to justify the answers given below.

### Answers:

| Mrs OKEKE's Preferences |                                             | Mr OKEKE's Preferences |                                     |
|-------------------------|---------------------------------------------|------------------------|-------------------------------------|
| <b>Christian</b>        | a pair of trainers, jeans, a sweater, books | <b>Christian</b>       | a computer, jeans, a sweater, books |
| <b>Stanislas</b>        | a new sportswear, a mobile phone, books     | <b>Stanislas</b>       | a pair of trainers, books           |
| <b>Joyce</b>            | a pink dress, a necklace and earrings       | <b>Joyce</b>           | a book and jewels                   |

Ask the students to role play the conversation afterwards.

### Listening Text

Mrs OKEKE : Sam, it's Christmas very soon. When are we buying the children's presents?

Mr OKEKE : Oh dear! Is next Saturday ok?

Mrs OKEKE : Yes, it suits me. What do you propose for them?

Mr OKEKE : Tell me: how old are they?

Mrs OKEKE : Christian is 16, Stanislas is 13 and their sister Joyce is 10.

Mr OKEKE : Well, I'm thinking of a laptop for Christian. He needs one for school research.

Mrs OKEKE : Yes, but he also wants a new pair of trainers for sport.

Mr OKEKE : We must buy a second pair of trainers for Stanislas. He's very good at football, you know.

Mrs OKEKE : What about a new sportswear for Stanislas. He's got a pair of trainers.

Mr OKEKE : Yes, I know but he works hard at school and I want to encourage him.

Mrs OKEKE : What about a mobile phone then?

Mr OKEKE : I'm sorry, not a mobile phone. He's too young to have one.

Mrs OKEKE : Ok; but the three children need new clothes for Christmas Day.

Mr OKEKE : What are you thinking of?

Mrs OKEKE : Jeans and sweaters for the boys and a nice pink dress for Joyce.

Mr OKEKE : A dress again for Joyce! We bought new dresses for her last week!

Mrs OKEKE : Yes, but not a Christmas dress. She needs a necklace and earrings, too.

Mr OKEKE : Ok for the jewels and a book. She likes reading books.

Mrs OKEKE : Books for the boys, too. They all like reading books.

# LESSON 3

## CAN I HELP YOU?

### Session 1

#### Session Focus

1. Vocabulary related to prices and choice
2. Selecting clothing items
3. Offering to help: Can I help you?
4. Pronunciation : The sounds / ai / and /i/

### TIME TO FIND OUT

#### 1. Vocabulary : Matching

Match the words on the left with their correct meanings or related words on the right. Number 1 is an example : 1. To help = e) to assist

2. To browse : g) to look at many things in stores
3. To look for : a) to search for
4. size : h) dimension or measurement
5. small : f) little
6. big : b) large
7. tight : c) without much space
8. loose : d) quite large and does not fit closely

#### 2. Listen and repeat the conversation

##### Comprehension check

##### 1. Listening Text

*(Mr and Mrs Koné enter the shop)*

- |                |   |                                                                                |
|----------------|---|--------------------------------------------------------------------------------|
| Shop Assistant | : | Can I help you, Sir?                                                           |
| Mr Kone        | : | I'm just browsing, thanks.                                                     |
| Shop Assistant | : | OK. Have a nice day. Can I help you, Madam?                                    |
| Mrs Koné       | : | Yes, I'm looking for a dress for a party on Mother's Day.                      |
| Shop Assistant | : | Well, we've got nice dresses in different colours and sizes.<br>Here they are. |
| Mrs Koné       | : | Wow, I love this blue one.                                                     |
| Shop Assistant | : | Good. Do you want to try it on?                                                |
| Mrs Koné       | : | Sure. Where's the fitting room, please?                                        |
| Shop Assistant | : | Right there, Madam.                                                            |

***(Mrs Koné tries the dress on and gets out of the fitting room.)***

Mrs Koné : Excuse me, Madam. The colour is fine but this one is loose.  
Do you have it in a smaller size?

Shop Assistant : What size do you take?

Mrs Koné : I take a size 12.

***(Mrs Koné tries the dress on again and comes back, very happy.)***

Shop Assistant : Does it fit now, madam?

Mrs Koné : Yes, it's just right. Now, how much does it cost?

Shop Assistant : Not very expensive. Our dresses are all half price for Mother's Day.

Mrs Koné : So you're on sale this week!

Shop Assistant : Yes, madam. Anything else?

Mrs Koné : Sure, I'll take a second dress. Can you gift wrap them for me, please?

**(ANSWERS)**

a) She is looking for a dress for a party.

b) No, they don't.

c) She prefers the blue color.

d) In the fitting room.

e) No, it doesn't.

**B** – It is important here to first teach the new lexical items as indicated previously;

- Then go through the shopping language expressed here;
- Get the students to listen to the conversation
- Break the conversation into meaningful parts for the students to repeat

**3. Pronunciation of the /ai/ /i/.**

Go through the table and set the example for the students to repeat after you.

| SOUNDS | WORDS                                                             |
|--------|-------------------------------------------------------------------|
| /ai/   | I, by, buy, light, like, my, nice, night, price, size, tie, time. |
| /i/    | this, it, in, list, favourite, family.                            |

## TIME TO PRACTISE AND CHECK

### 1. Reading and writing

Make sure the students understand the task and perform it correctly. Encourage them .

#### Answers

- 1.- To look for
- 2.- To see
- 3.- Size
- 4.- Tight
- 5.- Loose
- 6.- Small
- 7.- Big
- 8.- To browse

### 2. Speaking

Provide a model of the dialogues, saying them with a student. And then, encourage students to interact with their partner.

### 3. Listening and writing

#### Answers

- a) – It is red.
- b) – She is wearing sneakers.
- c) – No, they are white.
- d) – She is wearing blue jeans.
- e) – because it is cold outside
- f) – She feels comfortable.

### 4. Pronunciation

Go through the table and set the example for the students to repeat after you.

Give time to the students to perform the task in pairs.

| SOUNDS | WORDS                                                             |
|--------|-------------------------------------------------------------------|
| /ai/   | I, by, buy, light, like, my, nice, night, price, size, tie, time. |
| /i/    | this, it, in, list, favourite, family.                            |

**Read the following words aloud:**

1 Nice /ai/ 2. In /i/ 3. Time /ai/ 4. Tight/ai/

## Session 2

### Session Focus

1. Vocabulary related to prices
2. Asking and answering questions about prices

### TIME TO FIND OUT

#### 1. Look, listen and repeat

Presentation of the new lexical items and expressions for shopping in the pictures and the four dialogues, using the appropriate teaching techniques.

Make use of: – pictures, realia, etc.

– expressive drawings or any other appropriate realia... to convey the meaning.

#### 2. Listen and repeat the dialogue (Asking and answering questions about price)

It is important here to first teach the new lexical items as indicated in 1 above.

Then go through the shopping language as expressed in the six dialogues.

– Make students repeat the dialogues after you.

– Make students role-play the dialogues if you have time or as homework.



## TIME TO PRACTISE AND CHECK

### 1. Reading and writing

Make sure the students understand the task and perform it correctly. Encourage them .

#### Answers

- 1.- Cheap
- 2.- On sale
- 3.- Fit
- 4.- Cost
- 5.- To gift-wrap
- 6.- Expensive
- 7.- Pay cash

### 2. Reading and Speaking

Make sure the students understand the task and perform it correctly.

First, practice the dialogue with them, then encourage them to do their own. After that, they can read their dialogues for feedback. Lastly, incite them to perform their productions.

# Session 3

## TIME TO COMMUNICATE AND CHECK

### Listening text

In order to get prepared for your next trip to the USA, you take a course in shopping language. Listen to the following conversation and fill in the blanks to complete it.

1. Pre-task: Go through the instructions and make sure the students understand what to do.
2. While-task: Read the text aloud/have them listen to the text and fill in the gaps.
3. Post-task: Correct the task helping with any problems the students encountered.

**Go through the text with the students to justify the answers given below.**

**Answers:**

### Listening Text

Shop Assistant : Can I (**1. help**) you, Sir?

Patrick : Yes, (**2. I'm looking for**) a nice present to my mother (**3. on Mother's Day**).

Shop Assistant : What does she like?

Patrick : Well, she likes scarves and nice jewels.

Shop Assistant : Good. We sell scarves of different colours. What's her favourite colour?

Patrick : She loves blue and it (**4. suits**) her!

Shop Assistant : I think I've got what you're looking for. (**5. Here you are**).

Patrick : (**6. How much**) do they cost?

Shop Assistant : Not very expensive. They're all (**7. half price**) for Mother's Day.

Patrick : So you're (**8. on sale**) this week! Well, I'll take these two. Have you got anything (**9. in green**) for my grandmother?  
She (**10. loves wearing**) green and it (**11. looks nice on**) her!

Shop Assistant : Look at the green ones over there... Anything else?

Patrick : Yes, I'll take these blue earrings. How much do they (**12 - cost**)?

Shop Assistant : 5,000 F cfa

Patrick : Ok, I'll take two pairs. Can you (**13. gift wrap**) them for me, please?

Shop Assistant : Sure... Here's your (**14. receipt**).

Patrick : Thank you and good bye.

Shop Assistant : Have a good day, sir! (**15. Next, please**).

## TIME TO REVISE AND CHECK

### 1. Listen to the conversation and complete it. Use the words in the box

Answers:

at, bracelets, clothes, dress, earrings, night, scarf, two, you, your

Affia : Look at these nice (1 clothes). Mom. Can I have this blue (2 scarf). ?

Mother : Yes, but this blue one won't match with your birthday (3 dress), Affia.

Affia : I know Mom, but can't (4 you) buy me (5 two) scarves?

Moher : But Affia, what about (6 your) jewels?

Affia : You're right. We'll look for my (7 bracelets), necklace and (8 earrings) first.

Mother : Don't forget your (9 night) gown. It's so cold (10 at) night now.

### 2. Use the right form of the tense

Answers :

1. His brother (will start) his new job next week.
2. Our father (won't come) to the market place with us.
3. Our English teacher usually (wears) suits to school.
4. Patrick's grandfather (has) a nice car.
5. How much (does) your new pair of trousers cost?
6. The shops are (open) every day.
7. Sorry, we don't have this shirt in a (bigger) size.

### 3. Copy the table below and match the clothes and accessories with he people

Answers :

- |       |       |       |       |                              |
|-------|-------|-------|-------|------------------------------|
| 1. a  | 2. f  | 3. b  | 4. k  | 5. g                         |
| 6. e  | 7. j  | 8. d  | 9. i  | 10. (any appropriate answer) |
| 11. l | 12. c | 13. h | 14. m |                              |

### 4. Copy the table below. Listen to your teacher, and make a list of what you can buy:

- in a shop for clothes.
- in a shop for accessories.
- in a shoe shop
- Read out the words in the box for the students to take notes.
- Tell the students to use the table to classify the words they've noted down to build their own shops.

Answers:

| Shop for clothes                                                                                                                                        | Shop for accessories                                                                                                                                                                         | Shoe shop                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| Dresses, skirts, shirts, blouses<br>trousers, jackets, jeans scarves,<br>ties, sportswear, coats, jumpers,<br>Underwear, tee-shirts, raincoats,<br>etc. | Belts, gloves, ( handkerchiefs ),<br>bags, handbags, glasses, ( underwear ),<br>brooch(es), necklace(s),<br>ring(s), earring(s), bracelet(s),<br>watch(es), hair brush(es),<br>mirrors, etc. | shoes, socks,<br>caps, sportswear,<br>trainers, boots,<br>etc. |

### 5. Write answers for the following questions

Answers will vary depending on students' preferences.

- a) Eg. Red
- b) Eg. a pair of shoes and clothes, clothes
- c) No, I don't/Yes, sometimes
- d) By credit card/cash [ Notez que c'est 'credit card' et non 'credit' comme écrit dans le livre]
- e) Every day, from 8 am to 10 pm / they are usually closed by 9:00 PM
- f) To try on the shoes or clothes

### 6. Read each list of words and write the odd-one-out

- b) handbag ; c) hate ; d) beautiful ; e) wash ; f) match

### 7. Group discussion

Make sure your students understand the meanings of the words and phrases in the box. Then help them make simple sentences like the following :

- I like my culture because.....
- I prefer traditional clothes because.....

**unit**

**6**

# FOOD AND DRINKS (LISTENING)





**LISTENING**  
F121 F1111G

# LESSON 1

## WHAT'S ON THE MENU TODAY?

### Session 1

#### Session Focus

1. Vocabulary related to food and restaurant
2. Ordering a meal and offering to Help  
– *Can I have spaghetti ? / How can I help you?*
3. Pronunciation : The sounds /ʃ//tʃ/

### TIME TO FIND OUT

#### 1. VOCABULARY: Look, listen and repeat

Present the types of meals using the pictures in the book or posters. Have them repeat and re-use them through prompts and questions.

#### 2. Ordering a meal and offering to help: Listen and repeat the dialogues

Have the students listen and repeat each dialogue with the correct intonation. Highlight the phrases expressing ordering a meal and offering help.

#### 3. Pronunciation

- a) Write the sound symbols on the board /ʃ//tʃ/
- b) Have the students listen and repeat each sound
- c) Have them listen and repeat the words where the sounds occur

Listen and circle the word in which you hear the sound /tʃ/

Read aloud : watch and touch

- a) watch    b) Wash    c) Touch    d) shirt

### TIME TO PRACTISE AND CHECK

#### 1. Look at the food items in 1-A to ask and answer questions. The words in italics can be replaced

Go through the examples with the students after explaining the task. And then, leave them customize the dialogues by replacing the italicized words.

#### 2. Listen to the audio between Jason and a waiter and use the words in the box to complete their conversation below. N°1 is an example. 1-help

*Jason enters the restaurant and approaches the waiter.*

**Waiter:** Hello! Welcome to our restaurant. Can I (1) **help** you?

**Jason:** Yes, please. I want to see the (2) **menu**.

**Waiter:** Here you go. Take your time! (Jason looks at the menu for a moment.)

**Waiter:** Are you ready to (3) **order**?

**Jason:** Yes, I want some chicken with chips, please.

**Waiter:** Great (4) **choice**! Would you like anything to drink with that?

**Jason:** Just (5) **water**, thank you.

**Waiter:** Perfect! Your order will be ready shortly.

*(A little while later, the waiter brings the food.)*

**Waiter:** (6) **Here's** your chicken with chips. Enjoy your (7) **meal**!

(Jason takes a bite of the chicken.)

**Jason:** Wow! This is (8) **delicious**! The chicken is cooked perfectly.

**Waiter:** I'm (9) **glad** you like it! Is there anything else I can get for you?

**Jason:** No, this is great. Thank you for your help!

**Waiter:** You're welcome! Enjoy your meal!

### 3. Pronunciation

Write the sound /tʃ/ or /ʃ/ for the underlined part of each word.

- |         |          |          |          |           |
|---------|----------|----------|----------|-----------|
| 1. dish | 2. catch | 3. shirt | 4. touch | 5. shorts |
| /ʃ/     | /tʃ/     | /ʃ/      | /tʃ/     | /ʃ/       |



## Session 2

### Session Focus

1. Vocabulary related to food and restaurant
2. Expressing how things taste/smell/look/sound
3. Expressing preferences: prefer/prefer... to...

### TIME TO FIND OUT

#### 1. VOCABULARY: Look, listen and repeat.

- Present the types of meals using the pictures in the book or posters. Have them repeat and re-use them through prompts and questions.
- Provide appropriate contexts in order to , present a glass of, a piece of, a slice of, a cup of, which enable to partition non count nouns into count entities..

#### 2. Expressing how things taste/smell/look/sound: Listen and repeat the dialogues.

Found yourself on each picture in context to express how things taste, smell, look or sound by highlighting the appropriate phrases. After having them repeat the key perception verbs, find other contexts for them to apply the studied verbs...

#### 3. Expressing preferences: prefer/prefer... to...

Capitalize on the existing dialogues to present and highlight the structures. Have students repeat the dialogues and express their preferences in relation to other food items.

### TIME TO PRACTISE AND CHECK

#### 1. Listen carefully to the descriptions of each food item in the box below. Write down the name of the food item you hear about next to the corresponding number, from 1 to 8.

Read the description without the name for each food item at least two times. Have students write their answers and then, discuss in pairs. End the procedure by supervising the correction done by students themselves. Where there is a problem, you provide the right feedback.

##### 1. Filled Pancakes

These are soft, often served warm. They are filled with sweet or savory ingredients, like fruits, chocolate, or cheese.

##### 2. Deviled Eggs

These are hard-boiled eggs that have been cut in half. The yolks are mixed with mayonnaise, then placed back into the egg whites.

##### 3. Attiéké with Grilled Fish

This dish is made from fermented cassava and is served with grilled fish on top. It is a popular meal in West Africa.

#### 4. Fried Rice with Chicken

This dish consists of rice that has been stir-fried with pieces of chicken and vegetables, often flavored with soy sauce or spices.

#### 5. Ice Cream

A sweet and creamy frozen dessert that comes in many flavors, such as chocolate, vanilla, and strawberry. It is often enjoyed in a cone or a bowl.

#### 6. Milk Shake

A thick and creamy drink made by blending milk, ice cream, and flavorings like chocolate or fruit.

#### 7. Lemonade

A refreshing drink made from lemon juice, water, and sugar. It is often served cold and is perfect for hot days.

#### 8. Sorrel Juice

A drink made from the leaves of the sorrel plant, often sweetened and sometimes flavored with spices like ginger or cloves.

### 2. Listen and complete

Ask the students to listen and fill in the gaps with what they hear.

Note : the tip is what you give to the steward or stewardess in addition to the normal price of the meal.

A: Can I help you Sir?

B: Sure, can I have .....**fried rice with chicken**.....1.....?

A: Sure; Here you are, Sir.

B: Thank you. let me taste it. Hmm, it tastes good!

A: I'm glad .....**you like it**..... 2.....

B: How much shall I pay?

A: Just .....**1000FCFA**..... 3.....

B: OK. Here's a 2000F note. Keep the balance. It's your tip.

A: Thank you so much, Sir.

B: .....4 **You're welcome**.....

### 3. Complete with the right word from the box

Answers:

1. tastes 2. looks 3. sounds 4. smells

# Session 3

## TIME TO COMMUNICATE AND CHECK

### Listen and take notes.

You're a waiter at the restaurant at the Abusuan restaurant. A customer is calling you to order a meal. Listen and take notes of his order by completing each column .

1. **Pre-task:** Go through the instructions and make sure the students understand what to do.
2. **While-task:** Read the text aloud/have them listen to the text and complete each column.
3. **Post-task:** Correct the task helping with any problems the students encountered.

Waiter : Can I help you Sir?

Customer: Sure, can I order dinner for tomorrow at 7pm?

Waiter: Sure. What do you want to order for main dish?

Customer : emm...fried potatoes with chicken.

W: Right. Anything for appetizer?

C: Yeah, mixed salad with avocado

W: Ok. How about dessert?

C: Just a slice of cheese cake

W: Alright Sir. Is that all, Sir?

C: No. I need a glass of orange juice.

W: OK.

C: How much shall I pay for that?

W: That will be 8000 F in all Sir

C: Thank you, Sir.

W: You're welcome

| Appetizer                | Main dish                 | dessert               | Drink                   |
|--------------------------|---------------------------|-----------------------|-------------------------|
| Mixed salad with avocado | Fried potato with chicken | A slice of cheesecake | A glass of orange juice |

# LESSON

## 2

# KEEP FIT WITH YOUR DIET

### Session

## 1

### Session Focus

1. Vocabulary related to food
2. Giving advice
  - You should eat more vegetables.
  - You shouldn't eat much fatty food.
3. Pronunciation: The sounds /ʒ/ /dʒ/

## TIME TO FIND OUT

### 1. VOCABULARY: Look, listen and repeat

Present the vocabulary about types of foods in using pictures or realia and have them repeat each word or phrase.

### 2. Giving advice. Listen and repeat the dialogue

- a) Present the key words in the dialogues.
- b) Present the structures for making suggestions using the context of the dialogues.
- c) Have them repeat the dialogue with the correct intonation.

### 3. Pronunciation /ʒ/ /dʒ/

- a) Write the sound symbols on the board.
- b) Have the students listen and repeat each sound.
- c) Have them listen and repeat the words where the sounds occur.

## TIME TO PRACTISE AND CHECK

### 1. Read the sentences and listen carefully to the options and choose the correct one to fill in each gap. Write the letter of the correct answer in the space provided. N°1 is done for you as an example.

1. For dinner, I had a delicious bowl of \_\_B\_\_ that was rich and flavorful.
2. My favorite street food is \_\_\_\_, which is made from fried plantains and served with fish.
3. After breakfast, I like to have \_\_\_\_ because it's refreshing and good for my health.
4. Eating too much \_\_\_\_ can lead to health problems, so I try to limit my intake.
5. I love trying different types of \_\_\_\_, especially when they are cooked with lots of spices.
6. To add some heat to my dish, I often use \_\_\_\_; it really enhances the flavor!
7. One of my favorite snacks is \_\_\_\_ served with a spicy sauce.
8. For dessert, we had a slice of \_\_\_\_ that was chocolate-flavored and very sweet.
9. I always keep a pack of \_\_\_\_ in my bag for when I get hungry between meals.
10. My grandmother makes the best \_\_\_\_; it's sweet and perfect for tea time.

11. At parties, we often serve a variety of \_\_\_\_ like nuts and chips for guests to enjoy.
12. It's important to balance your diet and not eat too many things that are high in \_\_\_\_.

**Listening : Read the sentences with the right options and then read all the options ( A, B, C )**

1. For dinner, I had a delicious bowl of \_\_B\_\_ that was rich and flavorful.  
A) Alloco with fried fish / B) palm nut soup with beef / C) spicy food / D) cake
2. My favorite street food is \_\_C\_\_, which is made from fried plantains and served with fish.  
A) yoghurt, milk / B) salty food / C) Alloco with fried fish / D) sugar
3. After breakfast, I like to have \_\_B\_\_ because it's refreshing and good for my health.  
A) chilli pepper / B) yoghurt, milk / C) salty olives / D) titbits
4. Eating too much \_\_B\_\_ can lead to health problems, so I try to limit my consumption.  
A) cake / B) salty food / C) sugar / D) crackers
5. I love trying different types of \_\_A\_\_, especially when they are cooked with lots of spices.  
A) spicy food / B) fried plantain with hot sauce / C) palm nut soup with beef / D) titbits
6. To add some heat to my dish, I often use \_\_A\_\_; it really reinforces the flavor!  
A) chilli pepper / B) salty popcorn / C) crackers / D) cake
7. One of my favorite snacks is \_\_A\_\_ served with a spicy dip/sauce.  
A) fried plantain with hot sauce / B) sugar / C) yoghurt, milk / D) palm nut soup with beef
8. For dessert, we had a slice of \_\_B\_\_ that was chocolate-flavored and very sweet.  
A) titbits / B) cake / C) salty peanuts / D) spicy food
9. I always keep a pack of \_\_A\_\_ in my bag for when I get hungry between meals.  
A) crackers / B) chilli pepper / C) yoghurt, milk / D) fried plantain with hot sauce
10. My grandmother makes the best \_\_B\_\_; it's sweet and perfect for tea time.  
A) sugar / B) cake / C) salty food / D) titbits
11. At parties, we often serve a variety of \_\_B\_\_ like nuts and chips for guests to enjoy.  
A) salty olives / B) titbits / C) spicy food / D) yoghurt, milk
12. It's important to balance your diet and not eat too many things that are high in \_\_A\_\_.  
A) sugar / B) chilli pepper / C) fried plantain with hot sauce / D) Alloco with fried fish

**2. The following dialogues discuss eating habits. With your partner, read the situation and complete the advice with "should" or "shouldn't". And then, role-play it.**

**N°1 is an example.**

**Pair 1: Anna and John**

- **Situation (Anna):** «I often forget breakfast because I'm in a hurry in the morning.»
- **Advice (John):** «You should eat breakfast every day. It helps you have more energy.»

**Pair 2: Maria and Tom**

- **Advice (Tom):** «You shouldn't eat fast food too often. It's not healthy.»

**Pair 3: David and Sarah**

- **Advice (Sarah):** «You should drink more water. It's better for your health.»

**Pair 4: Emily and Mike**

- **Advice (Mike):** «You should try to eat more vegetables. They are important for your diet.»

**Pair 5: Kevin and Lisa**

- **Advice (Lisa):** «You **shouldn't** eat dessert after every meal. It's good to have it sometimes.»

**Pair 6: Rachel and Sam**

- **Advice (Sam):** «You **should** try to eat at the table. It helps you enjoy your food more.»

**3. Pronunciation**

- Write the sound symbols on the board /ʒ/ /dʒ/.
- Have the students listen and repeat each sound.
- Have them listen and repeat the words where the sounds occur.

a) Listen and circle the word in which you hear the sound /dʒ/.

Read aloud the words in bold. Students circle beverage and joyce.

a. pleasure

**b. beverage**

c. casual

**d. joyce**

b) Listen and circle the word in which you hear the sound /ʒ/.

**a. leisure**

b. January

**c. casual**

d. juice

## Session 2

### Session Focus

1. Vocabulary related to food and fitness
2. Making a suggestion
  - How about doing sport?
  - What about going swimming?.

### TIME TO FIND OUT

#### 1. Look, listen and repeat

Present the vocabulary about food and fitness using pictures or realia and have students repeat each word or phrase.

#### 2. Making a suggestion: Listen and repeat the dialogue

- a) Present the key words and phrases in the dialogues.
- b) Present the structures for making suggestions using the context of the dialogues.
- c) Have them repeat the dialogue with the correct intonation.

### TIME TO PRACTISE AND CHECK

#### 1. Listen to this text about food habits and healthy choices. Choose the better option like in the example. *Example: 8 – a good-looking man*

#### Food Habits and Healthy Choices

In our daily lives, food habits play an important role in our health. (1) **A fat man** can decide to (2) **go on a diet** to lose weight. He can start by having (3) **a light meal** instead of heavy foods. On the **other hand**, (4) **a thin lady** can focus on eating more nutritious foods to gain strength. To stay fit, many people enjoy (5) **jogging** in the morning or joining (6) **aerobics** classes in the evening. These activities help burn calories and improve health. Drinking a lot of water is also essential, especially if you want to avoid the temptation to (7) **fast** for long periods. Remember, healthy eating and regular exercise are key to being (8) **a healthy and good-looking man or woman!** (9) **Body-building** is also a good way to exercise!

#### 2. Ask and answer questions with your partner. Use the words in the box

Example 1

- a) Present one example at a time and have them practice it using the words in the box.
- b) Facilitate the activity as students are exchanging.
- c) Have 2 or 3 pairs demonstrate for the whole class.

Example 2: **Go through the same process as in example 1.**

# Session 3

## TIME TO COMMUNICATE AND CHECK

### Listen and take notes.

Your sister went to see Dr Assi for a pain. The doctor calls you to tell what she is suffering from and tells you what to do. Listen to the dialogue and take notes in the table below.

#### 1. Pre-task

Explain the task and make sure the students understand what they have to do. Tell them they are taking notes as the sister of the girl (the patient).

#### 2. While-task

Read the text 2 times at normal speed. Tell them to complete the table as they're listening.

#### 3. Post-task

Correct the task with the whole class.

| WHAT SHE IS SUFFERING FROM                                                                     | WHAT TO DO                                                                                                             |
|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- Loss of weight</li> <li>- Loss of appetite</li> </ul> | <ul style="list-style-type: none"> <li>- Do a test</li> <li>- Take some vitamins</li> <li>- Practice sports</li> </ul> |

#### Dialogue

You : Hello. Can I help you?

Dr Assi : Yeah, this is Dr Assi. I'm calling about your sister Monica.

You : Alright. What's wrong with her?

Dr Assi : Don't worry, it's not so serious. She has lost weight and she has no appetite.

You : Yeah, that's right. So what do you suggest she should do?

Dr Assi : Well , first she should have a test to check if she has no worms. Worms can make people lose their appetite. Second, I'm prescribing her some vitamins....

You : Is that all Dr?

Dr Assi : No, just one last thing. I think she should eat less fatty and sugary foods and practice a bit of sports.

You : OK, thank you Dr.

Dr Assi : You're welcome

#### 4. Pair work: When your daughter comes back from the hospital, you have a conversation with her about Dr Assi's call.

1. Help the students write their dialogues using the dialogue frame on p.146.

2. Students role-play their dialogues

3. Help them with the right intonation and pronunciation.



## LESSON

# 3

## WHAT'S YOUR FAVOURITE MEAL?

### Session

# 1

### Session Focus

1. Vocabulary related to food recipes
2. Expressing preferences
  - I'd rather have pizza;
  - I prefer an omelette to spaghetti.
3. Pronunciation : The sounds /θ/ / ð/

## TIME TO FIND OUT

### 1. VOCABULARY: Look, listen and repeat

- a) Elicit the topic of recipe description. You can build on the "Tchonron recipe" (Unit 2, L3).
- b) Present the vocabulary of the different steps in cooking an omelette.

### 2. Expressing preferences: Listen and repeat the dialogue

- a) Have them listen and repeat the dialogue.
- b) Explain any word or phrase they don't understand.
- c) Highlight and insist on the structure expressing preferences. The following steps can help:  
Meaning, pronunciation and form (structure).

### 3. Pronunciation

- a) Write the sound symbols on the board /θ/ / ð/
- b) Have the students listen and repeat each sound.
- c) Have them listen and repeat the words where the sounds occur.

## TIME TO PRACTISE AND CHECK

### 1. Listen carefully and fill in the gaps with the right word. N°9 is an example.

**Example= 9-understand**

Alex: What do you (1) **want** for dinner?

Jamie: Hi Alex! I'd (2) **rather** have pizza than pasta. What about you?

Alex: I (3) **prefer** pizza too! But I prefer it with extra cheese.

Jamie: Oh, I (4) **like** cheese! I'd rather (5) **eat** a salad than a burger, though.

Alex: Really? I prefer burgers (6) **to** salads. They are more filling!

Jamie: That's true! (7) **But** I'd rather have something (8) **light** tonight.

Alex: I (9) **understand**. I prefer light meals sometimes, but tonight I want something hearty!

## 2. Pronunciation /θ/ / ð/

Listen and circle the word you hear

Read aloud: 2. Thing and 4. This

# Session 2

## Session Focus

1. Vocabulary related to food recipes
2. Describing a process  
-Firstly, secondly,... lastly.

## TIME TO FIND OUT

### 1. Look, listen and repeat the dialogue

- a) Have them listen and repeat the dialogue.
- b) Explain any word or phrase they don't understand.
- c) Insist on the pronunciation and intonation.

### 2. Listen and repeat

#### **LANGUAGE FUNCTION : DESCRIBING A PROCESS**

- a) Use an example of what a process is by highlighting connectors that introduce each stage.
- b) Tell your students that you're going to study a spaghetti recipe as a process and have them repeat the list of connectors.
- c) Go through the process of the recipe with students.

### 3. Pronunciation

- a) Write the sound symbol on the board.
- b) Have the students listen and repeat each sound.
- c) Have them listen and repeat the words where the sounds occur.

## TIME TO PRACTISE AND CHECK

### 1. Answer the following questions.

- a) 8 steps
- b) Ingredients : eggs / tomatoes / salt / onions

### 2. Listen to a fried rice recipe and match each step with the right cooking action.

**Number 1 is an example. Example= 1.- crack**

- 1. You **crack** eggs in a bowl.
- 2. You **add up** a pinch of salt in bowl.
- 3. You **cut out** tomatoes and onions.
- 4. You **beat** the egg, the onion, tomato and salt.
- 5. You **mix up** it altogether.
- 6. You **pour** cooking oil in the frying pan.
- 7. When it **firms up** it turns golden brown.

### 3. Rewrite the recipe using the words in the box.

Firstly – secondly – thirdly – next – after that, ... lastly/finally

- a) Have the students rewrite the recipe using adverbs from the box.
- b) Give help where necessary.
- c) Have some students read their end product aloud.

### 4. Pronunciation

Listen and circle the word you hear.

Read aloud **2. Thing** and **4. This**

### 5. Listen to a fried rice recipe and match each step with the right cooking action.

Number 1 is an example.

Example : 1=D

2.- G              3.- B              4.- F              5.- C              6.- A              7.- E

- 1. Firstly , gather all your ingredients: cooked rice, vegetables (like peas and carrots), soy sauce, and an egg.
- 2. Secondly, push the vegetables to one side of the pan and crack the egg into the empty space.
- 3. Thirdly, the egg is cooked, mix it with the vegetables.
- 4. After that, heat a little oil in a pan over medium heat or fire.
- 5. Additionally, add the cooked rice to the pan and pour in the soy sauce.
- 6. Afterwards, add the vegetables and stir-fry them for a few minutes until they are soft.
- 7. stir everything together until it is well combined and heated through, then serve hot!

# Session 3

## TIME TO COMMUNICATE AND CHECK

### A

For the imminent Cuisine Contest, the school Cooking Club, in collaboration with the English Club, is organizing a selection test to choose the class that will represent your school. First, listen to a recipe broadcast on Radio Indénie during the English programme and take notes. Complete the table as you listen.

1. Pre-task: Explain the task and make sure the students understand what they have to do.
2. While task: Read the text 3 times at normal speed. Tell them to complete the table as they listen.
3. Post task: Correct the task with the whole class.

Radio presenter : Welcome to "Yummy recipe"

Guest : Thank you. I'm pleased to take part in this great program.

Radio P : So what recipe are you going to give us today?

Guest : It's called the Biecosseu soup recipe. It is the main dish of the Attié people of Côte d'Ivoire.

Radio P : Great. What are the ingredients of this dish?

Guest : Well, to cook this dish you need the following: a plate of eggplants, fresh pepper and pepper powder, fresh or dried fish, 10 grams of onions, some garlic, 4 spoonfuls of salt and some cooking palm nut oil.

Radio presenter : Fine. Now let's go for the recipe.

Guest : Thank you. Firstly, wash it. Secondly, cut out the eggplants and okra into pieces. Thirdly, put the eggplant and the okra into a saucepan and add a bottle of water into it. Let it boil for 20mn, and then remove the saucepan from the fire. Next, put the cooked eggplant and okra into a clay bowl. Mash it into a compact paste and put it back on the stove with half a bottle of water and add the other ingredients. Let it boil for 30 minutes and your Biecosseu soup is ready. You can eat it with pounded plantain or plain rice.

| INGREDIENTS           | STEPS                                                         |
|-----------------------|---------------------------------------------------------------|
| - eggplants           | 1. Wash the eggplants                                         |
| - fresh pepper        | 2. cut out the eggplants and okra into pieces                 |
| - pepper powder       | 3. put it in saucepan with water and let it boil for 20mn     |
| - fresh or dried fish | 4. Remove the saucepan from the fire Etc ( refer to the text) |
| - onion, garlic, salt |                                                               |

### B

In pairs, ask the students to put their notes together and make a presentation of the recipe.

### C

In groups, say the recipe that they prefer and present it for the selection test. Insist on the use of connectors for their presentation.

## TIME TO REVISE AND CHECK

1. Listen and circle the word you hear.

Read the words in bold.

1. a) **wash** b) watch 2. a) January b) **Pleasure** 3. fan b) **van** 4. a) fat b) **that**

2. Listen to your teacher. Say the names of dishes and complete the table.

Read the dishes in bold. Students listen and write them in the appropriate column.

| <b>Appetizer</b>   | <b>Main course/dish</b> | <b>desserts</b> | <b>Drinks</b> |
|--------------------|-------------------------|-----------------|---------------|
| Salad with avocado | Fried rice with chicken | Cheese cake     | Lemon juice   |

3. Match the sentences or phrases in Column A with what you use them for.

| <b>Sentences/phrases</b>       | <b>You use it to....</b>             | <b>Answers</b> |
|--------------------------------|--------------------------------------|----------------|
| 1. Can I help you?             | a) Make a suggestion.                | 1. d           |
| 2. You should eat organic food | b) Ask the price of something.       | 2. a           |
| 3. How much is it?             | c) Show that you like a meal.        | 3. b           |
| 4. It's yummy!                 | d) Offer your help.                  | 4. c           |
| 5. How does it taste?          | e) Ask someone how something tastes. | 5. e           |

4. Complete with the right word from the box.

Answers:

1. Mum is cooking; it ...smells, good in the kitchen.

2. The Azonto music...sounds.....great.

3. Do you practice sport? You .....look..... healthy.

4. I hate this dish, it ...tastes.....salty.

## TIME FOR FUN

Make sure the students understand the objective of the game. To make it more interesting, students need to work together. Set small groups of four students.

Ask them to identify the words, the colours and the expressions for shopping. Ask them to make a list of their findings.

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| W | R | A | P | P | E | R | B | S | E | H | T | O | L | C |
| H | S | B | T | U | V | V | L | W | F | R | A | C | S | R |
| I | K | R | T | R | B | R | O | O | C | H | E | S | X | I |
| T | I | U | S | P | Z | L | U | B | R | A | H | C | A | N |
| E | R | S | R | L | L | Z | S | T | R | O | H | S | B | G |
| Z | T | H | J | E | A | N | S | W | A | T | C | H | E | S |
| G | R | E | Y | Z | D |   | E | S | P | U | R | S | E | S |
| G | A | B | D | N | A | H | S | O | C | K | S | T | A | H |
| L | G | O | W | N | G | R | E | E | N | H | Z | I | O | Z |
| O | S | Z | S | B | E | I | G | E | V | A | W | E | A | R |
| V | G | X | R | S | N | H | L | F | V | K | C | A | L | A |
| E | N | C | U | R | W | E | A | I | P | I | N | K | L | E |
| S | I | O | O | I | O | L | S | T | S | W | X | E | E | W |
| Z | R | M | L | A | R | P | S | S | W | Y | U | S | R | S |
| T | R | B | O | P | B | J | E | W | E | L | S | I | B | N |
| W | A | S | C | A | P | R | S | T | B | Z | V | Z | M | E |
| S | E | I | R | O | S | S | E | C | C | A | N | E | U | M |

## 2. From your list of clothes build your own shop and sell your items to your friends.

Help the students select items to create the shop of their groups. Within the groups, students can initiate dialogues and role play them. Make sure roles are played in turn by group members

## 3. The food riddle: Guess what?

À titre d'exemple, pratiquer la structure de la devinette avec un élève, ensuite, demandez aux élèves de la pratiquer en paires, enfin, demandez à 2 ou 3 paires de présenter devant toute la classe.

### Example:

A: I'm thinking of a food.

B: Is it an Ivorian or European food?

A: Ivorian

B: Is it made of cassava?

A: No, it isn't.

B: Is it made of corn?

A: Yes, it is.

B: Then, that must be Kabato with Tchoukron soup!

A: You're right!

## 4. Sound game: Write the hidden sound.

Example: which: /tʃ/

Watches /iz/; maps /s/; shoes /z/; cooks /s/; needs /z/; orange /dʒ/; pleasure /ʒ/

shut /ʌ/; choose /tʃ/; foods /z/; drinks /s/; Clothes /z/; bees /z/

Chooses /iz/; nice /ais/; day /ei/; fight /ai/;

## TIME FOR CLASS PROJECT

Your school English Club is organizing a fashion show competition.

Your class is taking part in that competition.

Find nice Ivorian clothes for your class. In your group make a list of original ones and propose them to your class.

Explain to the students what a fashion show means.

Tell them to find some pictures of original Ivorian clothes in case they can't bring the real and authentic in clothes.

A brief and interesting description of the clothes can include the following:

- the origin of the attire (which part of the country the clothes are from);
- when the clothes are used (on which occasions people wear the clothes: weddings, festivals, anniversaries, everyday use);
- who is allowed or entitled to wear the clothes (children, teenagers: boys or girls, **adults:** female or male);
- etc.



**INDUSTRIAL  
EMISSIONS**

**AIR POLLUTION  
(SMOG)**

**SOIL CONTAMINATION  
& PLASTIC WASTE**

**WATER POLLUTION  
& CHEMICAL RUNOFF**

**POLLUTION  
HOTSPOT**

**SOIL CONTAMINATION  
& PLASTIC WASTE**





**unit**

**7**

# HEALTH AND ENVIRONMENT (READING)





READING

# LESSON 1

## I TAKE CARE OF MY BODY

### Session 1

#### Session Focus

1. Vocabulary related to body hygiene
2. Expressing obligation /Necessity  
What must you do to stay healthy? / What do you have to do to stay healthy?  
I must /have to be clean.
3. Pronunciation: The sound /f/ /v/

### TIME TO FIND OUT

#### 1. Vocabulary : Look, listen and repeat

This part aims to teach the learner devices and products used to protect human body. Make students repeat the lexis..

#### 2. Expressing obligation or necessity : Listen and repeat the dialogue

Prior to repetition, highlight obligation and necessity through appropriate contexts. Then, have students repeat the dialogues.

#### 3. Questions and answers

Teacher monitors the activity that is based on the pictures and the provided information. Students ask and answer questions medelling on the dialogues in 2. They work in pairs.

#### 4. Pronunciation

- a) Write the sound symbols on the board /f/ /v/
- b) Have the students listen and repeat each sound
- c) Have them listen and repeat the words where the sounds occur

Listen and circle the word in which you hear the sounds /f/ or /v/. Deal with sound /f/ first, and then proceed to sound /v/.

Read aloud : a) fan and ferry  
b) vine and vain

### TIME TO PRACTISE AND CHECK

#### 1. Matching (be flexible)

- Note that "b" is missing in the protective and hygienic materials column; correct it before the students do the exercise.

Answers : 2. -Ø

3. - a - b - i;

4. - d; 5. - i - a - b

#### 2. Reordering

- Make sure the students understand the task and perform it correctly. Encourage them.
- Set an example for them.

**Answers:**

a – comb      b – sponge      c – soap      d – towel      e – wash      f – shampoo

**3. Use « must » and « have to »**

- Make sure the students understand the task and perform it correctly. Encourage them .
- Set an example for them

Eg : 1. You must use some tissue to blow your nose.

You have to use some tissue to blow your nose.

**4. Pronunciation**

– **Note that N°3 is repeated in the student's book.**

Listen and circle the word in which you hear the sounds /f/ or /v/. Deal with sound /f/ first, and then proceed to sound /v/.

Read aloud : a) fan and ferry

b) vine and vain

## Session 2

### Session Focus

1. Vocabulary related to body hygiene and protective materials
2. Expressing prohibition
  - A – What mustn't you do?
  - B – I mustn't eat with dirty hands.

## TIME TO FIND OUT

**1. Look, listen and repeat**

This part aims to teach the learner devices and products used to protect human body.  
Make students repeat the lexis.

**2. Listen and repeat the dialogue**

Prior to repetition, highlight obligation and prohibition by contrasting the ideas in the pictures.  
Then, have students repeat the dialogues.

## TIME TO PRACTISE AND CHECK

**1. Reading and writing**

- Teach any new vocabulary.
- Have the students read the text silently.
- Ask the students to write down the answers.  
Give feedback of the activity.

**Answer**

1. To avoid dirt and microbes
2. At least 2 times a day
3. We should not share it with anyone.
4. Because it keeps you healthy and you smell good.

## Session 3

### TIME TO COMUNICATE AND CHECK

Your English club asks you to design a sensitization poster to promote body hygiene.

**a) Matching**

Answers : 2.- f;      3.- e;      4. - c;      5.- a;      6.- d;

**b) Answers :**

1. His parents feel unhappy.
2. Because he doesn't like washing his body.
3. He never combs his hair or his nails are always black or his mouth is really smelly or he doesn't like washing his body.
4. Because Angenor has pimples on his skin. / Angenor is sick
5. He must take care of his body or he must take a shower every day or brush his teeth or comb his hair or regularly wash his hands before meals.

**c) Students have to make a sensitization poster on body hygiene.**

- Explain the task to the students.
- Facilitate the task providing additional resources where need be.
- Students present their posters.
- The best poster can be displayed on the classroom wall for some days.

# LESSON 2

## KEEP YOUR ENVIRONMENT SAFE

### Session 1

### Session Focus

1. Vocabulary related to unsafe environment
2. Giving advice using **should**
3. Pronunciation: The sounds /s/ and /z/

### TIME TO FIND OUT

#### 1. Look, listen and repeat

A – Capitalize on the students' access to pictures to present environmental problems.  
So, the students look at the pictures, listen and repeat.

#### 2. Giving advice

##### Listen and repeat the dialogue

- The dialogue aims to present the modal « should (and shouldn't).
- Use the context to highlight the function of giving advice.
- Go through the table to address the other pollution situations.

#### 3. Pronunciation

- a) Write the sound symbols on the board /s/ /z/
- b) Have the students listen and repeat each sound
- c) Have them listen and repeat the words where the sounds occur

### TIME TO PRACTISE AND CHECK

#### 1. Multiple choice

- Make sure the students understand the task and perform it correctly. Encourage them .
- Set an example for them.

Eg : 1– Noise pollution

##### Answers

|                   |                  |
|-------------------|------------------|
| 2 bush fire       | 5 flood          |
| 3 Climate change  | 6 air pollution  |
| 4 Water pollution | 7 Soil pollution |

#### 2. True/False

- Make sure the students understand the task and perform it correctly. Encourage them.
- Set an example for them.

Answers: 1.– True

2. – false

3. – true

4. – false

#### 3. Pronunciation

Listen and circle the word in which you hear the sounds /s/or /z/. Deal with sound /z/ first, and then proceed to sound /s/.

Read aloud : a) 1. b) keys

2. a) zip

3. b) days

b) 1. a) miss

2. b) hiss

3. a) rice

## Session 2

### Session Focus

1. Vocabulary related to unsafe environment
2. Giving advice (dissuading) with « should not »

### TIME TO FIND OUT

#### 1. Look, listen and repeat

A – Capitalize on the students' access to pictures to present environmental problems.

So, the students look at the pictures, listen and repeat.

#### 2. Giving advice (should/shouldn't)

##### Listen and repeat

The use of a table and two dialogues responds to a double objective.

First of all, go through the consequences and the possible solutions to the environmental problems, help the students familiarize themselves with them.

Then, give further practice of 'Should' and 'Shouldn't' using the table as a prompt to have substitution drills with the dialogues.

### TIME TO PRACTISE AND CHECK

#### 1. Matching

Make sure the students understand the task and perform it correctly. Encourage them.

Set an example for them.

Eg : The mayor should ask people to reduce the use of cars in the city.

- |          |          |          |          |          |
|----------|----------|----------|----------|----------|
| 1. – d ; | 2. – e ; | 3. – f ; | 4. – g ; | 5. – b ; |
| 6. – c ; | 7. – a   |          |          |          |

#### 2. Reading and writing

- Teach any new vocabulary.
- Have the students to read the text silently.
- Ask the students to write down the answers .
- Give feedback of the activity.

##### Answers:

1. Deforestation is the process of cutting down trees in forests.
2. Trees are cut down to make space for farms. / to use for fire / to make furniture
3. New trees will replace the ones that are cut down so the forest will continue
4. Because recycling permits to use less new material (tree) / to reduce destruction.

#### 3. Pronunciation (confer Session 1)

## Session 3

### TIME TO COMUNICATE AND CHECK

#### Answers

1. Because he is thinking about the municipality's environment competition.
2. There are two.
3. – They made filters for the city's gutters.  
– They cleaned them and put up prohibition signs.
4. – There was no flood during the rainy season.
5. – The mayor and the jury.



# LESSON 3

## HEALTH AND WATER

### Session 1

#### Session Focus

1. Vocabulary related to water-related diseases
2. Expressing possibility using « can »  
Water from lakes can contaminate people with bacteria
3. Pronunciation the sounds /s/ /z/ /f/ /v/

### TIME TO FIND OUT

#### 1. Look, listen and repeat.

A

The pictures in this section have short descriptive texts. Before reading them to the students, instruct them to identify the disease described in each of the pictures they are exposed to. After dealing with each of them, write them on the board and have the students repeat them.

B

The diseases being identified, present their symptoms and preventive measures to the students by going through the table. So, students look at the table, listen to the teacher and repeat after him.

#### 2. Expressing possibility with “can”

##### Listen and repeat

A

Present modal CAN using the context of the dialogue. Still, lay emphasis on CAN as Must has already been taught in Lesson 1 of the same unit.

#### 3. Pronunciation : The sound / s/ / z/ / f/ / v/

- a) Write the sound symbols on the board / s/ / z/ / f/ / v/
- b) Have the students listen and repeat each sound.
- c) Have them listen and repeat the words where the sounds occur.

## TIME TO PRACTISE AND CHECK

### 1. Classification

Make sure the students understand the task and perform it correctly. Encourage them.  
Set an example for them.

| DISEASE   | CAUSE          | SYMPTOMS |
|-----------|----------------|----------|
| Malaria   | Mosquito bites | Fever    |
| Cholera   | Faeces/poos    | Diarrhea |
| Hepatitis | Saliva         | Anemia   |

### 2. Completion

- Make sure the students understand the task and perform it correctly. Encourage them .
- Set an example for them .

Eg :1- Hepatitis A

2- faeces/poos      3 - malaria-stagnant water      4 - contaminated water      5 - water

### 3. Reading for comprehension

- Teach any new vocabulary.
- Have the students to read the text silently.
- Ask the students to write down the answers.
- Give feedback of the activity.

**Answers:**

1 - B      2 - A      3 - A

### 4. Gap filling

1-Can    2-can't    3-can't    4-can    5-can    6-can't

### 5. Pronunciation

**Answers:**

| SOUNDS | /s/                   | /z/                              | /f/                            | /v/                      |
|--------|-----------------------|----------------------------------|--------------------------------|--------------------------|
| Words  | Base<br>hose<br>cease | disease<br>dose<br>house<br>easy | pharmacy<br>cellphone<br>laugh | leave<br>beloved<br>move |

## Session 2

### Session Focus

1. Vocabulary related to water-related diseases symptoms
2. Expressing obligation using « must »

### TIME TO FIND OUT

#### 1. Reading for comprehension.

This part aims at teaching the new lexical items using the appropriate teaching techniques: for example, make use of pictures, and expressive drawings to convey the meaning.

#### 2. Expressing obligation with « must »

Role play the conversation with the students stressing the use of « must »

### TIME TO PRACTISE AND CHECK

#### 1. Gap filling (fill in the blanks)

- Make sure the students understand the task and perform it correctly. Encourage them.
- Set an example for them.

**Answers:**

e.g. : 5. Severe anemia

1. fever    2. headache    3. loss of appetite    4. Vomiting    5. Severe anemia  
6. weakness

#### 2. Gap filling

**Answers :**

- 1.- can    2.- can    3.- can't    4.- can    5.- must    6.- must  
7.- must    8.- can't/must    9.- can.

#### 3. Table completion

- Make sure the students understand the task and perform it correctly. Encourage them.
- Set an example for them.

Accept other answers that are not in the table.

**Answers :**

| DISEASE                | SYMPTOMS                  | PREVENTION                      |
|------------------------|---------------------------|---------------------------------|
| 1. ... diarrhea ...    | stomach pain /ache, fever | 2. ... avoid sharing towels ... |
| 3. ... hepatitis A ... | 4. ... dark urine...      | give people vaccination         |
| 5. ... malaria ...     | severe anemia             | (6) ...use mosquito cream...    |
| 7. ... cholera...      | weakness                  | drink safe water                |

## Session 3

### TIME TO COMUNICATE AND CHECK

**Reading for comprehension.**

**Answers:**

**a)** 1. junior 2. defecated 3. far 4. sick 5. kind 6- boil

**b)**

1. He frequently had diarrhea and vomited.
2. It was bad because women took water for their family not far from their fishing place.  
Or he contaminated the water women took for their families.
3. Gata was/fell sick.
4. Some sorcerers.
5. By drinking the contaminated water from the river. Or By drinking the water contaminated by Yomy.
6. Cholera.
7. by boiling water before drinking it.

**c) Explain the task, organize the class in groups (of 5).**

- **Incite students to be creative and use as many resources as they can.**
- **Monitor the activity and have students perform.**
- **keep a low profile, and then provide feedback.**

## TIME TO REVISE AND CHECK

### 1. Banked cloze.

Answers:

- |          |                   |                          |                 |
|----------|-------------------|--------------------------|-----------------|
| 1. towel | 2. toothbrush     | 3. shampoo/nail clippers | 4. toilet paper |
| 5. soap  | 6. hand sanitiser | 7. mosquito-net          | 8. cotton buds  |
| 9. comb  | 10. toothpaste    |                          |                 |

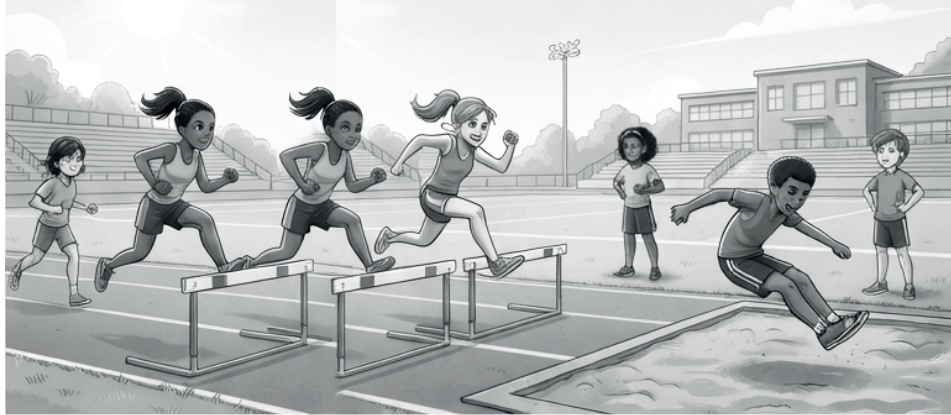
### 2. Unscrambling sentences.

Answers:

1. People shouldn't dump oil on the soil.
2. Industries should use clean energies.
3. Nobody should throw chemicals into water.
4. Villagers should keep a lot of vegetation.
5. Smokers shouldn't throw cigarettes on the grass.
6. People shouldn't drive cars that produce fumes.
7. They shouldn't play loud music.
8. You should use recyclable garbage bags.
9. Everybody shouldn't drive noisy vehicles.
10. Farmers should make firebreaks to stop bushfires.

### 3. Complete with *can*, *can't*, *must*, *mustn't*, *should* or *shouldn't*.

- |           |                         |                        |         |
|-----------|-------------------------|------------------------|---------|
| 1. should | 2. should               | 3. shouldn't / mustn't | 4. must |
| 5. can't  | 6. must                 | 7. mustn't / shouldn't | 8. can  |
| 9. can    | 10. shouldn't / mustn't |                        |         |





**unit**

**8**

# SPORTS AND GAMES (READING)





READING  
READING



# LESSON 1

## WHAT DO YOU KNOW ABOUT BASKET BALL?

### Session 1

#### Session Focus

1. Vocabulary related to a basket ball
2. Using to do/to go/to play with sports
  - She plays handball.
3. Pronunciation : The sounds /w/ /kw/ /h/

### TIME TO FIND OUT

#### 1. VOCABULARY: Look, listen and repeat.

Present the new lexical items using the suggested pictures. Feel free to use other possible visual aids. (Drawings, realias, etc).

#### 2. Using to do/to go/to play with sports: Listen and repeat the dialogues.

Have the students read each dialogue in pairs. Ask the students to identify and say the phrases in blue and indicate the following to them:

- For martial sports and athletics: "to do"; I do karate.
- For individual sports: "to go"; He goes swimming.
- For team sports: "to play"; They play basketball and volley ball.

#### 3. Pronunciation.

**Listen and say.**

Go through the table and set the example for the students to repeat after you.

Give students time to perform the task in pairs

### TIME TO PRACTISE AND CHECK

#### 1. Read the text and answer the questions.

**Answers:**

1. c: A physical Education teacher invented basketball.
2. c: Basketball was invented in America.
3. c: The first game was played in 1892.
4. c: There are 5 players in a basketball team.

## 2. Select the correct verb.

1. Bruce Lee (**did**) a lot of Kung Fu before he died.
2. Will you (**go**) swimming at the river next week?
3. Yannick Noah (**played**) tennis in France.
4. Didier Drogba (**played**) football in England.
5. My friend and I prefer to (**go**) cycling at week-ends.
6. Rafaël Nadal (**played**) tennis and won several international championship.

If any mistake, indicate it to the students and make appropriate comments where and when necessary.

Refer to the input phase if necessary.

## 3. Pronunciation

**Read the words in the box below, identify the right sound, complete the table and check with your friend.**

Make sure the students classify the words appropriately

- individually, first
- with their peers,
- finally as a whole class for correction.

**Answers:**

|             | SOUNDS | WORDS                                                    |
|-------------|--------|----------------------------------------------------------|
| - w         | /w/    | weather, wet, work, wait, wow, wagon, was, whistle, what |
| - qu / - ch | /kw/   | quote, query                                             |
| - o         | /w/    | ones, once,                                              |
| - wh        | /h/    | who, wholesale                                           |

## Session 2

### Session Focus

1. Vocabulary related to basketball
2. Using the passive

### TIME TO FIND OUT

#### 1. Reading for comprehension.

- Presentation of the new lexical items using visual aids (pictures, realia, drawings, etc.)

#### 2. Using passive voice.

Go through each dialogue and highlight the structure of the passive **be + (past participle) of verb**.

eg : Basketball **is played** with five players per team.

- It **was invented** in America.

### TIME TO PRACTISE AND CHECK

#### 1. Choose the correct word or phrase from the list to fill in the blanks.

answers

1. basketball player    2. catch the rebound    3. dunk    4. shoot a baseline shot    5. a coach

#### 2. Read the text and answer the questions.

1. It was special because it was his first time to play in the Olympics, and he helped the U.S. team win the gold medal.
2. Curry's performance helped the U.S. team by scoring crucial points, including several three-pointers, which were important in the last minutes of the game.
3. Curry's shooting in the last minutes was important because it helped guarantee the win for the U.S. team by maintaining or increasing their advance or lead.
4. Even if the text doesn't directly state how Curry felt, it can be deduced that he was probably very happy and proud to have won the gold medal, especially since it was his Olympic debut.
5. Stephen Curry is known for his incredible shooting skills, particularly his ability to make three-pointers.

#### 3. Use the passive voice.

1. The first game **was played** in 1892.
2. Electricity **was invented** by Thomas Edison.
3. The telephone **was created** by Alexander Graham Bell.
4. Our first Independence Day **was celebrated** in Abidjan.
5. "Things Fall Apart" **was written** by Chinua Achebe.
6. "The Basilica" **was built** by President Houphouet Boigny.

## Session 3

### TIME TO COMUNICATE AND CHECK

#### 1. Michael Jordan is your favourite American basketball player, but you don't have enough information about him.

Read the text below, answer the questions and share your findings with your friends in order to make a brief presentation of Michael Jordan at the English club's meeting. Say if the statements are TRUE or FALSE.

##### Pre-task:

make sure the students understand what to do: answering the questions individually and exchanging on their answers.

##### While-task:

- a) Students work individually.
- b) They share and discuss their answers.

##### Answers:

- 1. In 2016 Michael Jordan was 50 years old. (False)
- 2. Michael Jordan was living in Brooklyn when he was 40 years old. (False)
- 3. Michael Jordan's birthday is in February. (True)
- 4. Michael Jordan is the youngest son of his family. (True)
- 5. Michael Jordan has two sisters and two brothers. (True)
- 6. He worked as a teacher at the University. (False)
- 7. The University of North Carolina gave Michael Jordan a scholarship. (True)
- 8. Michael Jordan won the scholarship because he was good at basketball. (True)
- 9. The Chicago Bulls became Michael Jordan's team in 1984. (True)
- 10. Michael Jordan won six NBA championships with The Bulls. (True)
- 11. He is now the coach of The Chicago Bulls. (False)
- 12. Michael Jordan is no longer playing basketball. (True)

##### Post-task:

Students form groups in order to prepare brief presentations of Michael Jordan. After their private work, they present their work to the class. The teacher keeps a low profile and makes notes for feedback at the end of the groups' performances.

# LESSON 2

## A FOOTBALL STAR

### Session 1

#### Session Focus

1. Vocabulary related to football and success
2. Comparing

### TIME TO FIND OUT

#### 1. Look, listen and repeat.

**A-B** Presentation of the new lexical items in bold using the appropriate teaching techniques: make use of pictures, drawings, realia, etc to convey the meaning. You may add any other word you think necessary for your students here.

This part aims to teach the learners the vocabulary which will enable them to read and understand a text in order to answer questions appropriately. Have the students look at each picture and then listen and repeat each word or phrase.

Make students read the text silently. Teach the lexical items you've chosen according to the teaching norms (steps). Make them repeat these words correctly (ex: talented, lack, mentor, glad, etc.)

#### 2. Comparing (Superlative)

Teach the new language function using the appropriate techniques. Present the dialogue while concomitantly highlighting the superlative structures of the short and long adjectives. Have students repeat the dialogue.

### TIME TO PRACTISE AND CHECK

#### 1. Complete the text with the right word from the box.

Give clear instructions on how the students should tackle this task. Allow them to work individually first, then in pairs. The right answers are:

**Answers:**

1. glad;      2. talents;      3. mentor;      4. reach;      5. lack;

#### 2. Build sentences with the words in brackets.

**Note:** In the student's book, car – bicycle – plane ( C is missing in car )

Give clear instructions about how to perform this task. Let them work individually first and then compare and practice in pairs.

- a) The plane is the most expensive means of transportation.
- b) Abidjan is the biggest city in Côte-d'Ivoire.
- c) Yaya Touré is the best player of the team.
- d) Rihanna is the most beautiful woman singer of the three stars.
- e) 5/20 is the worst mark.

## Session 2

### Session Focus

1. Vocabulary related to football
2. Expressing addition

### TIME TO FIND OUT

#### 1. Look, listen and repeat.

Teach the lexical items using the provided visual aids, that is the pictures. Make them repeat the words and phrases correctly (*ex: to suffer a heavy defeat, dribble, a foul, etc.*)

#### 2. Expressing addition

Have the students repeat the dialogue. Then, highlight the phrase as well in order to indicate addition. Make sure they understand the meaning, have them pronounce it. Lastly, leave some traces on the board.

### TIME TO PRACTISE AND CHECK

#### 1. Match the words and expressions in column A with their meanings in column B.

\*Letter "g" being omitted, the answer key provides letter "i" as the answer to option N°1.

1. Suffer a heavy defeat – i
2. Dribble – c
3. A foul – d
4. To head – a
5. To mark – h
6. To pass – b
7. To tackle – e
8. To stand behind – j
9. To cross – f

#### 2. Read the text and say if the sentences below are true or false. Justify your answers by quoting from the text.

After reading the text and doing the task, students in pairs discuss their answers. Then, some students are chosen to do the correction on the board.

##### Answers

1. False (Côte d'Ivoire played with 10 men after a red card.)
2. False (Mali scored only one goal.)
3. True (The match was tied 1–1 after regular time.)
4. False (Oumar Diakite scored in extra time.)
5. True (Côte d'Ivoire advanced to the semifinals after winning.)

**3. Rewrite the sentences below using the information between brackets. Number 1 is done as an example. a. *The supporters left the stadium in tears as well.***

- a) The supporters left the stadium in tears as well.
- b) Many supporters doubted about the victory of the Elephants as well.
- c) The girls went to the stadium last Saturday as well.
- d) You travelled to Yamoussoukro for an AFCON match as well.
- e) My siblings watch the final on a large outdoor screen by the lagoon as well.
- f) Ghana left the tournament at the first round as well.

*Session*  
**3**

**TIME TO COMMUNICATE AND CHECK**

**1. Your teacher asks you to make a presentation on the Elephants' victory on the 34th African Cup of Nations in Côte d'Ivoire.**

From the outset, go through the instructions and explain each step to be followed by the students.

- The first stage should lead students to focus on reading the text in order to provide the right answers to the seven questions.
- As to the second stage, suggest a possible plan to be followed by the students while doing research to build up their presentations. The following could be referred to:
  1. Set a context to the event by mentioning the date, the place, the finalists, the atmosphere in the city or country;
  2. Describe briefly the atmosphere in the stadium before the kick-off. And then, give an idea of the match highlights. Urge students to use the studied functions. Indicate what led to the victory of the Ivorian team.
  3. Give some details of the celebrations and say if it was a well-deserved victory.
    - After their private work, the groups make their presentations. Keep a low profile and jot down your observations.
    - Lastly, give your feedback to the class on their performances.

**Answers**

1. The final score was 2-1 in favor of Côte d'Ivoire.
2. Sebastien Haller scored the winning goal.
3. The final match was held in Abidjan, Côte d'Ivoire.
4. William Troost-Ekong of Nigeria scored the first goal.
5. Côte d'Ivoire changed coaches mid-tournament and faced several challenges before winning the title.
6. Côte d'Ivoire has won three AFCON titles, including this one.
7. Sebastien Haller had returned to football just over a year after battling testicular cancer.

# LESSON 3

## BE AN ACTIVE LEARNER!

### Session

# 1

### Session Focus

1. Vocabulary related to games
2. Expressing the end of a status

## TIME TO FIND OUT

### 1. Read the text and circle the true statement.

#### Pre-reading Activities

The teacher can use one of these techniques to explore the students' knowledge about the coming topic. (Brainstorming, text anticipation or picture description)

#### While-reading Activities

Skimming : Activity N° 1 of the student's book.

**Answer:** 1. a : The example comes from a student.

- Use the text to teach the new vocabulary items using synonyms or antonyms. However, it is not forbidden to take the words out of the text and teach them just as we used to do in the S.O.L even though some teachers think it is done out of context.
- While dealing with comprehension, the teacher will ask questions in such a way that when answering them, the students are compelled to practice the structure he wants to put emphasis on.

### 2. Using "no more".

To teach "no more", you can ask questions like the following : Are students of this class still passive ? :→ No, they are not : they are no more passive. Capitalize on that to highlight the idea of something that isn't valid or doesn't take place any longer. Then, make students listen and repeat the examples in the books.

## TIME TO PRACTISE AND CHECK

### 1. Read the text and answer the questions below.

#### Answer:

Activity N° 2: Answers

1. The session of small materials.
2. No, It is a physical Education lesson.
3. When the students cease to be the objects of Education to become the subjects.
4. No, they are no more passive.
5. No, a student was.
6. No, he doesn't. He does it with the students.
7. No, they are no more passive. They are active now.



## 2. Study this sentence.

After the students have found 'no more' in its context in the text the teacher must encourage them to produce similar ones in groups.

## 3. Decide if the following statements are true or false. Correct the false ones

1. -T ; 2. -T ; 3. -T ; 4. -F They become active ; 5. -F They play the way they like.

## 4. Study this table and make as many sentences as possible like the examples.

This activity can be used as application of the structure but the teacher must make sure the learners produce correct sentences.

## 5. (Task already carried out at N°3) like the examples.

## 6. Write the things these people no more do. They are in bold.

*Ex: Gnimpoudé no more plays Awalé.*

1. Gnimpoudé no more plays monopoly.
2. Zogo no more sleeps in class.
3. Zogo no more plays hopscotch.
4. Diomandé no more plays Awalé.
5. Diomandé no more sleeps in class.
6. Tania no more plays hide and seek.
7. Tania no more plays Awalé.
8. Rebecca no more plays hide and seek.
9. Rebecca no more plays Awalé.

# Session 2

## Session Focus

1. Vocabulary related to games
2. Making suggestions

### TIME TO FIND OUT

#### 1. Read the text silently and say what it is about.

- The text is about Monga's passion for draught.

#### 2. Making suggestions

Make students repeat the dialogue and then elicit the function of making suggestions. After that, ask them to identify the structures for making suggestions. Bring them to complete the table below.

| <i>Function</i>           | <i>structures</i> | <i>Example</i> |
|---------------------------|-------------------|----------------|
| <b>Making suggestions</b> |                   |                |
|                           |                   |                |
| Declining a suggestion    |                   |                |
| Accepting a suggestion    |                   |                |

| <i>Function</i>           | <i>structures</i>      | <i>Example</i>                   |
|---------------------------|------------------------|----------------------------------|
| <b>Making suggestions</b> | <b>Why don't we...</b> | Why don't we play chess?         |
|                           | <b>We could ...</b>    | We could play Monopoly.          |
| Declining a suggestion    | I don't feel like      | I don't feel like playing chess. |
| Accepting a suggestion    | That sounds great      | That sounds great!               |

## TIME TO PRACTISE AND CHECK

**1. Read the text in TIME TO FIND OUT N° 1 and choose the best option.**

**Answer:**

1. B) Draughts
2. B) He is thinking about his next move in draughts
3. C) Strategies for playing draughts
4. C) They are amused
5. B) To become a great draughts player
6. B) It makes him forget about his schoolwork

**2. Fill in the gaps with the right words or phrases from the box.**

**Answers**

1. absent-minded
2. draughts
3. classmates
4. schoolwork
5. knowledge
6. great

## Session 3

### TIME TO COMUNICATE AND CHECK

The members of the English club really appreciated your presentation about the session of objects and wonder if, apart from the balls, there are other objects that the students can use. Suggest other games and describe them for the English club's members. (The cord, the river of crocodiles, the lions and the gazelles, etc.)

#### Post-reading activities

##### Pre-task:

Make sure the students understand the task. Organise them in groups.

##### While-task:

Students discuss in groups and write down their findings. Allow them to use dictionaries or any other resource such as the Internet...

##### Post-task:

Groups present their findings to the class. Teacher makes observations where necessary.

### TIME TO REVISE AND CHECK

#### 1. Classify the sports in the table below.

Get the students to match the verbs with the appropriate type of sports.

##### Answers:

| TO DO for martial sports                    | TO GO for individual sports                          | TO PLAY for team sports                                                    |
|---------------------------------------------|------------------------------------------------------|----------------------------------------------------------------------------|
| karate – athletics – judo yoga<br>– kung fu | climbing – running – jogging<br>– swimming – cycling | Cricket – golf – basketball<br>–rugby – volley ball – soccer<br>– football |

#### 2. Complete the sentences with the correct forms of the verbs.

Get the students to get the correct forms of the verbs

##### Answers

| INFINITIVE  | PASSIVE VOICE                                             |
|-------------|-----------------------------------------------------------|
| 1. to send  | This letter was sent to Dad not to Mum                    |
| 2. to build | Their new house was built by a famous architect.          |
| 3. to steal | His mobile phone was stolen yesterday at the car station. |

|              |                                                           |
|--------------|-----------------------------------------------------------|
| 4. to serve  | Lunch is served at 12:30 in this restaurant every day.    |
| 5. to sell   | Computers and mobile phones are sold in this supermarket. |
| 6. to wash   | Cars are washed in this gas station.                      |
| 7. to invite | A lot of people are/were invited to her birthday party.   |

### 3. Matching.

**N.B: Modifier l'exercice avant de l'administrer aux élèves.**

**Instruction : Read the text again on page 201 - N°1 and find words or phrases that are synonyms of the following.**

1. Period (L1)
2. Distinctive (L2)
3. Stop (L3)
4. Inactive (L4)
5. Information (L5)
6. Play (L7-8)
7. Pursuit (L8)
8. Expression (L9)

**Answers :**

- |                       |             |                   |            |              |
|-----------------------|-------------|-------------------|------------|--------------|
| 1. session            | 2. typical  | 3. Cease          | 4. Passive | 5. knowledge |
| 6. uses the ball well | 7. continue | 8. Verbalization. |            |              |

### 4. Building sentences with "no more"

- a) Malick is no more a boy; he is a man.
- b) Jacob is no more thin; he's fat.
- c) John is no more dangerous; he is wise.
- d) Akissi is no more in Daloa; she is in Abidjan.
- e) Languibonou is no more a small city; it is a big one.
- f) Thessia is no more a student; she is a schoolmistress.
- g) Jeff is no more in Gadouan; he is in Daloa.

## TIME FOR FUN

### Crosswords puzzle.

Read through the table and find eleven famous American basketball players. Some names are written more than once.

Tell the students that some names are repeated; some are written backward, vertically etc.

**Answers:**

Kareem Abdul – Jabbar;  
 Bill Russel (**twice**)  
 Shaquille O'Neal  
 LeBron James (**twice**)  
 Tim Duncan (**twice**)

Michael Jordan (**twice**)  
Larry Bird (twice)  
Hakeem Olajuwon (twice)  
Wilt Chamberlain  
Kobe Bryant (twice)  
Magic Johnson (three times)

## TIME FOR CLASS PROJECT

Theme: “How much do you know about football ?”

- Help students to get access to up-to-date information about the players
- Help students to organize their posters:

Students can have various parts in their posters:

- put all the players from the same country or continent together;
- put all the players from the same club together;
- make comments on some players (their country, club, performance...);

Students can use different colours for each part to make posters attractive;

- Provide students with appropriate language
- Select the best posters to decorate their classroom.



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# *Découvrez le manuel*



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