MINISTÈRE DE L'ÉDUCATION NATIONALE

ENGLISH FOR ALL

Student's Book 5e



ÉDITIONS ÉBURNIE

Scanned by CamScanner

École Nation et Développement

MINISTÈRE DE L'ÉDUCATION NATIONALE

DIRECTION DE LA PÉDAGOGIE
ET DE LA FORMATION CONTINUE

ENGLISH FOR ALL

Student's Book 5e

Rédacteurs

- KITAN Ahou Hortense, Inspectrice Générale de l'Éducation Nationale
- Yacouba COULIBALY, Inspecteur de l'Enseignement Secondaire
- YÉO Djénéba, Conseiller Pédagogique
- APPIA Kouadio Diaoussié, Conseiller Pédagogique
- Williams GLAHI, Professeur de Lycée

Chef de production

M^me^ COULIBALY ÉPSE SILUÉ Fatoumata
Inspectrice de l'Enseignement Préscolaire et Primaire
Professeur de Lycée de Physique-Chimie
Chef du Centre National de Formation et de Production de Matériels Didactiques
(CNFPMD)

Éditions Éburnie

ÉDITIONS ÉBURNIE

01 BP. 1984 Abidjan 01
eburnie@aviso.ci
www.editionseburnie.com

Scanned by CamScanner

AVANT-PROPOS

Le présent manuel de la classe de 5e, deuxième manuel de la collection **École, Nation et Développement** est, comme celui de la classe de 6e le fruit d'une collaboration entre Inspecteurs Généraux, Inspecteurs de l'Enseignement Secondaire, Encadreurs pédagogiques et Enseignants de terrain.

Conforme aux programmes recadrés et axés sur l'Approche par les Compétences (l'APC), ce manuel fait également de l'élève de la classe de cinquième l'acteur principal de son apprentissage, et de l'enseignant un facilitateur actif.

L'Approche par les Compétences vise à installer chez l'apprenant la capacité d'agir et de réussir dans la vie, à travers la mobilisation efficace d'un ensemble intégré de ressources pour traiter des situations de communication de la vie courante.

Ainsi, pour développer les compétences chez l'élève de 5e, les activités du présent manuel portent non seulement sur l'environnement immédiat de l'apprenant, mais font aussi une ouverture sur des faits et réalités du monde extérieur afin de l'aider à mieux comprendre les situations d'apprentissage et d'évaluation auxquelles il sera confronté.

L'ouvrage est constitué de 8 unités contenant 3 leçons chacune, soit un total de 24 leçons. Chaque leçon comprend 3 blocs rédactionnels :

- **Time to find out,** qui expose l'apprenant aux nouveaux items lexicaux et grammaticaux à acquérir, résumés dans « Lesson Focus »

  Il se subdivise en deux parties :

  1. **Look, listen and repeat (pour la présentation des items lexicaux)**
  2. **Listen and repeat the dialogues/Study the text or Read the text silently, selon l'habileté de l'unité à installer chez l'apprenant (pour la présentation des structures grammaticales)**

- **Time to practise and Check**, qui permet à l'apprenant de manipuler les nouveaux items lexicaux et grammaticaux à travers des exercices d'application variés. Des exercices de prononciation sont introduits dans ce bloc pour aider l'apprenant à se familiariser aux sons de la langue.

Scanned by CamScanner

- **Time to communicate and check**, qui propose des exercices de synthèse pour amener l'apprenant à mobiliser les acquis de la leçon pour résoudre des problèmes de communication réels ou simulés. Ceci doit être l'objet d'un enseignement-apprentissage à dérouler pendant la 3e session de chaque leçon selon l'APC.

À la fin des trois blocs rédactionnels, l'élève est exposé à une série d'exercices ou d'activités aux objectifs multiples :

- **Time to revise and check**, à la fin de la troisième leçon de chaque unité pour permettre à l'apprenant de vérifier les acquis des trois leçons de l'unité.
- **Time for fun** intervient à la fin de chaque deux unités pour permettre à l'élève d'apprendre à travers des activités ludiques : jeux, chansons, poèmes, etc.
- **Time for class project** à la fin de chaque deux unités pour apprendre aux élèves à réaliser en classe des petits exposés de groupe.

En outre, à la suite du glossaire "My Dictionary", un précis grammatical intitulé « Grammar recap » donne la possibilité à l'élève de réviser les principaux points de grammaire enseignés.

Les auteurs

Scanned by CamScanner

TABLE OF CONTENT

TABLE OF CONTENT

UNITS AND LESSONS	LANGUAGE FUNCTION	GRAMMAR POINT	VOCABULARY	PAGES
UNIT 1 AT SCHOOL (SPEAKING)				13
Lesson 1 *Discover my school*	– Locating different places in a school – Asking and giving directions	(can you) show me where *the library is* It's *behind/next to/opposite/etc.*	Related to different places in a school: library, staff-room, gate, etc Sounds /ə/ and /e/	15
Lesson 2 *Life at college kassere*	– Talking about what people are doing – Asking for permission	The present continuous tense (with adverbs) ex : the pupils *are sitting in the classroom* *May I go out?* *Can I go out, please?*	Related to school life : bell, report, to go up, to stay down, etc Sounds :/æ/ and /a:/	19
Lesson 3 *What do you learn at school?*	Naming school subjects Asking and giving opinions	*We have Maths at 10:00* *We have English from 8:00 to 9:00* *How do you find English?* *I find it easy*	Related to school subjects : civics, physical training (PT), drawing Sounds /i/ and /i:/	23
TIME TO REVISE AND CHECK				
UNIT 2 AT HOME (SPEAKING)				27
Lesson 1 *My family tree*	Identifying the members of an extended family. – Expressing future plans.(Be+V-ing)	*– How many sisters have you got?* The possessive case. *– What relation is Patrick to Yao?* *– Patrick is Yao Konan's uncle* *– I am visiting my grandparents tomorrow.*	Vocabulary related to the extended family. Sounds: /e/ /ə:/	29
Lesson 2 *A Sunday with my Family*	Asking and giving information about daily activities and past events of family members at home.	Present and past simple tenses. *– What does Kassiné do on Sundays?* *He reads books on the veranda* *– What did Sifolo do last Sunday?* *He visited his uncle Jacob*	Vocabulary related to occupations of people at home on Sundays. Sounds: /u/ /u:/	31
Lesson 3 *The "Tchonron" soup*	Describing a process. – Expressing obligations with 'must'	Giving instructions: The Imperative – Chop the leaves. – Don't roast the groundnuts. Using 'must' for obligations. – You must preserve the colour. – You mustn't put meat in the soup	Vocabulary related to the cooking of a sauce. Sounds: /ɔ/ /ɔ:/	35
TIME TO REVISE AND CHECK		TIME TO HAVE FUN	TIME FOR CLASS PROJECT	

Scanned by CamScanner

TABLE OF CONTENT

UNITS AND LESSONS	LANGUAGE FUNCTION	GRAMMAR POINT	VOCABULARY	PAGES
UNIT 3 TIME AND DATE (WRITING)				40
Lesson 1 *What's the weather like in December?*	– Asking and answering questions about the weather – Describing time seasons	–*What's the weather like?* – *It's cold* – *When is it cold?* – Prepositions related to time: *In* December, *in* 2016, on December 12	Vocabulary related to date, time and seasons Sounds: /ei/ /ai/ /ɔi/	43
Lesson 2 *Time is money*	– Asking about time – Describing daily activities	Adverbs of frequency: *What do you usually do in the morning?* Prepositions: *In* the morning/ afternoon/evening; *at* noon/ midnight/night/weekends	Vocabulary related to time sequences Sounds: /iə/ /eə/ /uə/	47
Lesson 3 *Adon's schedule*	– Talking about future plans – Describing future plans	Future with Be+ V-ing: *We're having a test on Nov 10, 2016*	Vocabulary related to school schedule Sounds: /əu/ /au/	49
TIME TO REVISE AND CHECK				
UNIT 4 JOBS AND OCCUPATIONS (WRITING)				53
Lesson 1 *What's your mother's job?*	– Talking about people's jobs and occupations – Expressing possession	– *What does he/she do?* – *She's an accountant* – Present simple (revision): *she keeps money in an organisation* – Possessive adjectives: *My, your, his, her, its, our, their* – Possessive pronouns: *Mine, yours, his, hers, ours, theirs*	Vocabulary related to jobs and occupations sounds: /p/ /b/	55
Lesson 2 *What do you use a map for?*	– Talking about work tools – Expressing possession	– *What does he/she do with a ...?* – *What is a sponge used for? : It is used to wash cars.* – The Possessive '**S**': *Whose... is this/are these?* – *It's my sister's computer.*	Vocabulary related to work tools Sounds: /t/ /d/	59
Lesson 3 *Where does aunt Enoh work?*	– Talking about work places – Describing working places	Prepositions related to work places – *Where does a car washer work...?* – *He/she works in/at ... .* What's a.....like? *It's cool*	Vocabulary related to work places *smelly, crowded, cool, fast* Sounds: /k/ /g/	63
TIME TO REVISE AND CHECK	**TIME FOR FUN**		**TIME FOR CLASS PROJECT**	

Scanned by CamScanner

TABLE OF CONTENT

UNITS AND LESSONS	LANGUAGE FUNCTION	GRAMMAR POINT	VOCABULARY	PAGES
UNIT 5 CLOTHES AND COLOURS (LISTENING)				71
Lesson 1 *At the market place*	– Asking and answering questions about items of clothing. – Describing what people wear	Adverbs of frequency: – *A pilot always wears a tie.* Simple Present – *Do girls wear wrappers to school? No, they don't.* Future Tense: – *Will your sister start her new job soon?* – *Yes, she will. She'll start next week.*	Vocabulary related to clothes and accessories Pronunciation of plural 's' of nouns: /s/, /z/, /iz/	73
Lesson 2 *My favourite clothes?*	– Talking about likes and dislikes. – Talking about colours. – Making compliments. – Making a choice. – Finding the right size/colour	– *Do you like blue shirts? Yes, I do.* – *I don't like these green trousers. I prefer the black ones* – *This pink blouse suits you. It looks so nice on you!* – *This yellow shirt is too bright. Do you have it in pink?*	Vocabulary related to colours and preferences Sounds: /ei/ /æ/	79
Lesson 3 *Can I help you?*	Asking for prices. – Shopping for clothes. /Using shopping language. – Asking for help. – Comparing – Selecting articles of clothing	– *How much does this sweater cost?* – *It's 25,000 francs CFA.* – *Can I help you?* – *I'm just browsing, thanks. Yes, I'm looking for....* – *This blouse is too big. Do you have it in a smaller size?* – *Do you have/Have you got this in blue? Yes, we do/No, wedon't.*	Vocabulary related to prices and shopping for clothes. Adjectives: loose, tight, smart, handsome Sounds: /ai/ /i/	83
TIME TO REVISE AND CHECK				
UNIT 6 FOOD AND DRINKS (LISTENING)				91
Lesson 1 *What's on the menu today?*	– Making a request – Ordering a meal – Offering to help	– *Can I have fried rice with chicken?* – *What do you want to order?* – *Can I help you Sir?*	Restaurant, appetizers, drinks, dessert, order, prefer, bill, tip, yummy, delicious, taste Sounds: /ʃ/ /tʃ/	93
Lesson 2 *Keep fit with your diet*	– Advising – Suggesting	– *How about drinking a glass of lemon every morning?* – *You should eat organic food*	Keep fit, health, healthy, lose weight, gain weight, look good/ Fine, fat, thin, good-looking, muscular, body-building Sounds: /ʒ/ /dʒ/	97
Lesson 3 *What's your favorite meal?*	– Expressing preferences – Describing a process	– *I'd rather...* – *I prefer Fanta to Coke* – *Firstly, secondly... then, after that, Lastly*	Related to meals Recipes Vocabulary Preferences Time sequences Sounds: /θ/ /ð/	101
TIME TO REVISE AND CHECK		TIME FOR FUN	TIME FOR CLASS PROJECT	

Scanned by CamScanner

TABLE OF CONTENT

UNITS AND LESSONS	LANGUAGE FUNCTION	GRAMMAR POINT	VOCABULARY	PAGES
UNIT 7 HEALTH AND ENVIRONMENT (READING)				107
Lesson 1 *I take care of my body*	Expressing obligation and prohibition	What must you do to be healthy? – What do you have to do to be healthy? – *I must/have to use a mosquito net.* – What mustn't you do? – *I mustn't eat with dirty hands.*	Vocabulary related to body hygiene and protection materials sounds: /f/ /v/	109
Lesson 2 *Keep your environment safe*	– Giving advice – Expressing possibility	– What should they do? – *They should plant trees.* – What shouldn't they do? – *They shouldn't throw waste in the river.* – A vaccine can protect you from hepatitis A.	Vocabulary related to unsafe environment sounds: /s/ /z/	115
Lesson 3 *Health and water*	– Expressing obligation	– People must spray insecticide to avoid malaria	Vocabulary related to water-related diseases: causes, how people are affected, symptoms and how to prevent them – Pronunciation: revision of sounds /s/ /z/ /f/ /v/	121
TIME TO REVISE AND CHECK				
UNIT 8 SPORTS AND GAMES (READING)				129
Lesson 1 *What do you know about basketball?*	– Using the passive – Using to do/ to go/to play with sports.	Passive voice: – Basketball was invented in America. – I do judo. – Our father goes swimming everyday. – Some pupils in my school play tennis.	– Vocabulary related to basketball and other sports. Sounds: /w/ /kw/ /h/	131
Lesson 2 *A football star*	– Comparing: – Expressing addition	He's the nicest boy He's hardworking as well	Vocabulary related to football and success Sound review	137
Lesson 3 *Be an active Learner!*	Expressing the end of a status	Use of 'no more' We are no more in the primary school	Vocabulary related to the teaching of games Sound review	141
TIME TO REVISE AND CHECK	TIME FOR FUN	TIME FOR CLASS PROJECT		

Scanned by CamScanner

MODE D'EMPLOI

A Méthode d'enseignement de la discipline

Chaque leçon s'articule autour d'un ensemble d'objectifs énoncés dans le LESSON FOCUS, et de tâches appropriées. Elle est dispensée en trois (03) séances d'une heure chacune. La leçon devra respecter la Méthodologie APC qui se présente de la façon suivante :

1. Phase de Présentation

- Mise en train
- Rappel des prérequis
- Exercice introductif
- Situation d'apprentissage

2. Phase de Développement

Présentation des items lexicaux et grammaticaux de la leçon du jour.

3. Phase d'Évaluation

3.1. Exercices de manipulation et d'application.

3.2. Activités de réinvestissement des acquis de la séance du jour.

B Structure de l'unité

Ce manuel se compose de huit (08) unités. Chaque unité comprend trois (03) leçons dispensées en trois séances d'une heure (1h) chacune. Elle se termine par une page de révision : TIME TO REVISE AND CHECK.

À la fin de deux (02) unités, interviennent une page d'activités ludiques, TIME FOR FUN, et une page de projet de classe, TIME FOR CLASS PROJECT, faisant appel à la mobilisation des acquis de ces deux unités.

Des chansons et des poèmes aideront les élèves à apprendre un peu plus dans une atmosphère détendue.

C Structure d'une leçon

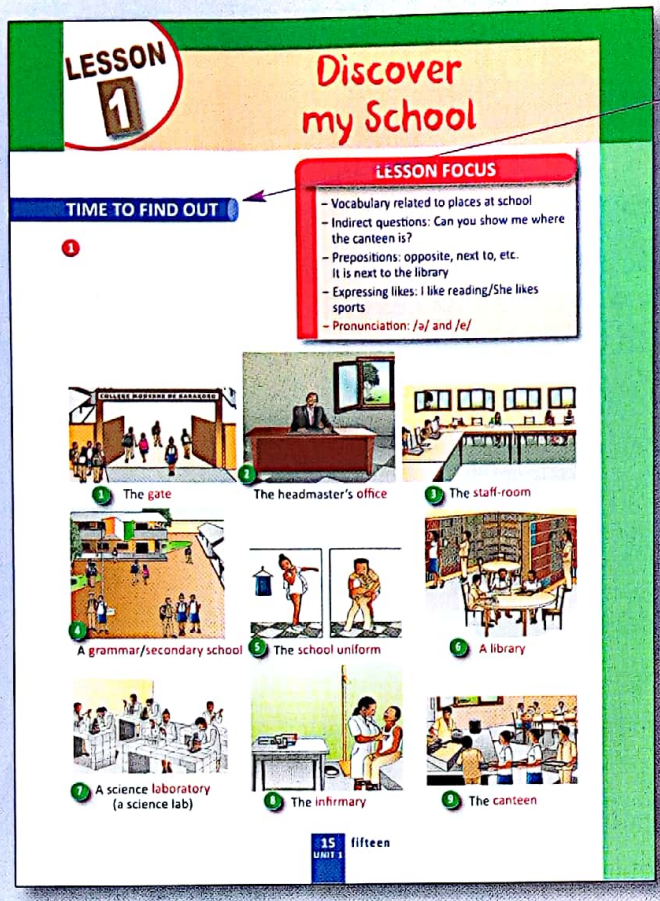
Chaque leçon est structurée en trois (03) blocs rédactionnels :

1. TIME TO FIND OUT (Activités de Découverte)
2. TIME TO PRACTISE AND CHECK (Activités d'Application)
3. TIME TO COMMUNICATE AND CHECK (Activités de Synthèse)

Ces activités d'apprentissage visent la mise en œuvre intégrée des quatre (04) compétences disciplinaires :

SPEAKING (Expression orale)
LISTENING (Compréhension orale)
WRITING (Expression écrite)
READING (Compréhension écrite).

Scanned by CamScanner



LESSON 1

Discover my School

LESSON FOCUS

- Vocabulary related to places at school
- Indirect questions: Can you show me where the canteen is?
- Prepositions: opposite, next to, etc. It is next to the library
- Expressing likes: I like reading/She likes sports
- Pronunciation: /ə/ and /e/

TIME TO FIND OUT

1

1 The gate
2 The headmaster's office
3 The staff-room
4 A grammar/secondary school
5 The school uniform
6 A library
7 A science laboratory (a science lab)
8 The infirmary
9 The canteen

15 UNIT 1 fifteen

TIME TO FIND OUT

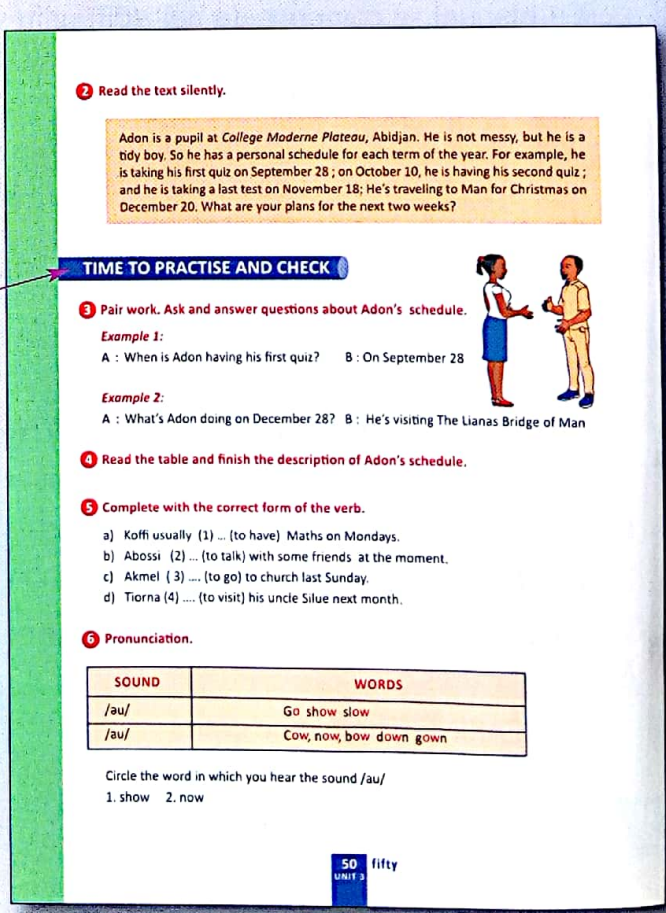
Ce bloc rédactionnel expose l'apprenant à la découverte des nouveaux items lexicaux et grammaticaux à acquérir.

Il se subdivise toujours en deux parties :

1. **Look, listen and repeat** qui permet à l'enseignant d'avoir les supports visuels nécessaires à l'enseignement des nouveaux items lexicaux.
2. **Listen and repeat the dialogues** qui offre à l'enseignant les outils nécessaires pour enseigner la grammaire en contexte et de manière inductive.

TIME TO PRACTISE AND CHECK

Ce bloc rédactionnel permet à l'apprenant de manipuler les nouveaux items lexicaux et grammaticaux à travers des exercices d'application variés.



2 Read the text silently.

Adon is a pupil at *College Moderne Plateau*, Abidjan. He is not messy, but he is a tidy boy. So he has a personal schedule for each term of the year. For example, he is taking his first quiz on September 28 ; on October 10, he is having his second quiz ; and he is taking a last test on November 18; He's traveling to Man for Christmas on December 20. What are your plans for the next two weeks?

TIME TO PRACTISE AND CHECK

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

Example 1:

A : When is Adon having his first quiz? B : On September 28

Example 2:

A : What's Adon doing on December 28? B : He's visiting The Lianas Bridge of Man

4 Read the table and finish the description of Adon's schedule.

5 Complete with the correct form of the verb.

a) Koffi usually (1) ... (to have) Maths on Mondays.
b) Abossi (2) ... (to talk) with some friends at the moment.
c) Akmel (3) .... (to go) to church last Sunday.
d) Tiorna (4) .... (to visit) his uncle Silue next month.

6 Pronunciation.

SOUND	WORDS
/au/	Go show slow
/au/	Cow, now, bow down gown

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

1. show 2. now

50 UNIT 3 fifty

Scanned by CamScanner

4 Identify the job behind "someone" and write it in the boxes.

1. Sylvain wants someone to cut his hair.	1. A barber
2. She wants someone to repair the water tap.	
3. They want someone to defend their case.	
4. You want someone to supervise the building of a new bridge.	
5. We want someone to clean the house.	
6. He wants someone to repair his computer.	

5 Complete each sentence below with a word from the box.

mine, his, my, their, her, our, ours, its, your, hers

1. The barber's shop is beautiful,.....colours are attractive.
2. Is this Yvonne's office? Yes, it is ..... .
3. We eat a lot of fruits because ..... mother is a greengrocer.
4. You have strong teeth. There is no surprise! You regularly visit ..... dentist.
5. I want to phone the computer scientist. Do you know ..... phone number?
6. This is not my laptop. ..... is white.
7. Are your parents happy with ..... jobs?
8. Can we use your dental chair? ..... isn't working.
9. Joanna is married, ...husband is a banker.
10. I am leaving right now, ...mother is waiting for me at her hairdresser's.

6 Pronunciation

Sound	Words
/p/	Pit, pig, peak, pull, cup, top
/b/	Bit, beat, bus, bat, rob

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

a) 1. Pat 2. Bat 3. Boot

TIME TO COMMUNICATE AND CHECK

For Mother's Day, your school English Club Magazine wants to dedicate a special page to mothers. Each member is asked to write a short text about his/her mother. You can use the following:
What is her name?
What is her job?
What activities does she do in her job?

TIME TO COMMUNICATE AND CHECK

Ce dernier bloc propose des exercices de synthèse pour amener l'apprenant à mobiliser les acquis de la leçon pour résoudre des problèmes de communication réelle ou simulée.

TIME TO COMMUNICATE AND CHECK

7 Table completion.

For the next meeting of the English Club of your school, you're asked to present a recipe. Listen to a recipe given on *Radio Indénié* during the English programme and take notes. Complete the table as you listen.

Ingredients	Steps
eggplants	1.Wash the eggplants 2..... 3.....

TIME TO REVISE AND CHECK

1 Listen and circle the word you hear.

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

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

Appetizer	Main course/dish	desserts	Drinks

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

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

TIME TO REVISE AND CHECK

À la fin de la troisième leçon de chaque unité s'ajoute cette rubrique qui permet à l'apprenant de vérifier les acquis des trois leçons de l'unité. Il y en a huit (8) au total dans le manuel. Chaque TIME TO REVISE sera traité en une heure (1h).

Scanned by CamScanner

3. Stop (L.4)
4. Inactive (L.6)
5. Pursuit (L.7)
6. Information (L.8)
7. Play (L.11)
8. Expression (L.14)

4 Use the clues below to say that things have no more the same status, as in the example:

Example: Mobile phones / expensive / cheap
Mobile phones are no more expensive. They are cheap.

a) Malick / a boy / a man
b) Jacob / thin / fat
c) John / dangerous / wise
d) Akissi / in Daloa / in Abidjan
e) Languibonou / small / big
f) Thèssia / student / schoolmistress
g) Jeff / in Gadouan / in Daloa

TIME FOR FUN

1 CROSSWORDS PUZZLE

Read through the table and find eleven famous American basketball players. Some names are written more than once.
Check your answers with your friends.

TIME FOR FUN

Cette rubrique intervient à la fin de chaque deux unités. Il y en a donc quatre (4) au total. L'objectif de cette rubrique est de permettre à l'apprenant de se relaxer un tant soit peu après les efforts intenses fournis au cours des six (6) leçons de deux (2) unités. Ces activités ludiques, à traiter en une heure (1h), sont composées de jeux, de chansons, de poèmes, etc.

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

TIME FOR CLASS PROJECT

Tout comme TIME FOR FUN cette rubrique intervient à la fin de chaque deux unités.

Il y en a donc quatre (4) au total. L'objectif de cette rubrique est d'apprendre aux élèves à travailler en groupe, à faire leurs propres recherches afin de rédiger un projet commun à présenter à toute la classe sur des posters ou des supports de leur choix. Ils associeront pour ce faire Savoirs, Savoir-faire, et Savoir-être.

TIME FOR CLASS PROJECT

Your English Club is organizing a sports competition. The theme is:" **How much do you know about football?"**
Here are the names of famous football players from Côte D'Ivoire, Africa, Europe and America to help you to design your poster.
In your group find their names, their clubs or their countries. Then organize your poster to present to the English Club.

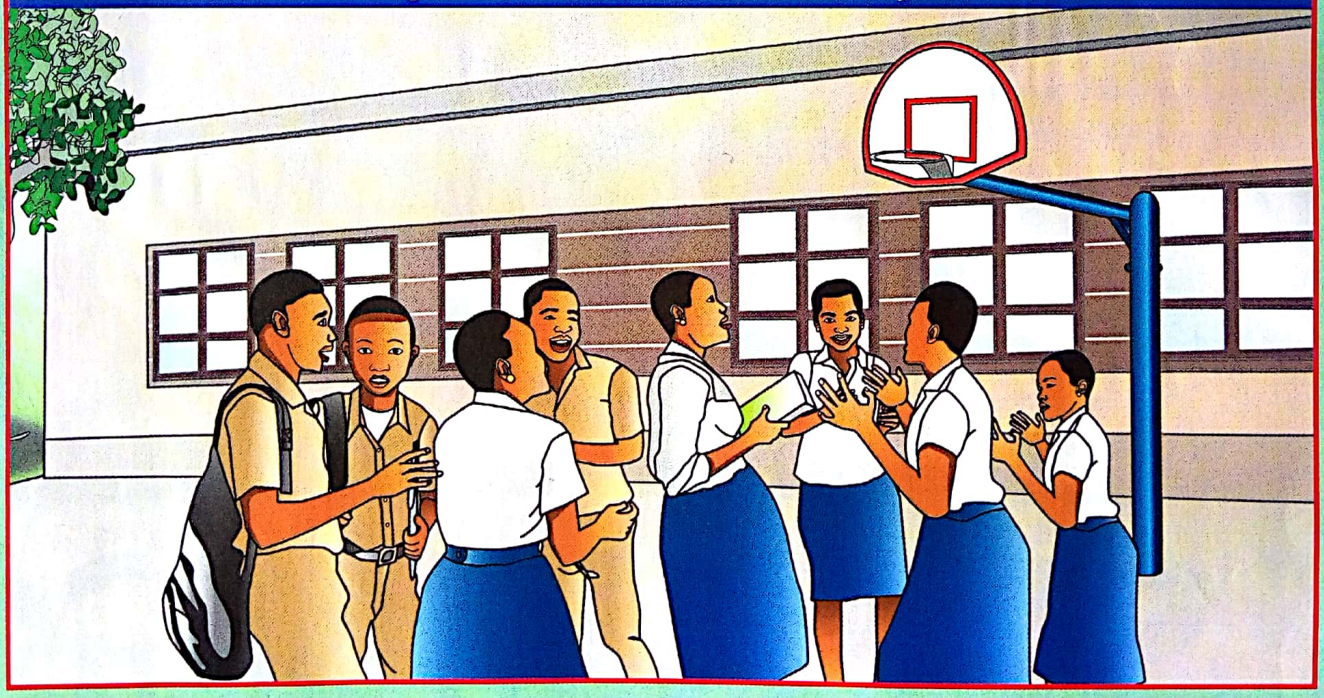
Football players:

Karim Benzema, Michael Essien, Lionel Messi, Raul Gonzalez, Emmanuel Adebayor, Iniesta, Kolo Touré, Di Maria, Gervinho, Zlatane Ibrahimovic, Alex Song, Diego Maradona, Zinedine Zidane, Ronaldo,Tiago Motta, Kevin-Prince Boateng, Neymar, Yaya Touré, Rabben Ariene, Samuel Eto'o, Christiano Ronaldo, Franck Ribery, Obame Meyang, David Beckham, Pele, Eusobio, Franz Beckenbauer.

Scanned by CamScanner

unit 1

AT SCHOOL (SPEAKING)



Scanned by CamScanner



SPEAKING

Scanned by CamScanner

LESSON 1

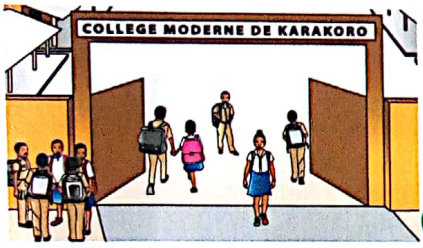
Discover my School

LESSON FOCUS

- Vocabulary related to places at school.
- Indirect questions: Can you show me where the canteen is?
- Prepositions: opposite, next to, etc.
  It is next to the library
- Expressing likes: I like reading/She likes sports
- Pronunciation: /ə/ and /e/

TIME TO FIND OUT

1



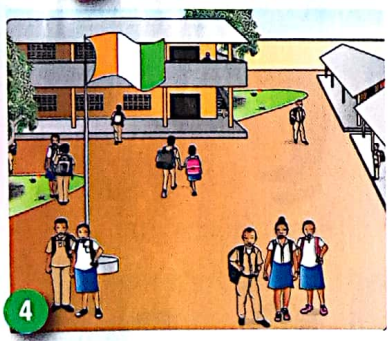
1 The gate



2 The headmaster's office



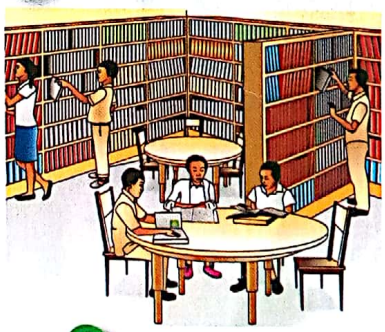
3 The staff-room



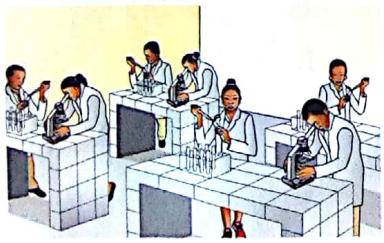
4 A grammar/secondary school



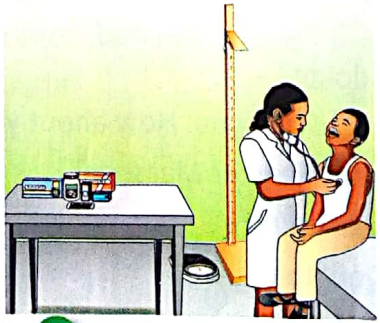
5 The school uniform



6 A library



7 A science laboratory (a science lab)

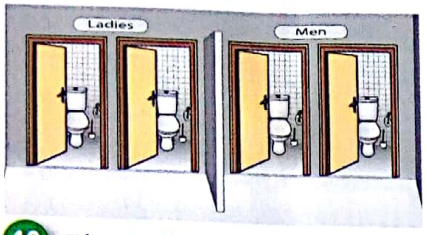


8 The infirmary



9 The canteen

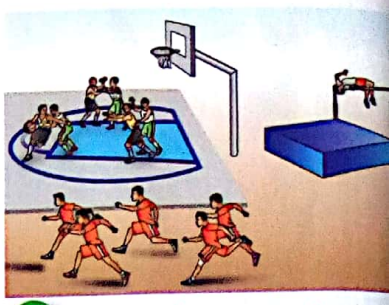
Scanned by CamScanner



10 The toilets/restrooms



11 The school garden



12 The playground

2 Listen and repeat the dialogues.

A



B



Yeti : Hi, Astou. How are you doing?

Astou : Hi, Yeti. I'm doing great, thank you. How about you?

Yeti : I'm all right, thanks. Meet my sister Massiami.

Astou : Nice to meet you, Massiami.

Massiami : Pleased to meet you, too.

Scanned by CamScanner

C

Ibou : Hi, Myriam. Are you coming to my school this year?
Myriam : Yeah, I'm excited to be here. Can you show me round the school?
Ibou : Sure, come on. Here is the **gate**. Let's turn left and there are the classrooms and the **science laboratory**.
Myriam : What's this building in front? Is it the administration?
Ibou : Yes, the **staff-room** and the **headmaster's office** are there.
Myriam : Can you show me where the **library** is? I like reading.
Ibou : Ok, let's turn right and the library is that yellow building opposite the canteen.
Myriam : And is the **infirmary** that blue and white building next to the canteen?
Ibou : Right. And the **toilets** are behind that classroom block.
Myriam : Isn't there any **playground** in this **grammar school?** I like sports.
Ibou : Of course, there is one; it's behind the classrooms.

TIME TO PRACTISE AND CHECK

3 Pair work: Ask and answer questions.

Example 1:

A : Can you show me where the staff-room is?
B : It's in front of the gate.

Use these:

1. staff-room/gate (in front of)
2. library/canteen (next to)
3. playground/infirmary (opposite)
4. classrooms/laboratory (on the left)
5. infirmary/headmaster's office (behind)
6. gate/classrooms (on the right)

Scanned by CamScanner

Example 2:

Use the words in the box.

Reading-sports-school-playing-uniform- library- going to school-walking

A : Do you like reading?
B : Yes, I do/ No, I don't

A : Does she like sports?
B : Yes, she does /No, she doesn't

4 PRONUNCIATION.

SOUND	WORDS
/ə/	a car , again, teacher, August, idea
/e/	bed, said, seven, head, slept, pen

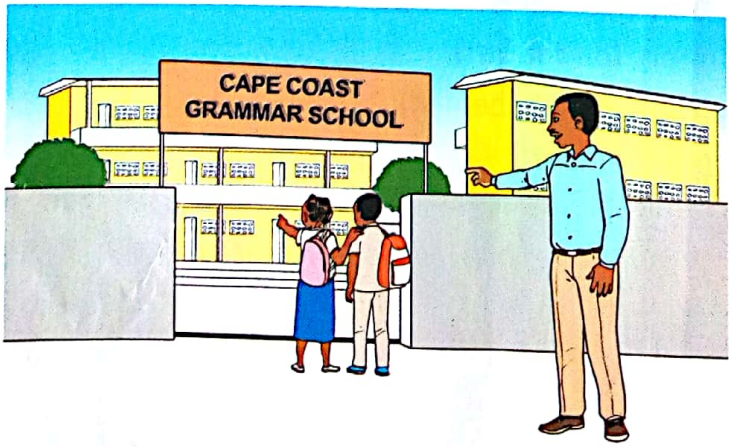
Listen to your teacher read the following words. Write the sound for the letters in red of each word.

Sister /ə/, weather / /, kept / /, met / /, jet / /, letter / /, a paper / /, august / /, net / /, read / /, threat / /, garden / /, farmer / /, men / /, enter / /

TIME TO COMMUNICATE AND CHECK

5 As a new student in Cape Coast Grammar school, Ghana, you ask an older student to show you round.

Write the dialogue and practice it with your partner.



Scanned by CamScanner

LESSON 2

Life at College
Moderne Kassere?

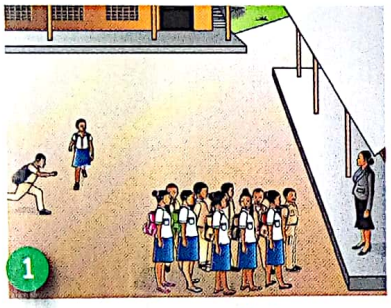
TIME TO FIND OUT

1 Look, listen and repeat.

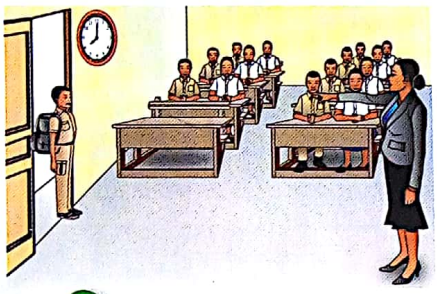
LESSON FOCUS

Vocabulary related to school organisation.
- Expressing actions in progress: the present continuous.
- Asking for permission: "can" and "may".
- Pronunciation: /æ/ and /ə:/

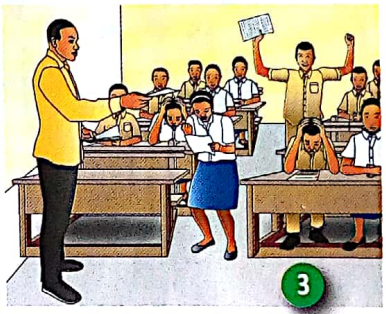
A



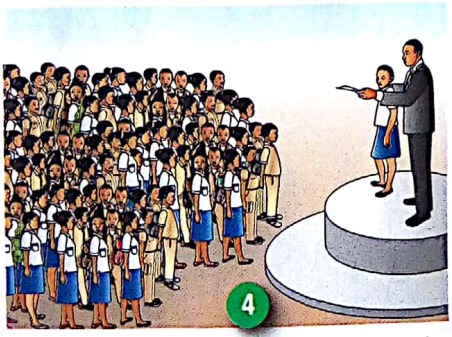
1 The pupils are lining up.



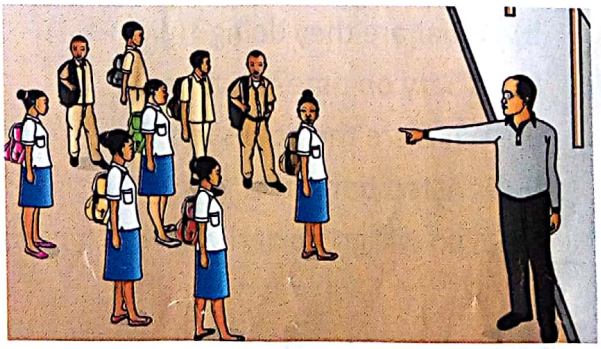
2 Sery is late.



3 The pupils are receiving their reports.



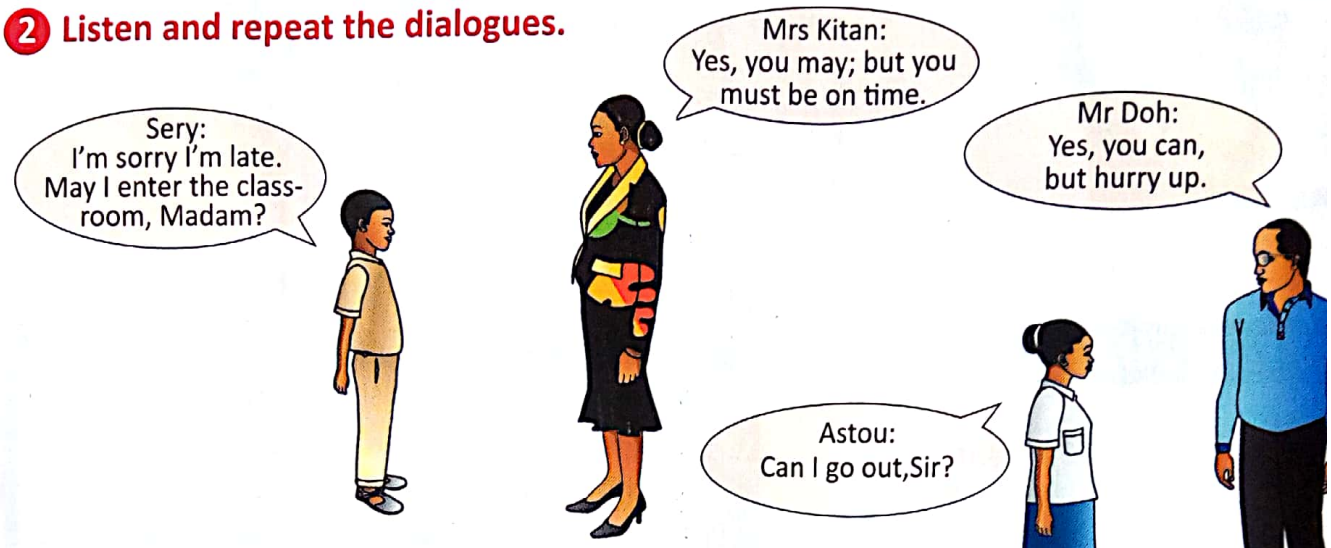
4 You're top of the class, Astou! Well done! Nice job!



5 Pupils who work hard will go up to the next form; but those who are weak will stay down.

Scanned by CamScanner

2 Listen and repeat the dialogues.



3



TIME TO PRACTISE AND CHECK

4 Look at the pictures in A and answer these questions:

a) Where are the students?
b) What are they doing? (picture 1)
c) Is Sery on time? (picture 2)
d) What are the pupils receiving? (picture 3)
f) Is Astou bottom or top of the class? (picture 4)
g) Who will go up and who will stay down? (picture 5)

5 Pair work: ask and answer questions about pictures in 1.A

Example 1:

A : Is the teacher calling the roll?
B : No, he isn't ; he's handing out students' reports.

Scanned by CamScanner

Example 2:

A : May (can) I enter the class, please?

B : Yes, you may (can)/No, you may not (cannot).

6 Pronunciation.

SOUND	WORDS
/æ/	bad, black, chat, have, maths, as, rat
/a:/	car, art, arm, half, are, March, banana

Listen to your teacher and read the following sentences. Write sounds for the letters in red.

1. At last, she's back with a large glass of water, some bananas and guavas.
2. Abraham is sitting in the dark cab, his cap and his cat in his hands, going to the market's café.

TIME TO COMMUNICATE AND CHECK

7 Your American friend is spending some days in your family. When you come back from school, he asks you what your day was like. Roleplay the conversation with your partner.



Scanned by CamScanner



Scanned by CamScanner

LESSON 3

What do You Learn at School?

LESSON FOCUS

- Vocabulary related to school subjects.
- Preposition "from...to": We have English *from* 7:00 to 8:00
- Asking and giving opinions: How do you find English? I find it interesting
- Pronunciation: /i/ and /i:/

TIME TO FIND OUT

1 Look, listen and repeat.

Time	7:30	8:25	9:20	10:15	10:30	11:25	12:20	15:00	15:55	16:50
	8:25	9:20	10:15	10:30	11:25	12:20	15:00	15:55	16:50	17:45
Subject	History	English	Maths	Break	Free period	Drawing	Lunch time	Compo sition	Civics	Physical training

MY SCHOOL TIME TABLE

In a grammar school, we learn many subjects. The first period starts at 7:30 and lasts one hour. On Mondays, we have drawing and spelling lessons from 7:30 to 9:30 am. Then, we have a free period. We resume class at 10.30 with composition and civics. Our form-master is our physical training (PT) teacher. I like physical training and I also like English. I find it easy and I always have good marks.

2 Listen and repeat the dialogues.

Astou : Hi! Tell me: how many subjects are you learning?
Ken : There are seven.
Astou : What do you have on Mondays?
Ken : We have a drawing and a spelling lessons from 7:30 to 9:30; and then we have a free period. We resume class at 10.30 with composition and civics.
Astou : I see, that's interesting. By the way, who's your form-master?
Ken : Mr Kanga is. He is our physical training teacher. He's a nice person. Tell me, what's your favorite subject?
Astou : I like English, I find it easy.
Ken : Really! I rather find it difficult.

Scanned by CamScanner

TIME TO PRACTISE AND CHECK

3 Complete the text with the appropriate words from the box.

resume – to – subjects – learn – form – master – break

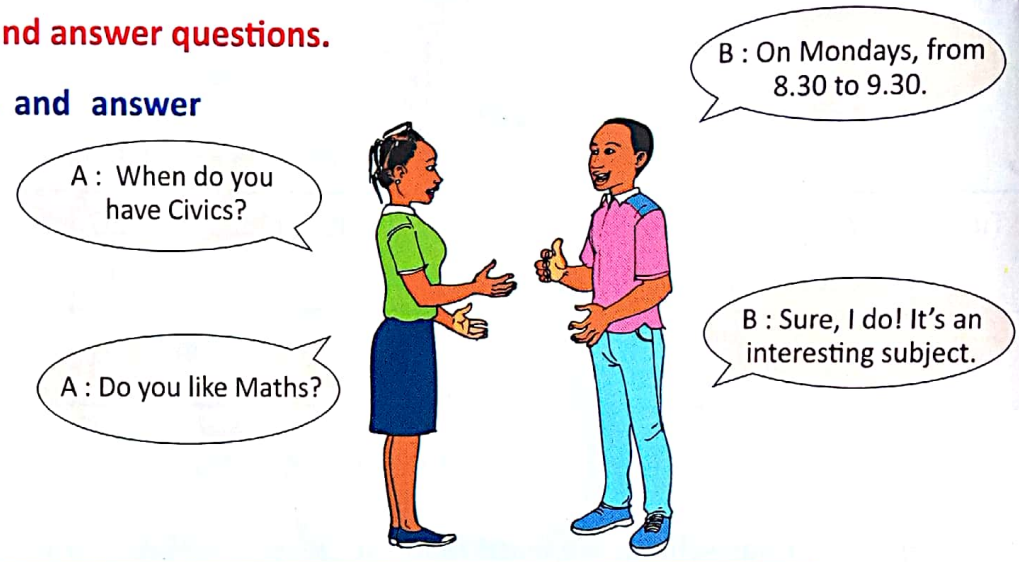
After a break, students 1..... class. They have many 2 ..... to 3 ..... maths, history, etc. On Mondays, we work from 7:30 4 ..... 12:30. We have no 5 ..... . Our 6 ..... , Mr Kanga, is a very nice person.

4 Pair work: Ask and answer questions.

Pair work: Ask and answer questions

Example 1:

Example 2:



5 Pronunciation.

SOUND	WORDS
/i/	bit,is, big, added, physics, dinner, history
/i:/	see, sea, green, sheet, me, peace

Listen and circle the word you hear.

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

TIME TO COMMUNICATE AND CHECK

6 Roleplay.

You meet a Nigerian girl/boy at a friend's birthday party. You exchange about the school subjects you have in your different schools.

- Greet each other and introduce yourselves.
- cite the different subjects you are learning in your school.
- express your opinion about them.

Scanned by CamScanner

TIME TO REVISE AND CHECK

1 Match the activities in column A to the places where they are performed in column B.

Example: 1-h

1. The headmaster works in his	a) Playground
2. Pupils do experiments in the	b) Canteen
3. The entrance of the school is also the	c) Staff-room
4. "College Moderne de Bécédi" is a	d) Gate
5. At school, we often read books in the	e) Library
6. Some teachers are working in the	f) Science laboratory
7. Pupils wear it to go to school:	g) Grammar school
8. Many pupils have lunch in the school	h) Office
9. In the afternoon, we usually have sport on the	i) Uniform
10. We grow fruits and vegetables in the	j) School garden

2 Complete the paragraph with the words in the box. Transform the verbs if necessary.

Example: 1-revise

Be late, ring, congratulate, call the roll, revise, go up, be on time, stay down, line up.

I like my life at school. The school is nice and interesting. Every morning. we 1 ..... our lessons in a room. When the bell 2 ....., we 3 .....in front of our classroom. The teacher asks us to enter the classroom and she starts to 4 ... She often tells those who 5 ..... to stop and 6 ..... .She also explains that bad pupils will 7 .....in their class and the good ones will 8 ..... into the next class. She informs us that the headmaster always 9 ..... good pupils at the end of term. I work hard.

Scanned by CamScanner

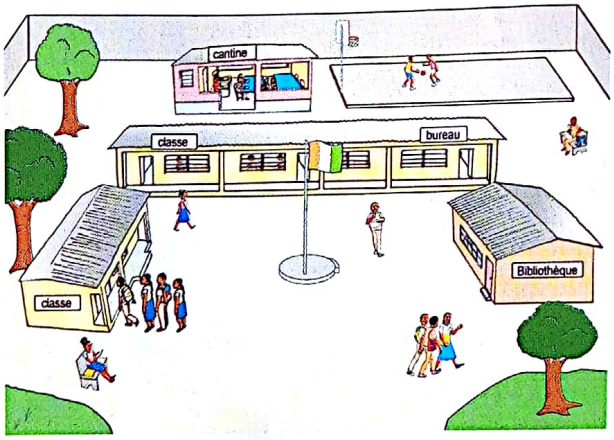
3 This is Setchô's timetable for Monday.

Ask and answer questions about it, using: from……to…, between…and ……, at and the different classroom subjects.

Time	7:30	8:25	9:20	10:15	10:30	11:25	12:20	15:00	15:55	16:50
	8:25	9:20	10:15	10:30	11:25	12:20	15:00	15:55	16:50	17:45
Subject	History	English	Maths	Break	Free period	Drawing	Lunch time	Compo sition	Civics	Physical training

4

a) Describe the picture



b) Ask and answer questions like this:

A : Can you show me where the canteen is?

B : It's behind the classrooms

5 Choose the correct form of the word.

a) My sister likes (singing/sing) religious songs.

b) We don't like (eat/eating) pounded yam.

c) I hate (cook/cooking) on the stove.

d) Boys enjoy (playing/play) football.

e) Do you like (spending/spend) your holidays at the seaside?

f) She likes (visit/visiting) the zoo.

6 Ask and answer questions.

Example A)

Aya : Can I have your ruler, Habib?

Habib : Yes, you can. Here it is.

Example B)

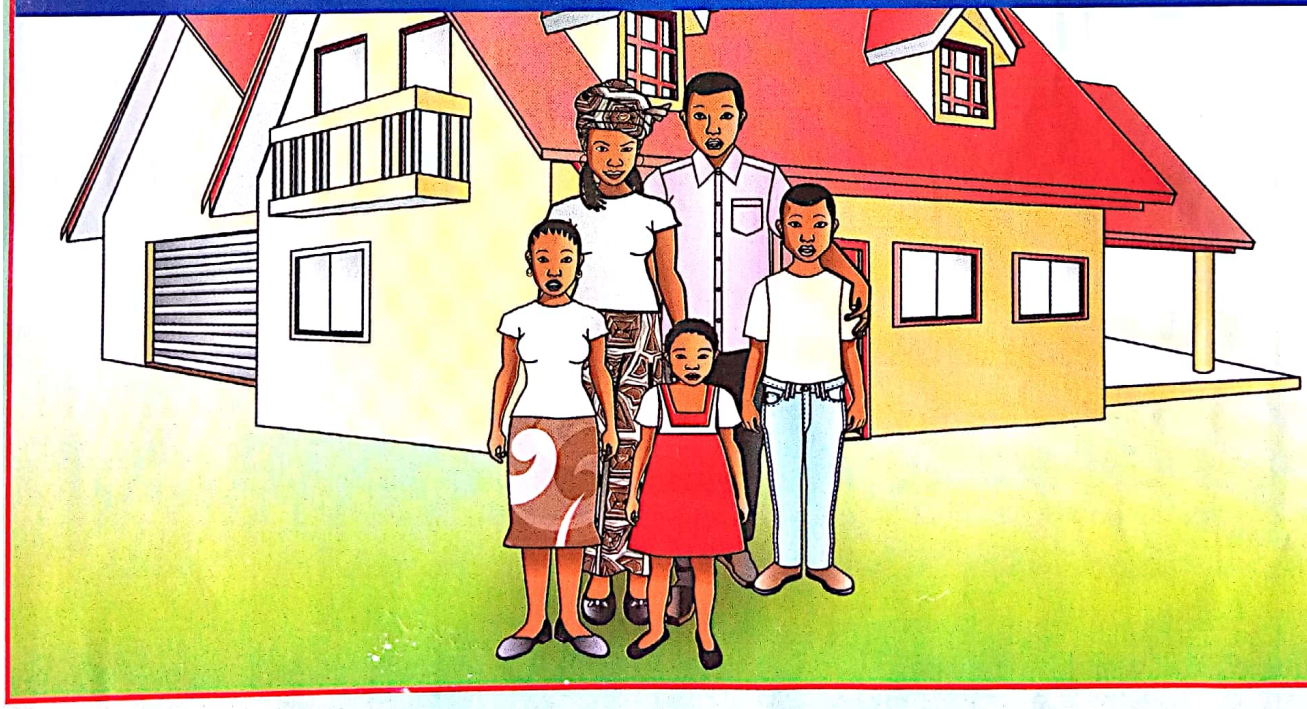
Khalil : May I use your comb?

Akoua : No, you may not. I need it.

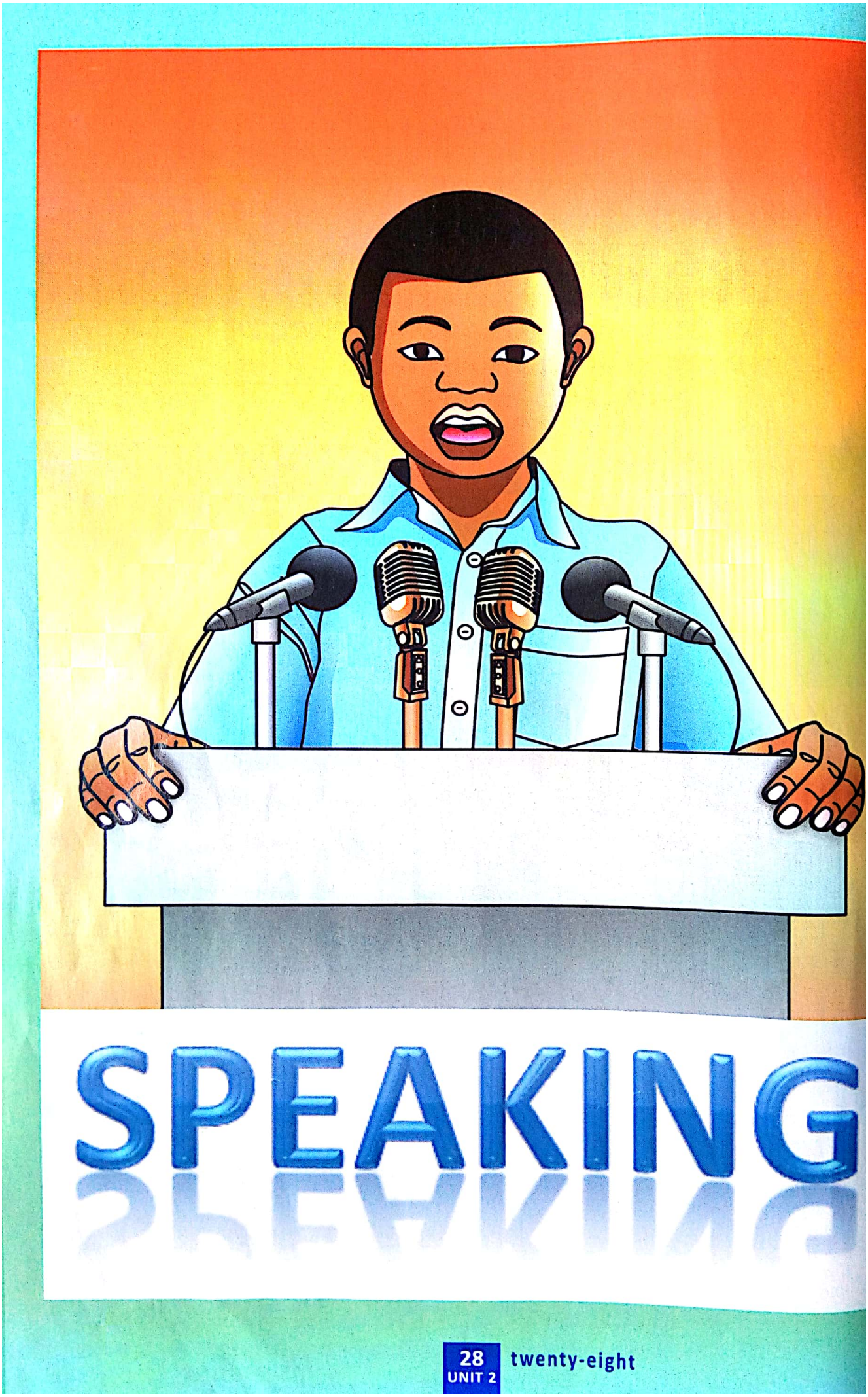
Scanned by CamScanner

unit 2

AT HOME (SPEAKING)



Scanned by CamScanner



SPEAKING

Scanned by CamScanner

LESSON 1

My Family Tree

LESSON FOCUS

- Vocabulary related to the extended family.
- The possessive case.
- What relation is Patrick to Konan Yao? Patrick is Konan Yao's uncle.
- Expressing future plans (Be+V-ing)
  I'm visiting my grandparents tomorrow.
- Pronunciation: /ɔ/ /ɔ:/

TIME TO FIND OUT

1 Look, listen and repeat.

A



Grandparents

- Mr. Kitan — Grandfather
- Mrs Kitan — Grandmother

- Patricia Soro — Wife
- Patrick Kitan — Son
- Chantal Kitan — Daughter
- Koffi Konan — Husband

Grandchildren

- Eudoxie Kitan — Granddaughter
- Konan Yao — Grandson

2 Listen and repeat the dialogue.

Dialogue 1

Nahoua : Good afternoon Eudoxie. Why are you packing?
Eudoxie : Well, I'm going to Yamoussoukro tomorrow.
Nahoua : What for?
Eudoxie : To visit my grandma and my grandpa.
Nahoua : Great! Grandparents love their grandchildren.
Eudoxie : That's right.
Nahoua : Are you travelling with your parents?
Eudoxie : No, my parents are in Paris. I'm visiting them next month.
Nahoua : Who do you live here with?
Eudoxie : With my uncle and my aunt.

Scanned by CamScanner

TIME TO PRACTISE AND CHECK

3 Pair work.

Example 1: Read the family tree then, ask and answer questions like in the example.

A : What relation is Yao to Mr. Kitan?

B : He's Mr. Kitan's grandson.

Example 2: Read the dialogue, ask and answer like in the example below.

A : What is Eudoxie doing next month?

B : She is visiting her parents.

4 Pronunciation.

SOUND	WORDS
/ɔ /	Got, dog, socks, job, what, hot, lot, not, body, chop, long, novel, nostril, soft, long, sorry.
/ɔ: /	Fork, bald, torch, door, four, board, horse, short, born, floor, more, sport, lord,

5 Listen to your teacher and write the right sound for each word : /ɔ/ or /ɔ:/

1. Song /ɔ/ 2. Talk / / 3. Court / / 4. Lost / /

TIME TO COMMUNICATE AND CHECK

6 During a party organized by your English club at the end of the school year, you make friend with an English student. He shows you the family photograph below.



Ask him questions about his family members.

Example:

A : Who is this woman next to the man with a hat?

B : She's Anna

A : What relation is Anna to you? B: She's my aunt.

Before parting, you exchange about your future plans.

Scanned by CamScanner

LESSON 2

A Sunday with my Family

TIME TO FIND OUT

1 Look, listen and repeat.

A

LESSON FOCUS

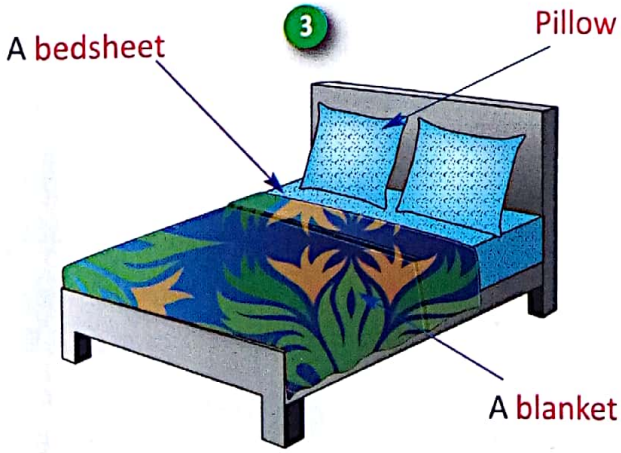
- Vocabulary related to occupations of people at home on Sundays.
- Present and past simple tenses.
  - What does Kassiné usually do on Sundays?
    He reads books on the veranda.
  - What did Sifolo do last Sunday?
    He visited his uncle Jacob.
- Pronunciation: /u/ /u:/



1 Affoué is switching on the torch



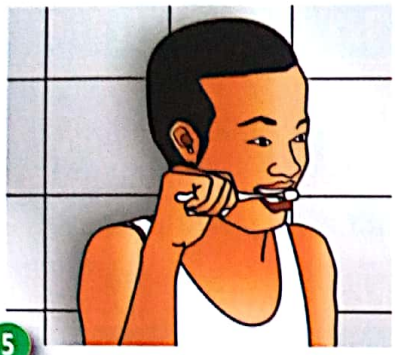
2 Boli is switching off the torch





4 Anna is removing a bedsheet

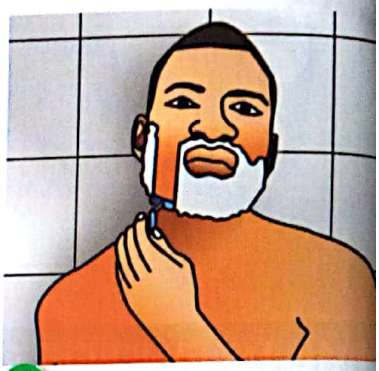
Scanned by CamScanner



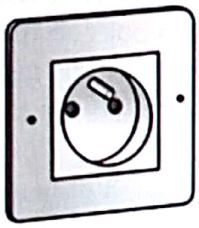
5 Guéi is brushing his teeth



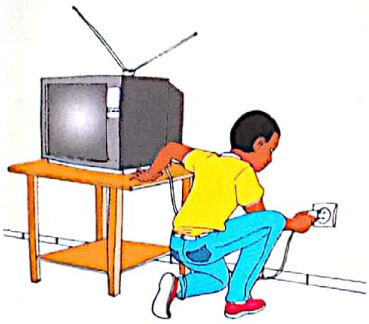
6 Christine is making up



7 Akmel is shaving



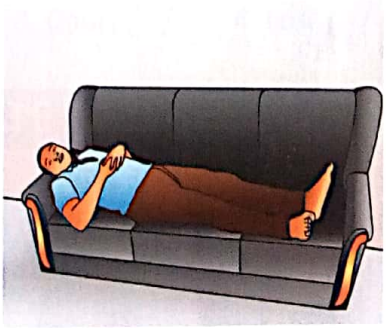
8 It is a socket



9 Diarra is plugging in the TV set



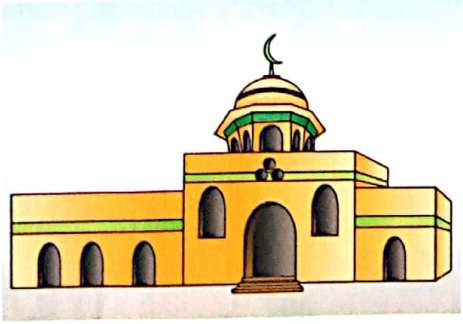
10 Zéadé is ironing his clothes



11 Dad is lying down on the sofa



12 It is a newspaper

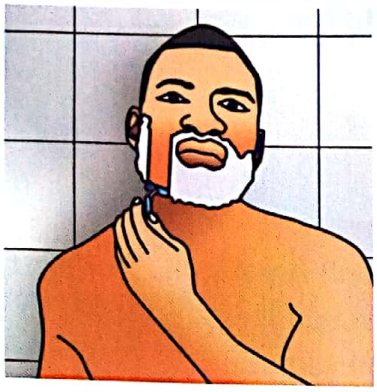


13 A mosque

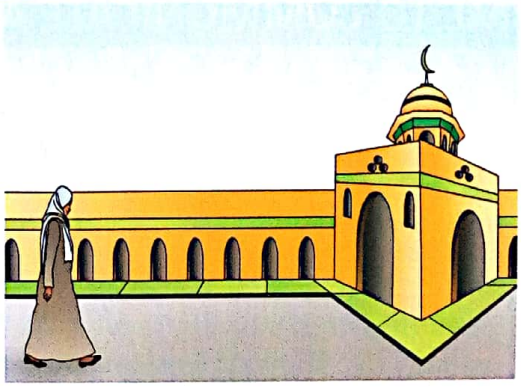


14 A church

Scanned by CamScanner



What does Mr. Akmel do every morning?
Mr Akmel shaves every morning



What did Hadja Sita do last Friday?
Hadja Sita went to the mosque last Friday

TIME TO PRACTISE AND CHECK

2 Pair work. Ask and answer questions. Use the words in the box.

Go to church, watch TV, listen to the radio, take water from the tap, wash the car, Sweep the floor, play hopscotch do her exercises, go to the cinema.

Example 1:

A : What do you do on Sundays?

B : I sweep the floor.

A : What does Thomas do on Sundays?

B : He washes the dishes

Example 2:

What did Fanta do last Sunday?

She revised her lessons

3 Pronunciation.

SOUND	WORDS
/u/	Book, cook, look, took, foot, wood, good, soup, full, put, push, pull, would, soon
/u:/	Moon, loose, tool, spoon, roof, roots, room, rude, rule, noon, rune, zoo, food, fool

4 Listen to your teacher and write down the sound /u/ or /u:/

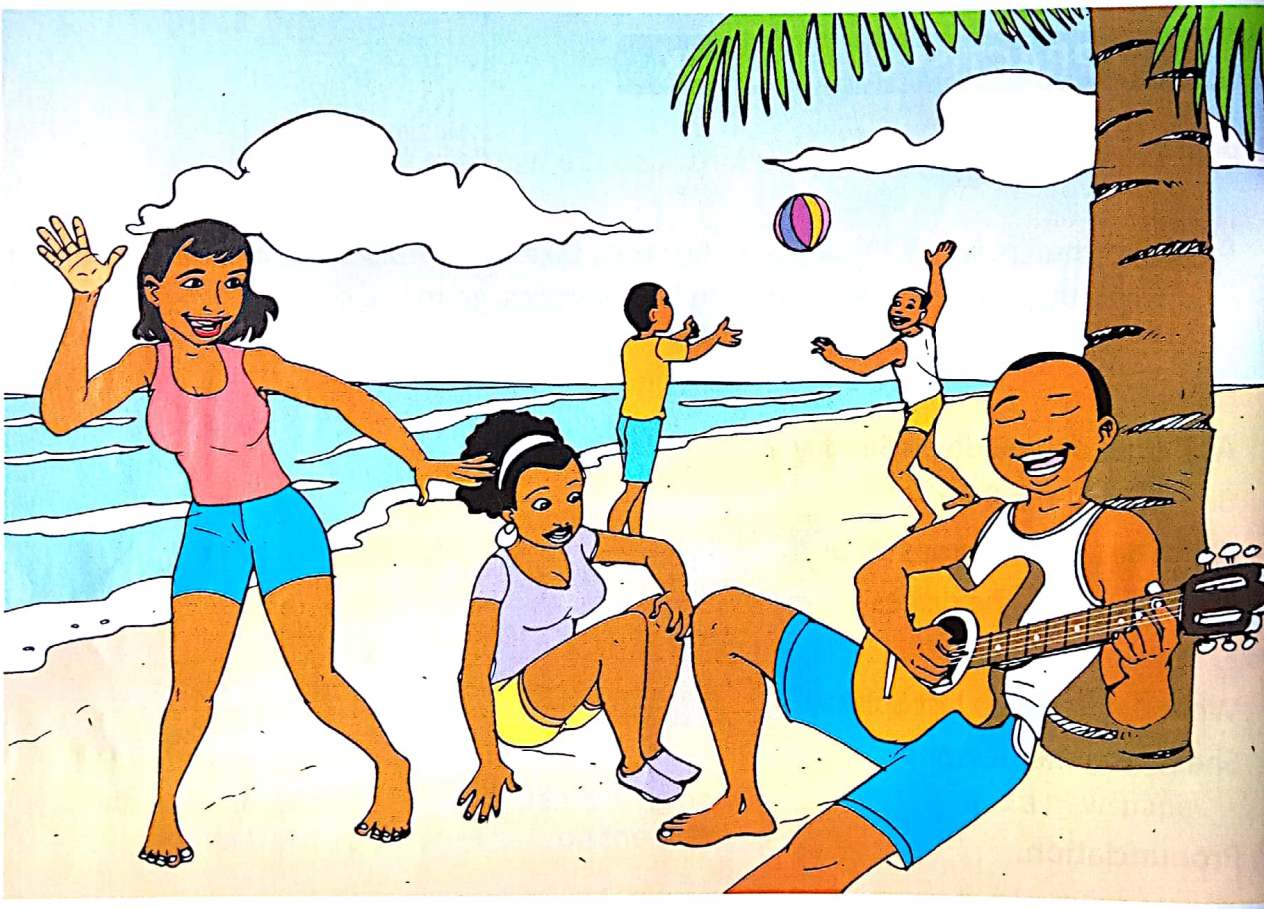
1. Boost /u:/ 2. Bull / / 3. Good / / 4. Spoon / /

Scanned by CamScanner

TIME TO COMMUNICATE AND CHECK

5

You spent your last weekend doing things you don't usually do. During the English Club meeting, you share with the members what you did as opposed to what you usually do. They ask you questions about your presentation.



Wow, it's so good to have fun!

Scanned by CamScanner

LESSON 3

The "Tchonron" Soup

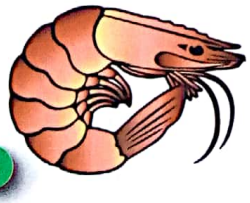
TIME TO FIND OUT

1 Look, listen and repeat.

A

LESSON FOCUS

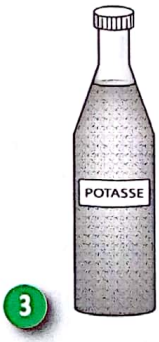
- Vocabulary related to recipes.
- Describing a process.
- Giving instructions: the imperative
  - Chop the leaves
  - Don't roast the groundnuts
- Expressing obligations with "Must"
  - You must preserve the green colour
  - You mustn't put meat in the soup.
- Pronunciation: /e/ /ə:/



1 Prawns on a table



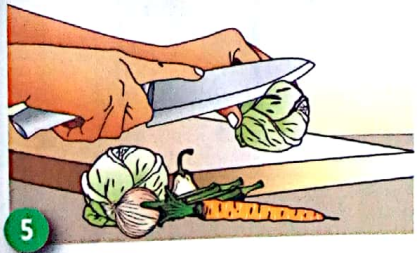
2 Bean leaves on a plate



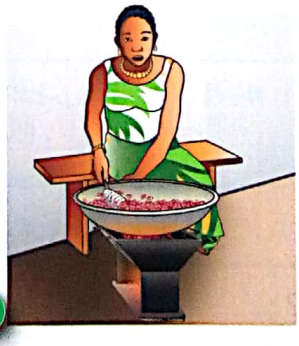
3 Potash in a bottle



4 Groundnuts/peanuts in a bottle



5 He's chopping vegetables



6 The woman is roasting peanuts



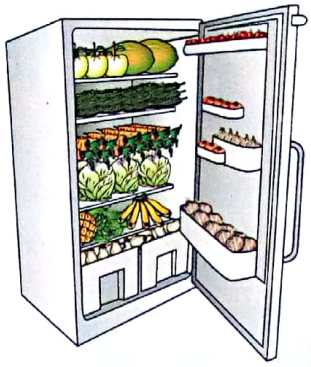
7 The cook is tasting the soup

Scanned by CamScanner



500,000 F. CFA

8 The phone is expensive



9 Keep your vegetables in the fridge

B

The *Tchonron* recipe.

1. Wash the bean leaves,
2. Chop them with a sharp knife,
3. Put them in a cooking pot,
4. Add some water,
5. Put the cooking pot on a stove or a cooker for 30 minutes,
6. Add some potash,
7. Take the cooked leaves out of the pot,
8. Put them in a small mortar and mash them up,
9. Put the green paste of leaves back into the cooking pot,
10. Pound the non-roasted groundnuts and sieve the powder,
11. Add the groundnut powder to the paste of leaves in the cooking pot,
12. Stir it with a spoon,
13. Add the prawn powder and the salt,
14. After twenty minutes, get the cooking pot off the fire.



C

2 Listen and repeat the dialogue.

Journalist : Where are you from?
Fonondja : M'Bengué
Journalist : Where is M'Bengué?

Scanned by CamScanner

Fonondja : In the north of Côte d'Ivoire.
Journalist : What is special about this area?
Fonondja : It's famous for its *tchonron* soup.
Journalist : Oh, really! What's that?
Fonondja : It's a soup made of bean leaves. It is natural, it is green like vegetables.
Journalist : What keeps it green?
Fonondja : It is the potash that preserves the green colour of the vegetables. There is no meat in it except prawn powder. Do you want to taste it?
Journalist : With pleasure. Thank you, Madam.
Fonondja : You're welcome.

TIME TO PRACTISE AND CHECK

3 Answer the following questions.

1. Where's the *Tchonron* soup from?
2. How many ingredients do you need to cook the Tchonron soup? What are they?
3. How many steps are there?
4. What keeps it green?
5. Do you put any meat in it?

4 Tell your mate what he must or mustn't do when cooking the 'tchonron' soup.

- You must preserve the green colour of vegetables.
- You mustn't put any meat in the *tchonron* soup.

5 Pronunciation.

SOUND	WORDS
/e /	Ten, pen, bread, bed, bell, best, let, red, hen, men, set, when, pet, pencil,
/ə:/	Bird, first, turkey, church, learn, dirt, girl, servant, world, word, her,

Listen to your teacher and write down the sound /e/ or /ə:/.

1. Girl /ə:/ 2. Bread / / 3. Dirt / / 4. Desk / /

Scanned by CamScanner

TIME TO COMMUNICATE AND CHECK

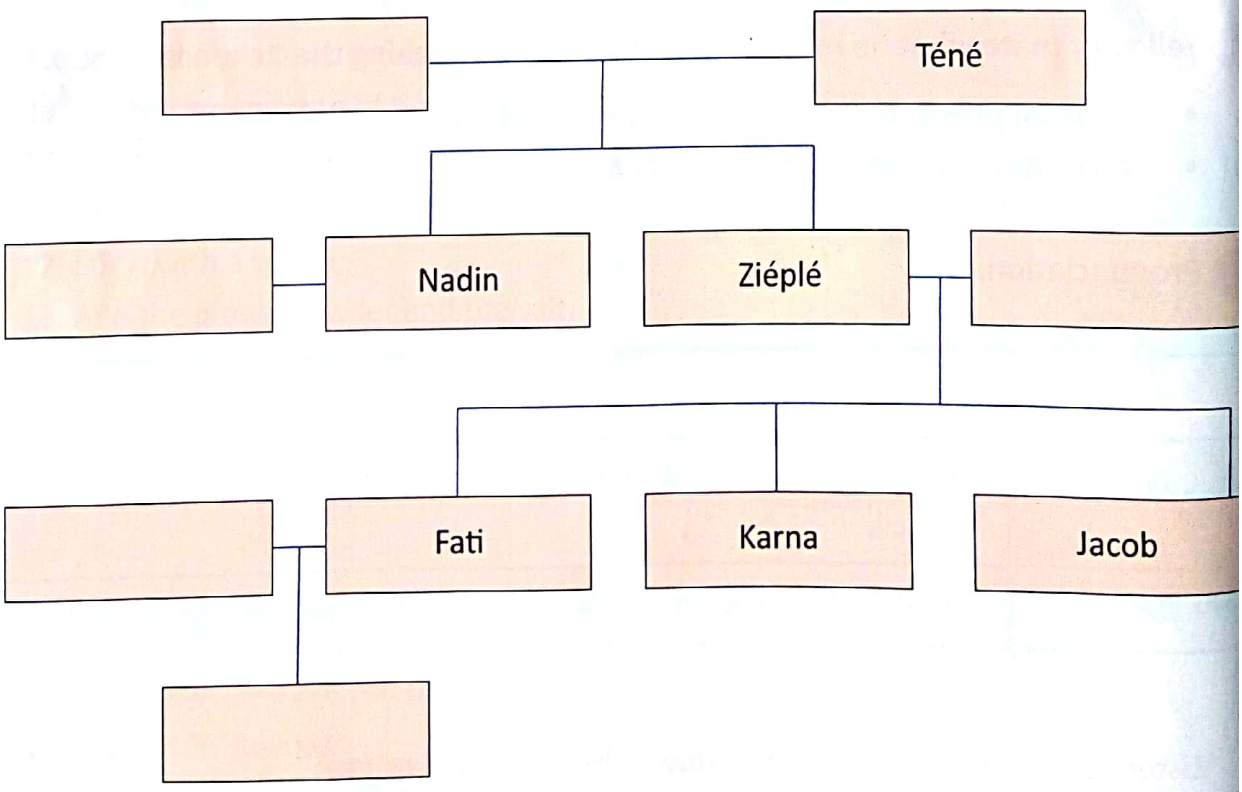
6 **During the MASA festival, you hold a cooking stand. Choose a recipe you like and present it to the visitors.**

TIME TO REVISE AND CHECK

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

My name is Jacob Ziéplé. My parents are Ziéplé and Karidja. So, I am their.....1..... and Ziéplé is Karidja's .....2..... Therefore, Karidja is Ziéplé's .....3..... My sister Fati is Karidja's .....4.....Ziéplé's father is Zié. He is my .....5..... and his wife Téné is my .....6.....Nadin, my father's brother, is my ....7..... and his wife Mahoua is my.....8.....My senior brother is Karna. My sister Fati is married to Begra. Begra is my .....9.....They have a son named Zimien. He is my .....10.....and he lives in Toulon.

2 **Read the information in ❶ and complete Jacob's extended family tree.**



Scanned by CamScanner

3 Pair work.

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

Example:

A : What relation is Zimien to Jacob?

B : He is his nephew.

4 Circle the odd-one-out.

a) Ate – bought – danced – spoke – went

b) Eric – Herman – Patrice – Patricia – Johnson

c) Aunt – mother – sister – niece – Nephew

d) Going – morning – brushing – touching – sweeping

e) Bedroom – bathroom – Kitchen – garden – toilet

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

On Sundays, Dad (to wake up) at 5 O'clock, (to brush) his teeth, (to go) to the mosque,(to come) back home, (to lie down) on the sofa and (to read) a newspaper.

As for the kids, they (to take) their baths, (to sweep) the floor, (to go) to church and, in the afternoon, (to plug) in the TV set and (to watch) it. In the evening, they(to iron) Dad's clothes.

Mum(to remove) the blankets from the beds, (to take) water from the tap and (to wash) them. After this, she (to go) to the market to buy ingredients for the soup. When she (to come) back home, dad (to help) her cook the food.

6 Re-write these sentences starting by:

Last Sunday...

TIME FOR FUN

GUESSING GAME.

Listen and guess what it is.

1. You go there to meet the headmaster : office
2. Some people get their lunch there.
3. There are many interesting books to read.

Scanned by CamScanner

4. Students receive injections there.
5. We have games and sports there.
6. Teachers meet there.
7. If you don't have it, you can't go to school.
8. Teachers go there to give their lessons.
9. It has trees and plants.

B

- Two people go to a restaurant. One is the father of the other one's son. Who are these two people? .....
- My grandfather has two sons. One is my uncle. Who is the other one? .....
- Perla's father has three daughters. The first one is Eudoxie, the second one is Patricia. Who is the third one? .....
- We pour it on rice before eating. What is it? .....
- It is white or brown. We put it in coffee before drinking it. What is it?

TIME FOR CLASS PROJECT

English clubs' jamboree meal.

Group work

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

Which town's English clubs are concerned?

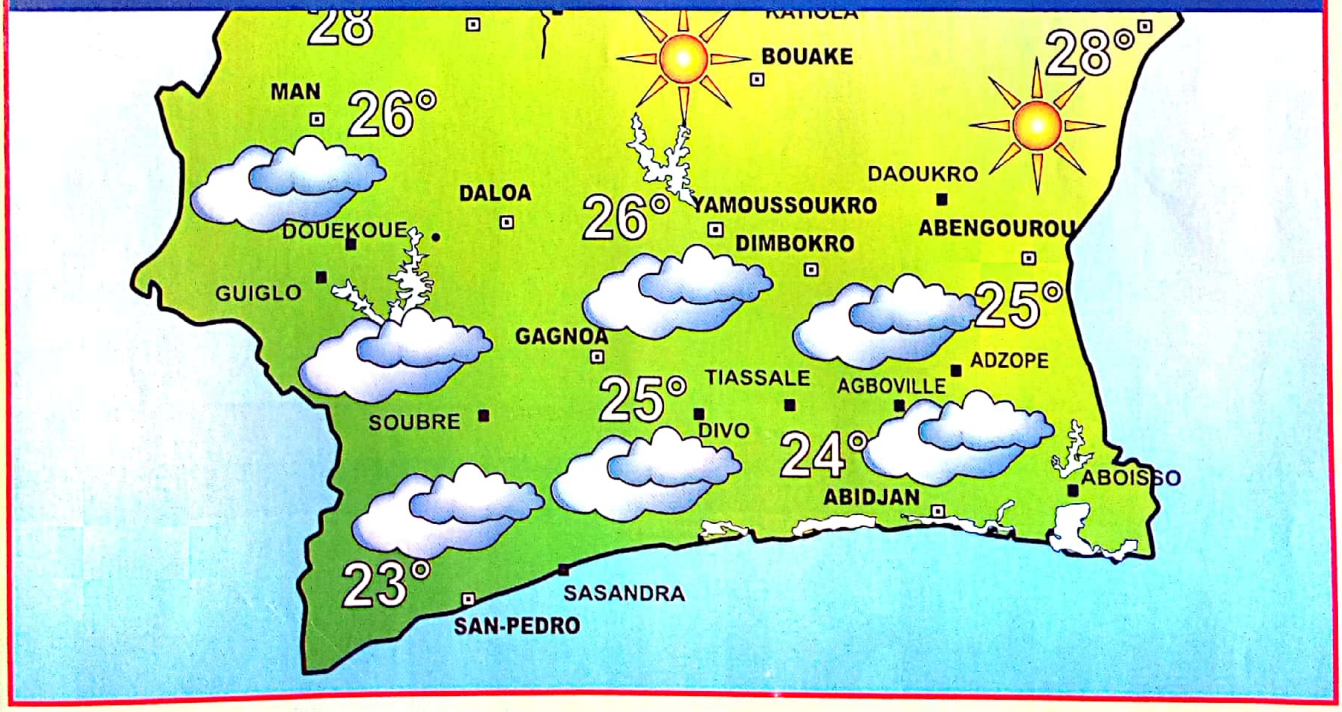
- Which schools?
- Where will the jamboree take place?
- What kind of meal do you want to have there?
- Give an idea about the recipe.
- Which utensils will you need?
- Who will cook the meal?

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

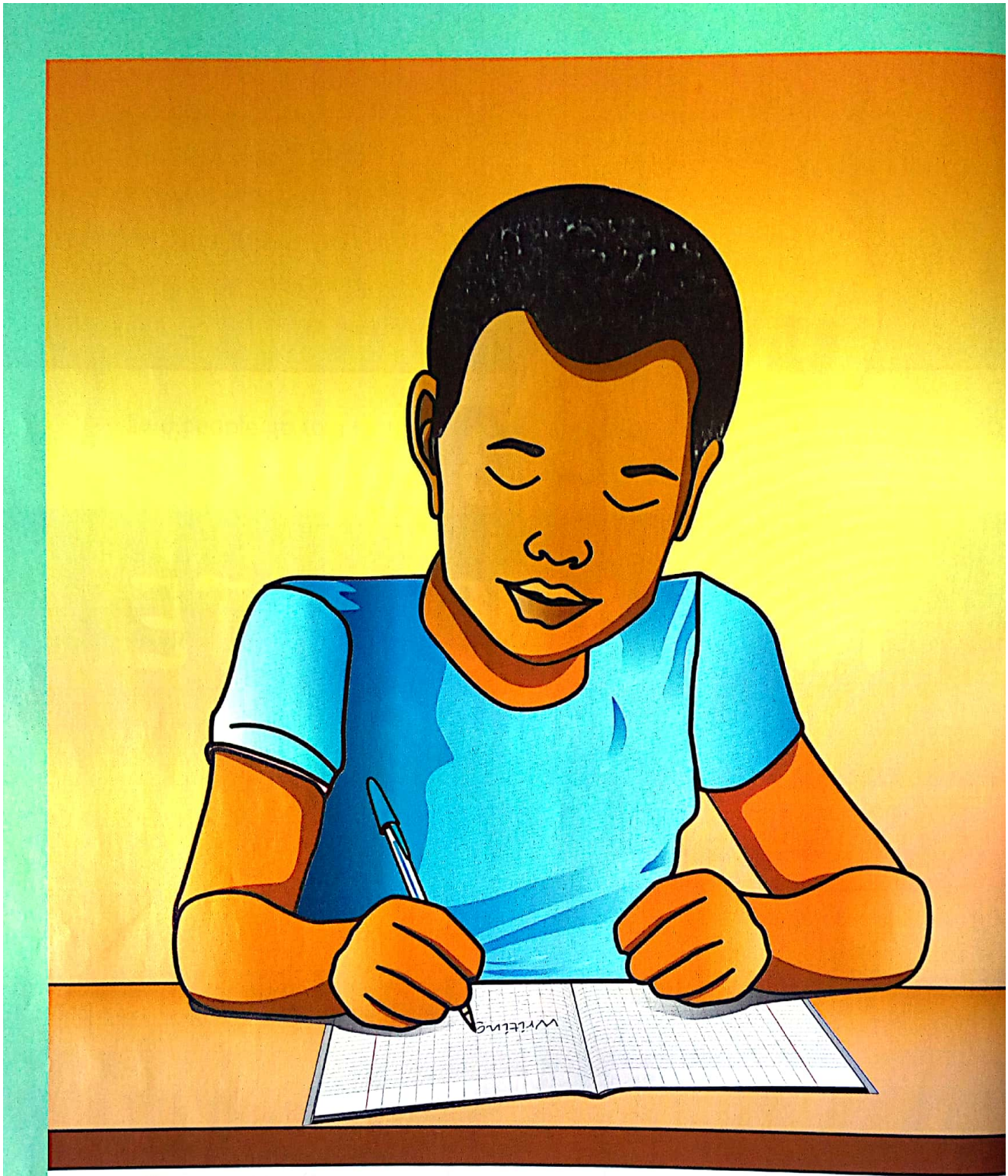
Scanned by CamScanner

unit 3

TIME AND DATE (WRITING)



Scanned by CamScanner



WRITING

Scanned by CamScanner

LESSON 1

What's the Weather like Today ?

LESSON FOCUS

- Asking and answering questions about the weather.
- Describing time seasons.
- What's the weather like? It's cold; When is it cold?
- Prepositions related to time: In December, in 2016, On December 12.
- Vocabulary related to date, time and seasons.
- Pronunciation: /ei/ /ai/ /ɔi/

TIME TO FIND OUT

1 Look, listen and repeat.

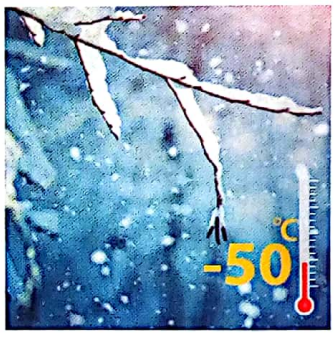
A What's the weather like?



It's cloudy.



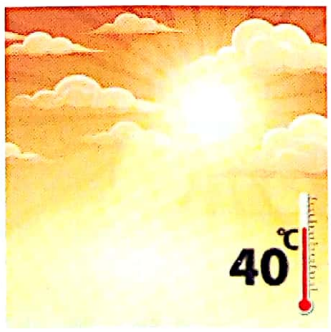
It's raining; It's humid.



It's snowing; it's cold



The wind is blowing ;
It's windy.



The sun is shining,
so, it's hot.



It's fine.

Scanned by CamScanner

B Seasons

Côte d'Ivoire	Period	What happens	USA	period	What happens
Rainy season	From April to Nov	It rains a lot It's humid It's warm	Spring	From April to June	Flowers blossom It rains It's warm
	From Dec to Feb		Summer	From July to September	There's sunshine It's hot
Dry season		It's dry/hot It's cold (harmattan) It's windy	Fall/Autumn	From October to December	Leaves of trees fall It's windy
			Winter	From January to March	It snows It's cold

2 Read the text silently.

The table shows what the weather is like in Côte d'Ivoire and the US. Côte d'Ivoire has two main seasons: the rainy season and the dry season. In the rainy season, it rains a lot and it is warm and humid. But in the dry season, it is dry and windy, and sometimes cold. In the United States, there are four main seasons: Spring, Summer, Fall and Winter. In Spring, flowers grow and leaves of trees get green ; in Summer, the weather is usually fine with a lot of sunshine; in Fall, leaves of trees turn yellow and fall; in Winter, it is very cold because it snows a lot.

TIME TO PRACTISE AND CHECK

3 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? .....

3. What's the weather like in

a) the rainy season? .....

b) dry season? .....

c) Spring? .....

Scanned by CamScanner

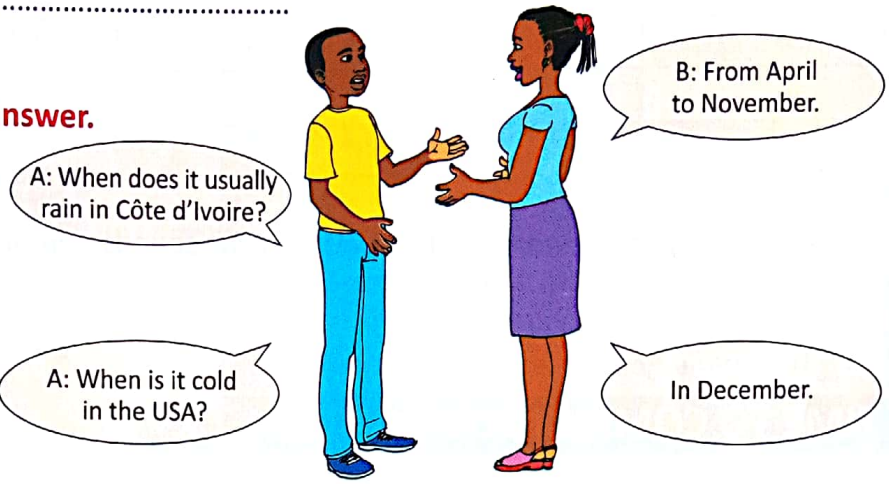
d) Summer? .....

e) Fall? .....

f) Winter? .....

4 Pair work. Ask and answer.

Example 1:



Example 2:

5 Complete the text with the correct word from the box.

snows	rains	windy	hot	cold	cloudy

What's the weather like in Côte d'Ivoire?

It ... a lot in my country but it never ... . In the rainy season, it is usually ... . and humid and the sky is ... all the time. In the dry season, it is generally ... , dry and ...

6 Complete with the right preposition.

a) It rains a lot ... April.

b) From 2011....2013 I was in the USA.

c) It snows ... Winter.

d) .... April 15, I travelled to Korhogo.

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

a. There are three main seasons in the United States. .....F.....

b. There are two main seasons in Cote d'Ivoire. .....

c. In the rainy season, it is dry and windy. .....

d. In Winter, it is very cold. .....

e. In the dry season, the harmatan wind blows. .....

f. In Spring, leaves of trees fall. .....

g. In Summer, there is a lot of sunshine. .....

h. The weather has been changing these years. .....

Scanned by CamScanner

8 Pronunciation.

SOUND	WORDS
/ei/	Day, pay , play, say, clay, plate, slate, fate
/ai/	Like, kite, bite, site
/ɔi/	Boy, joy

Listen and circle the word in which you hear the sounds /ei/ or /ai/

1. play 2. Joy 3. site

TIME TO COMMUNICATE AND CHECK

9 Describe what the weather is like in your country.

Your American pen friend wants to know what the weather is like in your country. In your reply to his letter, describe the weather in your country.

Dear .....

Write your first name

Scanned by CamScanner

LESSON 2

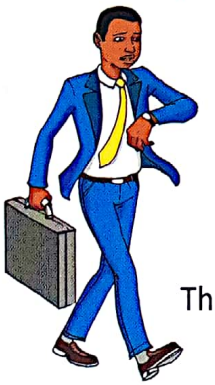
Time is Money

TIME TO FIND OUT

LESSON FOCUS

- Asking about time
- Describing daily activities: What do you usually do in the morning?
- Prepositions: In the morning/afternoon/evening
- Vocabulary related to time
- Pronunciation: /iə/ /eə/ /uə/

1 Look, listen and repeat.



The man is in a hurry

Moments of the day

A Kofi's schedule

MOMENTS	ACTIONS
Morning	Go to school
Noon	Have lunch
Afternoon	Go back home
Evening	Learn lessons
Night	Watch TV/Go to bed
Midnight	Sleep

B

In the morning
In the evening

At noon
At night

In the afternoon
At midnight

2 Read the text silently.

B. Koffi has a busy schedule each day. In the morning, he goes to school. At noon, he has lunch. He goes back home in the afternoon. In the evening, he learns his lessons. At night, he watches TV, and then goes to bed. At midnight, he sleeps. Koffi does not want to waste time because time is money. That is why he is always in a hurry. How do you organise your time? Have you got a personal time schedule?

Scanned by CamScanner

TIME TO PRACTISE AND CHECK

3 **Read the text and write answers about Koffi's schedule.**

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

In the morning: ...(1).....

At noon: .....(2).....

In the afternoon: ...(3).....

In the evening: ...(4).....

At night: .....(5).....

At midnight: .....(6).....

4 **Pair work: Ask and answer questions about your personal schedule.**



Example:

A : What do you usually do in the evening?

B : I usually learn my lessons and watch TV. How about you?

A : I often listen to the radio.

5 **Pronunciation.**

SOUND	WORDS
/iə/	ear, beer, dear, fear, beard, here, hear
/eə/	bear, fare, care, dare, bare
/uə/	Pure, sure, cure,

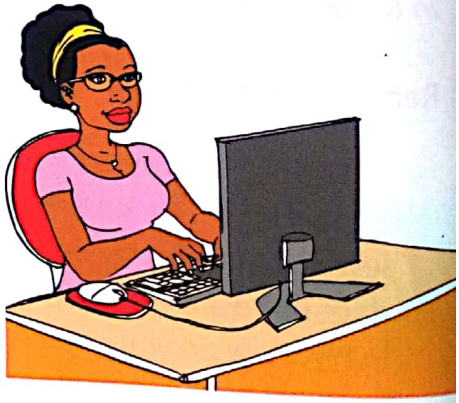
Circle the word in which you can hear the sounds /iə/ or /eə/

1. sure 2. Care 3. here

TIME TO COMMUNICATE AND CHECK

6

During a chat on the internet with your Ghanaian pen pal, he/she tells you about what he/she does every day. In your turn, describe in a few lines how you spend your day.



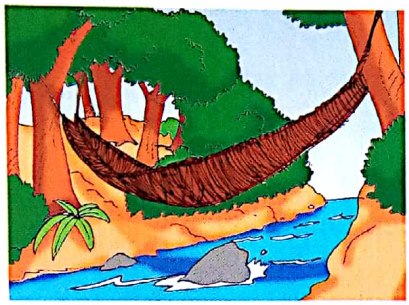
Scanned by CamScanner

LESSON 3

Adon's Schedule

TIME TO FIND OUT

1 Look, listen and repeat.



LESSON FOCUS

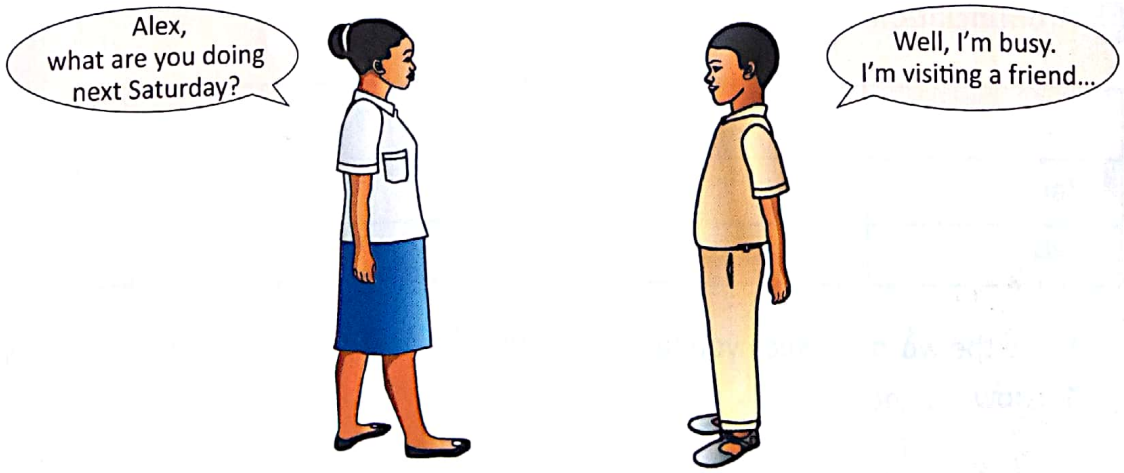
– Talking about future plans:
Be + V-ing
Vocabulary related to time sequences: First, second, last...
– Pronunciation: /əu/ /au/

A

SCHEDULE

DATE	EVENTS COMING UP
September 28	Take quiz 1
October 10	Have quiz 2
November 18	Take a final test
December 20	Travel to Man for Christmas
December 28	Visit the Lianas Bridge of Man
January 3	Go back to Abidjan
January 5	Resume school

B



Scanned by CamScanner

2 **Read the text silently.**

Adon is a pupil at *College Moderne Plateau*, Abidjan. He is not messy, but he is a tidy boy. So he has a personal schedule for each term of the year. For example, he is taking his first quiz on September 28 ; on October 10, he is having his second quiz ; and he is taking a last test on November 18; He's traveling to Man for Christmas on December 20. What are your plans for the next two weeks?

TIME TO PRACTISE AND CHECK



3 **Pair work. Ask and answer questions about Adon's schedule.**

Example 1:

A : When is Adon having his first quiz? B : On September 28

Example 2:

A : What's Adon doing on December 28? B : He's visiting The Lianas Bridge of Man

4 **Read the table and finish the description of Adon's schedule.**

5 **Complete with the correct form of the verb.**

a) Koffi usually (1) ... (to have) Maths on Mondays.
b) Abossi (2) ... (to talk) with some friends at the moment.
c) Akmel (3) .... (to go) to church last Sunday.
d) Tiorna (4) .... (to visit) his uncle Silue next month.

6 **Pronunciation.**

SOUND	WORDS
/əu/	Go show slow
/au/	Cow, now, bow down gown

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

1. show 2. now

Scanned by CamScanner

TIME TO COMMUNICATE AND CHECK

7 Describe your schedule.

In order to get good results at school you decide to make a schedule in which you have:

- your daily activities
- your future activities

1. Build up your schedule.
2. Write a description of the schedule.
   Start like this: This is my personal schedule. It shows my daily and future activities...

TIME TO REVISE AND CHECK

1 Weather forecast information.

What's the weather like in these areas?

Today

Abidjan	Dakar	New York	Paris	London
-35°C	-40°C	-10°C	-5°C	-15°C
-Sunshine	-Sunshine	-snow	-snow	- snow
-cloudy	-windy	- windy	-windy	- rain
-rain				

Read the table and write sentences. 1 is an example.

1. It's quite hot in Abidjan today. The temperature is 35°C and it's sunny and cloudy.
2. .....
3. .....
4. .....
5. .....

2 Complete with *at*, *in* or *on*.

1. What did you do ..... the morning?
2. .....night I always watch TV.
3. The sun shines a lot ..... noon.

Scanned by CamScanner

4. I am really busy ..... Mondays.
5. What are you going to do ..... the evening?

3 **What are you doing in the next few days or months? Write four sentences about your future plans.**

Example: On November 10, I'm travelling to Korhogo.

1.
2.
3.
4.

4 **Match the seasons in A with what happens in B.**

Example: 1.e

A	B	Answer
1. Spring 2. Summer 3. Winter 4. Fall 5. Rainy 6. Dry season	a) it rains a lot and it's humid b) It's sunny and fine c) leaves of trees turn yellow and fall. d) It snows and it's very cold e) leaves of trees turn green and flowers grow again f) the harmattan wind blows	1. e 2..... 3..... 4..... 5..... 6.....

5 **Write the sound you hear for the letters in bold : /ei/ /ai/ /ɔi/ /iə/ /əu/ /uə/ or /au/**

1. Plate: /ei/ 2. Site: / / 3. Boy: / / 4. Beer: / /

5. Sure: / / 6. Show: / / 7. Bear: / / 8. Cow: / /

Scanned by CamScanner

unit

4

JOBS AND OCCUPATIONS (WRITING)



Scanned by CamScanner



WRITING

Scanned by CamScanner

LESSON 1

What's Your Mother's Job?

LESSON FOCUS

Vocabulary related to jobs and occupations
- What does he/she do?
- She's an accountant.
- Present simple(revision): she keeps money in an organisation
- Possessive adjectives: My, your, his, her, its, our, their
- Possessive pronouns: Mine, yours, his, hers, ours, theirs
- Pronunciation: /p/ /b/

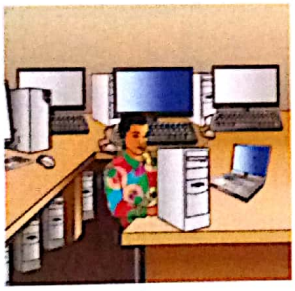
TIME TO FIND OUT

1 Look, listen and repeat.

A



1 a pilot



2 a computer scientist



3 an accountant



4 a waitress



5 a flight attendant



6 a cashier



7 an engineer



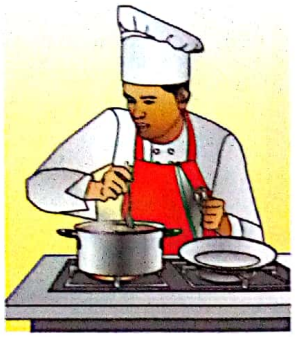
8 a housemaid

Scanned by CamScanner

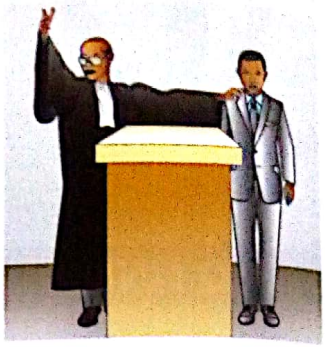
B



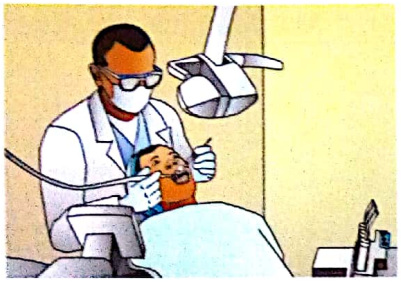
9 a barber



10 a cook



11 a lawyer



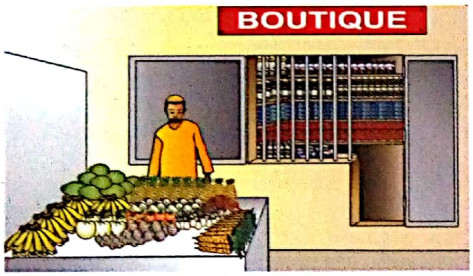
12 a dentist



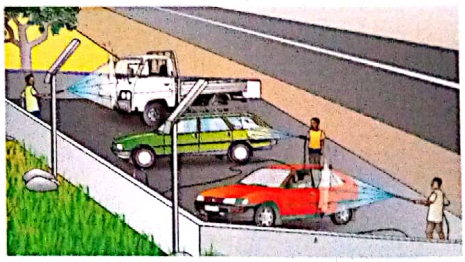
13 a plumber



14 an architect



15 a greengrocer



16 a car washer

2 Listen and repeat.

A

JOBS	WHAT THEY DO
A greengrocer	sells fruit and vegetables
A pilot	flies planes
A computer scientist	repairs computers
A lawyer	defends or accuses people
A cook	cooks food
An architect	builds houses

Scanned by CamScanner

A cashier	collects customers' payments
A flight attendant/an air hostess	serves passengers food and drinks
An accountant	keeps money in an organization
An engineer	builds roads
Barbers	cut men's hair
Plumbers	install and repair water pipes
Car washers	wash people's cars
Dentists	treat people's teeth
Housemaids	do domestic work in people's house
Waitresses	serve people in restaurants

B

Possessive adjectives and pronouns.

Subject pronouns	I	You	He	She	It	We	You	They
Possessive adjectives	**My**	**Your**	**His**	**Her**	**Its**	**Our**	**Your**	**Their**
Possessive pronouns	**Mine**	**Yours**	**His**	**Hers**	**Its**	**Ours**	**Yours**	**Theirs**

Example:

A : I want to be an accountant. It is my favourite job. What's yours?

B : Mine is computer scientist.

TIME TO PRACTISE AND CHECK

3 **Describe the jobs in the boxes like in examples a) and b).**

Greengrocer | cook | Pilot | Computer | Cashier | Accountants | Car washer | Flight attendant | waitress | Lawyers

Example a)

A : What does a greengrocer do?

B : He/She sells fruit and vegetables.

Example b)

A : What do barbers do?

B : They cut men's hair.

Scanned by CamScanner

4 **Identify the job behind "someone" and write it in the boxes.**

1. Sylvain wants someone to cut his hair.
2. She wants someone to repair the water tap.
3. They want someone to defend their case.
4. You want someone to supervise the building of a new bridge.
5. We want someone to clean the house.
6. He wants someone to repair his computer.

1. A barber

5 **Complete each sentence below with a word from the box.**

mine, his, my, their, her, our, ours, its, your, hers

1. The barber's shop is beautiful,.....colours are attractive.
2. Is this Yvonne's office? Yes, it is ..... .
3. We eat a lot of fruits because ..... mother is a greengrocer.
4. You have strong teeth. There is no surprise! You regularly visit ..... dentist.
5. I want to phone the computer scientist. Do you know ..... phone number?
6. This is not my laptop. ..... is white.
7. Are your parents happy with ..... jobs?
8. Can we use your dental chair? ..... isn't working.
9. Joanna is married, ...husband is a banker.
10. I am leaving right now, ...mother is waiting for me at her hairdresser's.

6 **Pronunciation.**

SOUND	WORDS
/p/	Pit, pig, peak, pull, cup, top
/b/	Bit, beat, bus, bat, rob

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

a) 1. Pat 2. Bat 3. Boot

TIME TO COMMUNICATE AND CHECK

7 **For Mother's Day, your school English Club Magazine wants to dedicate a special page to mothers. Each member is asked to write a short text about his/her mother. You can use the following :**

– What is her name?
– What is her job?
– What activities does she do in her job?

Scanned by CamScanner

LESSON 2

What do You Use a Map for?

TIME TO FIND OUT

1 Look, listen and repeat.

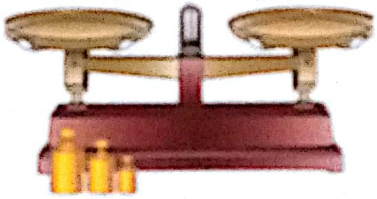
A

LESSON FOCUS

- Vocabulary related to work tools.
- What does he/she do with a.....?
- What is a sponge used for?
- Whose... is this/are these?
- The Possessive 'S': this is my sister's computer.
- Pronunciation: /t/ /d/



1 a plan



2 scales



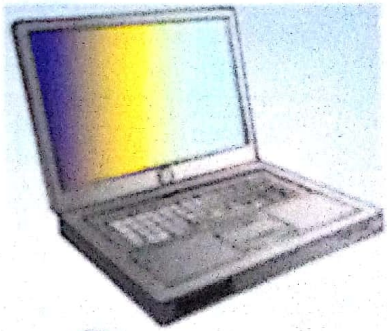
3 a cash register



4 a map



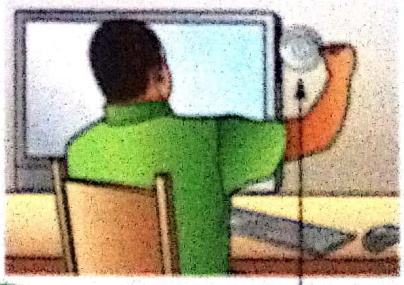
5 a trolley



6 a laptop



7 a tray



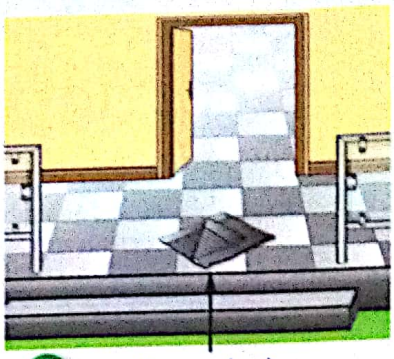
8 an anti-virus software

Scanned by CamScanner

B



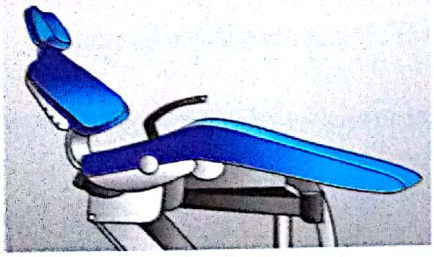
9 a plunger



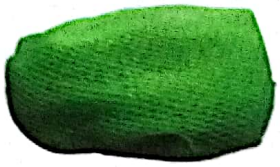
10 a floor cloth



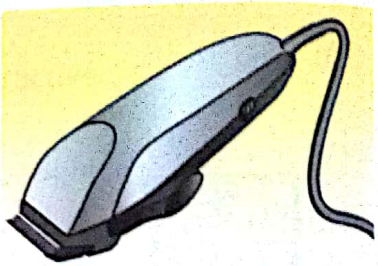
11 a law book



12 a dental chair



13 a sponge



14 a shearer

2 Listen and repeat.

A

What tools are used for.

Example: Architects use plans to build houses.

JOBS	TOOLS	USES
Architect	plan	build houses
Greengrocer	scales	weigh fruit and vegetables
cashier	cash register	collect people's money
Pilot	radar	fly planes
Computer scientist	anti-virus software	repair computers
lawyer	law book	defend or accuse people
cook	cooker	cook food
cashier	cash register	collect customers' payments
Flight attendants	trolley	serve passengers food and drinks
Accountant	computer/laptop	keep money in an organization
Engineer	map	build roads

Scanned by CamScanner

barber	shearer	cut men's hair
Plumber	plunger	install and repair water pipes
Car washer	sponge	wash people's cars
Dentist	dental chair	treat people's teeth
Housemaid	floor cloth	clean people's house
Waitress	tray	serve people in a restaurant

B

Example:



A : Whose office is this?
B : It's the secretary's office.
A : And whose buses are these?
B : They are the students' buses. And whose van is over there?
A : It's the policemen's van.

TIME TO PRACTISE AND CHECK

3 Say what the tools are used for. With the information in the boxes, ask and answer questions.

Architects/plans | A housemaid/A floor cloth

An accountant/A computer | Engineers/maps | A cashier/A cash register

Cooks/cookers | Waitress/tray | A computer scientist/Anti-virus software

Example 1:

A : What does a housemaid use a floor cloth for?
B : She uses it for cleaning a house.

Scanned by CamScanner

Example 2:

A : What do architects use plans for?

B : They use them for building houses.

4 Read the information in the table below and write a dialogue.

	PERSON	TOOL
1	Sam	scales
2	Mariam	trolley
3	Jennifer	law book
4	Alice	dental chair
5	Jimmy	plunger
6	Affoué	tray
7	Clarisse	map

Example:

A : Whose map is this?

B : It's Clarisse's map.

A : What does she use a map for?

B : To build roads.

A : I guess she is an engineer.

B : You're right!

5 Pronunciation

SOUND	WORDS
/t/	take, tall, tell, tear, sit
/d/	Date, dot, do, dear, red

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

a) 1. tie 2. try 3. die

TIME TO COMMUNICATE AND CHECK

6 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.

Scanned by CamScanner

LESSON 3

Where does Aunt Enoh Work?

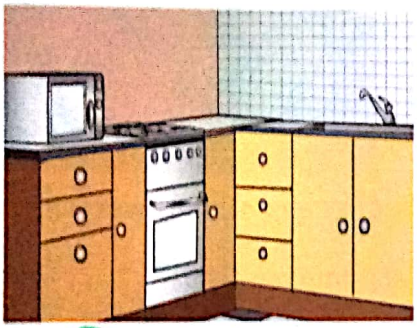
LESSON FOCUS

- Vocabulary related to work places.
- Where does a car washer work....?
- He works in/at ...
- Adjectives: smelly, crowded, cool, fast
- Pronunciation: /k/ /g/

TIME TO FIND OUT

1 Look, listen and repeat.

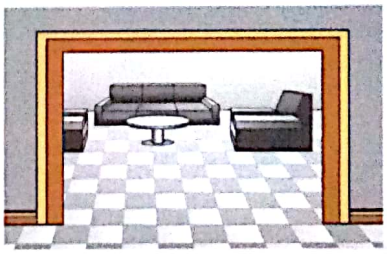
A



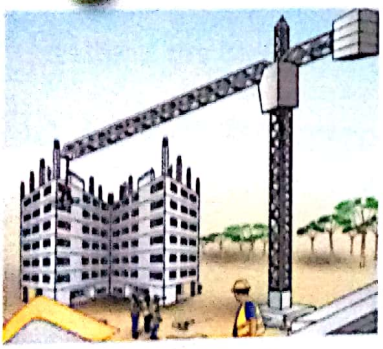
1 a kitchen



2 plane



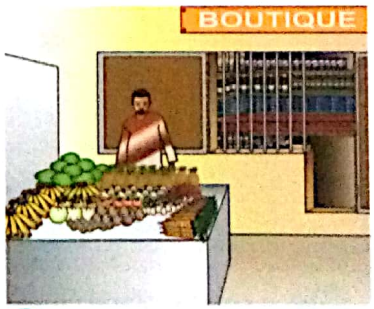
3 a house



4 a building site



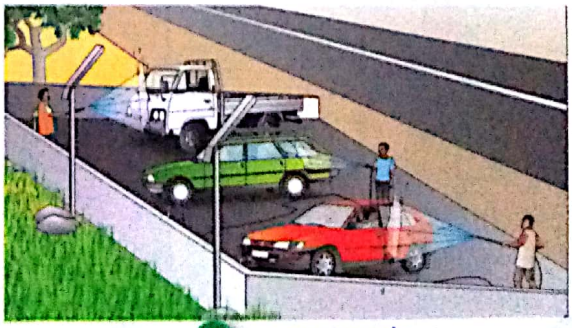
5 a law court



6 a greengrocer's shop



7 an office



8 a car wash

Scanned by CamScanner

B



9 a dental clinic



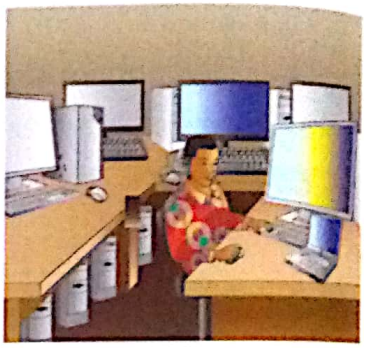
10 restaurant



11 a shop



12 a barber's shop



13 a computer workshop

C



14 a smelly place



15 a dusty road



16 a crowded bus



17 Ahouré runs fast



18 It's fragrant



19 It's cool in this office

Scanned by CamScanner

2 Listen and repeat.

A

QUESTIONS			ANSWERS
Where does	a barber	work?	He works in a barber's shop.
	a lawyer		He works in a lawyer's office or at a law court.
	a cashier		She works in a shop.
	a flight attendant		She works on planes.
	a car washer		He works at a car wash.
	an engineer		He works at a building site.
	an architect		She works in an office.
Where do	housemaids	work?	They work in people's houses.
	cooks		They work in kitchens.
	dentists		They work in dental surgeries/clinics.
	computer scientists		They work in workshops.
	waitresses		They work in restaurants.
	pilots		They work on planes.
	accountants		They work in offices.

B Read the text silently.

Kpan's work place is a big shop at the market. He wants to install an air-conditioner there to make it a cool place. "I will sell a lot of good products," he says. The market is a busy place where he can see and meet many different customers. They can make his business grow fast.

TIME TO PRACTISE AND CHECK

3 Write answers to the following questions about the text.

a) Where does Kpan work?
b) Why does he want to install an air-conditioner in his office?
c) Is the market a busy or calm place?
d) Who can make Kpan's business grow fast?

Scanned by CamScanner

4 Match each sentence in column A to its correct ending in column B.

Example: 1-f

A		B	
1.	A dental clinic is a place	a)	at the greengrocer's shop.
2.	I'm going to buy fruit for our dessert	b)	on the plane.
3.	Call the housemaid to clean	c)	at the law court.
4.	The lawyer is defending a case	d)	because the supermarket is crowded.
5.	Flight attendants usually serve food and drinks to passengers	e)	barber's shop to have their hair cut.
6.	Cashiers work hard at Christmas eve	f)	where people have their teeth treated.
7.	Dad's car is dusty, so he is taking it	g)	to a car wash now.
8.	Let's take the boys to the	h)	the living room because it is in a mess

5 Complete each sentence below with the right word from the box.

Crowded – fragrant – fast – smelly – dusty - cool



1. Travelling by plane is ..... .
2. Road building sites are generally ..... .
3. Supermarkets are always ..... at Christmas time.
4. The air-conditioner makes the accountant's office ..... .
5. The kitchen is .....because of the dustbin.
6. Marie's shop is .....because of the good perfume she sells.

6 Pronunciation.

SOUND	WORDS
/k/	cut, case, can, caste, take
/g/	get, go, give, got, rug

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

a) 1. kit 2. quit 3. guide

Scanned by CamScanner

TIME TO COMMUNICATE AND CHECK

7 **For your school Career Day, your English teacher asks you to write a short paragraph on your favourite work place. Write like in text 2B. You can start like this:**

My favourite work place is.....

TIME TO REVISE AND CHECK

A **Read the table and complete it with the right information.**

	JOBS	TOOLS	WORKPLACE	ADJECTIVE (workplace)
1.			bakery	
2.		plans		dusty
3.	Computer scientist			
4.		sponge		
5.			night club	
6.	tailor			
7.		stethoscope		
8.				cool
9.	mechanic			

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

1	Teacher	9	T
2	R	10	R
3	L	11	T
4	D	12	S
5	P	13	K
6	I	14	E
7	C	15	T
8	A	16	T

Scanned by CamScanner

TIME TO HAVE FUN

Song : BINGO

There was a farmer who had a dog,
And Bingo was his name-o.
B-I-N-G-O
B-I-N-G-O
B-I-N-G-O
And Bingo was his name-o.

There was a farmer who had a dog,
And Bingo was his name-o.
(clap)-I-N-G-O
(clap)-I-N-G-O
(clap)-I-N-G-O
And Bingo was his name-o.

There was a farmer who had a dog,
And Bingo was his name-o.
(clap)-(clap)-N-G-O
(clap)-(clap)-N-G-O
(clap)-(clap)-N-G-O
And Bingo was his name-o.

There was a farmer who had a dog,
And Bingo was his name-o.
(clap)-(clap)-(clap)-G-O
(clap)-(clap)-(clap)-G-O
(clap)-(clap)-(clap)-G-O
And Bingo was his name-o.

There was a farmer who had a dog,
And Bingo was his name-o.
(clap)-(clap)-(clap)-(clap)-O
(clap)-(clap)-(clap)-(clap)-O
(clap)-(clap)-(clap)-(clap)-O
And Bingo was his name-o.

There was a farmer who had a dog,
And Bingo was his name-o.
(clap)-(clap)-(clap)-(clap)-(clap)
(clap)-(clap)-(clap)-(clap)-(clap)
(clap)-(clap)-(clap)-(clap)-(clap)
And Bingo was his name-o.



Scanned by CamScanner

D Riddle.

1. What weather is it?

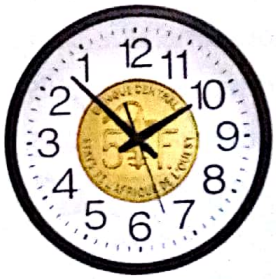
a) It is dry, windy and dusty. It gets cold at night. Your lips hurt .....

b) The sun shines and people like going to the beach. The weather is fine.....

c) Leaves of trees turn yellow and fall .....

d) It snows and it's very cold .....

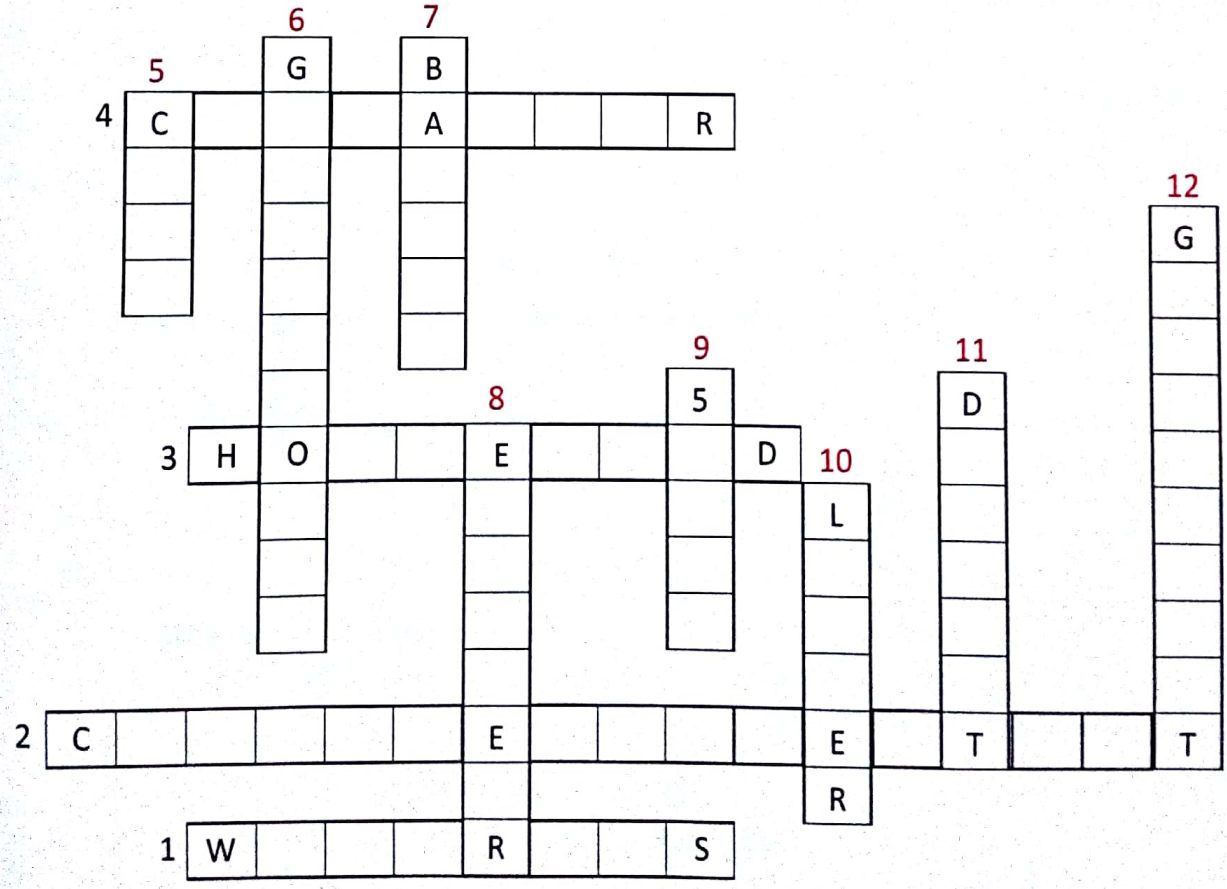
E POEM: Time is Money



Time is money!
Like money, you save time;
Like money, you can spend it or waste it;
Like money, you can gain or lose time;
Like money, you can lend or borrow time;
Yes, time is really money!
If you don't want to waste your money, don't waste your time!

F Crossword puzzle.

Solve the crossword puzzle.



Scanned by CamScanner

Across

1. Someone who cuts women's hair.
2. Someone who repairs laptops.
3. Someone who does the housework in people's house.
4. Someone who washes cars.

Down

5. Someone who cooks food.
6. Someone who sells fruit and vegetables.
7. Someone who cuts men's hair.
8. Someone who builds roads.
9. Someone who flies planes.
10. Someone who defends or accuses people at a law court.
11. Someone who treats people's teeth.
12. Someone who designs and builds houses.

TIME FOR CLASS PROJECT

You and your classmates show interest in weather forecasting. So you decide to do the following :

1. Find more information about the job of a meteorologist
   – What does he/she do?
   – Do you think it is an important job? Why?
2. Find about what the weather is like in your area. Go to google search on the internet and find out.

Take notes of your findings and make a poster. You're going to present your poster in class.

Scanned by CamScanner

unit

5

CLOTHES AND COLOURS
(LISTENING)



Scanned by CamScanner



LISTENING

Scanned by CamScanner

LESSON 1

At the Market

TIME TO FIND OUT

1 Look, listen and repeat.

A

What's this? It's a hat.

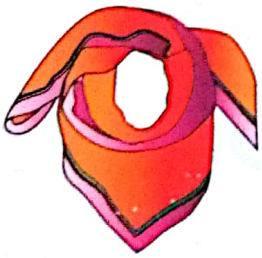
What are these? They are pyjamas.

LESSON FOCUS

- Asking and answering questions about clothes.
  Do girls wear wrappers to school? No, they don't.
- Adverbs of frequency (revision).
- Describing what people wear.
  A pilot always wears a tie.
- Future Tense (revision).
  His sister will start her new job next week.
- Vocabulary related to clothes and accessories.
- Pronunciation: /s/ /z/ /iz/



1 a hat



2 a scarf



3 earrings



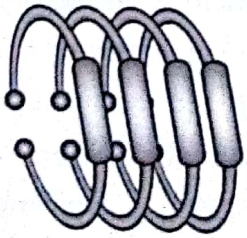
4 rings



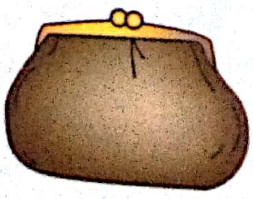
5 sandals



6 pyjamas



7 bracelets



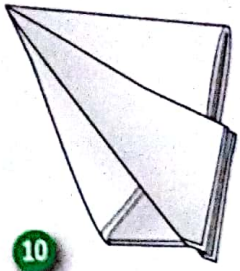
8 a purse/a wallet

Scanned by CamScanner

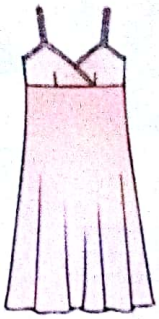
B



9 thongs



10 a handkerchief



11 a night gown



12 necklaces



13 a handbag



14 trainers



15 an umbrella

2 Listen and repeat the conversation.

Listening Text

(Affia and her mother are at the market place. They want to buy clothes for the family.

Affia : Look at these nice clothes, Mum. Can I have this blue scarf?
Mother : Yes, but this blue one won't match with your birthday dress, Affia.
Affia : I know Mum, but can't you buy me two scarves?
Mother : But Affia, what about your jewels?
Affia : You're right. We'll look for my earrings, necklace and bracelets first.
Mother : Don't forget to buy a night gown. It's so cold at night now!

Scanned by CamScanner

Answer the questions.

a) – Where are Affia and her mother?
b) – What for?
c) – Did Affia's mother want to buy the blue scarf?
d) – Why not?
e) – What did her mother want to buy first?
f) – Which jewels did Affia want to buy?
g) – Why did Affia's mother want to buy a night gown for her daughter?

3 Listen and repeat the dialogues.

A



A : What does Affia put on at the party?
B : She puts on her nice necklace.



A : What does Boli want to put on?
B : He wants to put on his new pyjamas.



A : What do Affia and her sister have?
B : They have nice earrings.

B

A : Will your sister start her new job soon?
B : Yes, she will. She'll start next week.

C

A : Will Grandmother go to the market place with us?
B : No, she won't. She'll stay at home.

Scanned by CamScanner

TIME TO PRACTISE AND CHECK

Pair work.

4 Pronunciation.

A) Listen and say.

LETTERS BEFORE THE 'S' OF THE PLURAL	SOUNDS	WORDS
-k, -p, -t	/s/	socks/maps/hats
-a, e, g, -o, -r	/z/	umbrellas/ties/rings/trousers
-s, -z, -x, -ch, -sh:	/iz/	dresses/quizes/boxes/watches/brushes

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

Suits, pies, handbags, washes, skirts, blouses, scissors, shoes, shirts, glasses, shorts, purses, caps, nurses.

SOUNDS	WORDS
/s/	
/z/	
/iz/	

5 Pair work.

Read the table and say what clothes people wear.

PEOPLE	CLOTHES AND ACCESSORIES
pilots	ties and caps
school boys	white shirts and blue skirts
school girls	wrappers and blouses
goalkeepers	suits
fooball players	dresses and skirts

Scanned by CamScanner

my mother/yours	khaki uniforms
girls/your sister	socks and trainers
women	handbags, bracelets and brooches
our English teacher	rings and purses
my father/yours	necklaces and earrings
I/you	a pair of gloves
My grandmother/yours	hats

Example 1:

A : What do pilots wear?

B : They always wear ties and caps.

Example 2:

A : My mother usually wears wrappers and blouses at home. What about yours?

B : She often does.

TIME TO COMMUNICATE AND CHECK

6 **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.**

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

Scanned by CamScanner



Inside a supermarket.

Scanned by CamScanner

LESSON 2

My Favourite Clothes

TIME TO FIND OUT

1 Look, listen and repeat.

A: Look! These yellow shoes are nice.
B: Where are they?
A: Next to the green ones.

LESSON FOCUS

- Talking about colours.
- Making compliments.
- Comparing with "bad" and "good".
- Talking about likes and dislikes.
- Finding the right size/colour

  I don't like these green trousers. I prefer the black ones.

  This yellow shirt is too bright. Do you have it in pink?

  This pink blouse suits you; it looks so nice on you.
- Vocabulary related to colours and preferences.
- Pronunciation: /ei/ /æ/



Dresses, skirts, shirts, blouses, trousers, jackets, jeans, scarves, ties, belts, gloves, hats & caps, shoes & socks, sportswear, underwear, jewellery (brooch(es), necklace(s), ring(s), earring(s), bracelet(s), watch(es)...), jumpers, ...

Scanned by CamScanner

2 Listen and repeat the dialogues.

A

Dialogue 1



A : Which dress do you like?
B : I like the red one.

Dialogue 2



A : Which trousers do you prefer?
B : I prefer the purple ones.

Dialogue 3



A : Do you want to try this one on?
B : I don't like green. I think the grey one is better.

B

A : Purple suits our teacher and she loves it.
B : Yes, it looks so nice on her!

C

A : Green doesn't suit me. What about you?
B : It does. I love wearing green shirts. How about black?
A : In fact, I find black worse than green.

TIME TO PRACTISE AND CHECK

3 Pronunciation of the letter 'a'.

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

Write the correct sound for the underlined part of each word.

1. D<u>a</u>te / / 2. C<u>a</u>t / / 3. Pl<u>a</u>ce / / 4. F<u>a</u>t / / 5. S<u>ay</u> / /

Scanned by CamScanner

4 Pair work.

Read the tables.

PEOPLE	ACCESSORIES AND JEWELS	COLOURS	LIKES/DISLIKES
wrapper, blouse, shirt, skirt, tie, suit, socks, trainers, belt, dress, trousers, pyjamas, night gown.	glasses, necklaces, earrings, purse, rings, comb, hand-bag, brooch, cap, bracelets.	Yellow, blue, green, pink, grey, red, black, brown, purple, white, orange, dark green/blue, light green/blue	like, love, prefer, suit, hate, dislike, love (wearing).

A

1. Ask and answer questions about your favourite clothes and colours.
2. Ask your friend what his/her favourite clothes and colours are.

Example 1:

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

B : My favourite clothes are wrappers and blouses.

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.

Example 1:



A : I love yellow. It suits me. What about you?

B : Yellow doesn't suit me, but red does.

Example 2:



A : I love yellow. It suits me. What about you?

B : Yellow doesn't suit me, but red does.

Scanned by CamScanner

C

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

Example 3:



A : Mummy 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

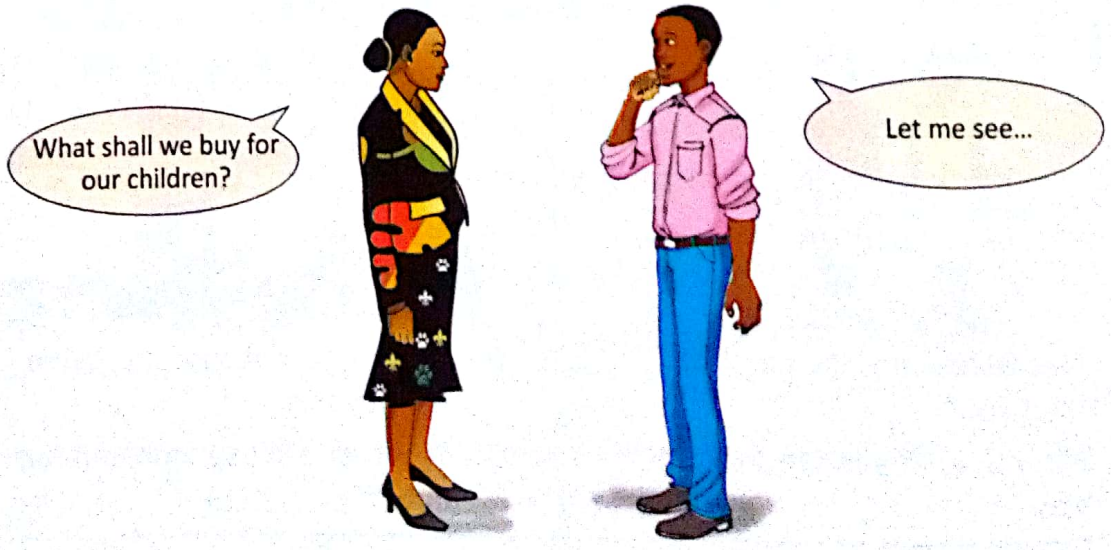
TIME TO COMMUNICATE AND CHECK

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

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

Report it to your friend.

MRS OKEKE'S PREFERENCES		MR OKEKE'S PREFERENCES	
Christian		Christian	
Stanislas		Stanislas	
Joyce		Joyce	



Scanned by CamScanner

LESSON 3

Can I help You?

LESSON FOCUS

- Using shopping language.
- Selecting articles of clothing
  Do you have/Have you got this in blue/in a smaller size?
  Yes, we do/No, we don't.
- Asking for prices.
  How much does this sweater cost? It's 25,000 F CFA.
- Offering to help.
  Can I help you? I'm just browsing, thanks.
  Yes, I'm looking for...
- Vocabulary related to prices and shopping.
- Pronunciation: /ai/ and /i/

TIME TO FIND OUT

1 Look, listen and repeat.



2 Listen and repeat the conversation.

(Mr and Mrs 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. 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.)

Scanned by CamScanner

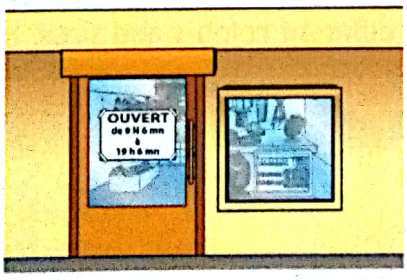
Shop Assistant: Does it fit now, madam?
Mrs Koné: Yes, it's just right. Now, how much does it cost?
Shop Assistant: Not very expensive. Our dresses are all half price for Mother's Day.
Mrs Koné: So you're on sale this week!
Shop Assistant: Yes, Madam. Anything else?
Mrs Koné: Sure, I'll take a second dress. Can you gift-wrap them for me, please?
Shop Assistant: Sure.
Mrs Koné: Thank you and good bye.
Shop Assistant: Have a good day, sir! Next, please.

Say if the statements are true (True) or (False).

a) Mrs Koné is looking for a pair of shoes. (True/False)
b) It's Mother's Day. (True/False)
c) She likes black. (True/False)
d) Blue suits Mrs Koné. (True/False)
e) She wants a green dress. (True/False)
f) She took a second dress. (True/False)
g) The first dress was tight. (True/False)

3 Look, listen and repeat.

Dialogue 1



A : Look! This shop is open from 9 am to 6 pm everyday.
B : Not everyday! It's closed on Sundays.

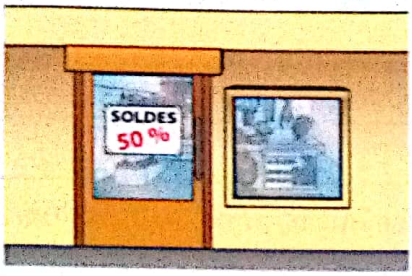
Dialogue 2



A : Oh dear! The shop keeper is out to lunch.
B : Yes, but he'll be back in 15 minutes.

Scanned by CamScanner

Dialogue 3



A : Look! There's special offer in this shop!

B : Yes, clothes are on sale. They're all half price.

Dialogue 4



Shop Assistant:

– Next, please.

– Are you paying in cash or by card?

4 Listen and repeat the dialogues.

Dialogue 1



A : Can I help you?

B : I'm just browsing, thanks.

Dialogue 2



A : What time are you open?

B : We're open from 9 am to 6 pm, Monday to Friday.

Dialogue 3



A : How much does this sweater cost?

B : It's 25,000 F CFA.

Ask and answer questions.

A

A : Have you got this dress in a larger size?

B : Sorry, we don't have any left.

B

A : Have you got your receipt?

B : Yes, here you are!

Scanned by CamScanner

TIME TO PRACTISE AND CHECK

5 Pronunciation of the letters 'i' and 'y'.

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

Listen and write the sound /ai/ or /i/ for each word.

1. / / 2. / / 3. / / 4. / /

6 Pair work.

Ask and answer questions.

Example 1:

A : Can I help you?

B : Yes, I'm looking for a red cap.

Example 2:

A : When do you close?

B : We close on Sundays.
We close at 4 pm.

Example 3:

A : Have you got this blouse in a smaller size?

B : Sorry, we don't have any left.

Example 4:

A : Have you got this tie in blue?

B : Yes, here you are.



Scanned by CamScanner

TIME TO COMMUNICATE AND CHECK

7 **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.**

Listening Text:

Shop Assistant:	Can I (.....1.....), Sir?
Patrick:	Yes, (.....2.....) a nice present to my mother (.....3.....).
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.....) her!
Shop Assistant:	I think I've got what you're looking for. (.....5.....).
Patrick:	(.....6.....) do they cost?
Shop Assistant:	Not very expensive. They're all (.....7.....) for Mother's Day.
Patrick:	So you're (.....8.....) this week! Well, I'll take these two. Have you got anything (...9..) for my grandmother?
	She (.....10.....) green and it (.....11.....) 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.....)?
Shop Assistant:	5,000 F CFA
Patrick:	Ok, I'll take two pairs. Can you (.....13.....) them for me, please?
Shop Assistant:	Sure... Here's your (.....14.....).
Patrick:	Thank you and good bye.
Shop Assistant:	Have a good day, sir! (.....15.....).

8 **Roleplay the dialogue with your partner.**

TIME TO REVISE AND CHECK

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

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

Affia:	Look at these nice .....1... . Mom. Can I have this blue ...2.....?
Mother:	Yes, but this blue one won't match with your birthday ...3..... , Affia.
Affia:	I know Mom, but can't .....4... buy me .....5.... scarves?

Scanned by CamScanner

Moher: But Affia, what about ...6..... jewels?
Affia: You're right. We'll look for my .....7....., necklace and .....8..... first.
Mother: Don't forget your ...9..... gown. It's so cold ...10... night now.

2 Use the right form of the tense.

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

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

Example: 3.e

PEOPLE	CLOTHES AND ACCESSORIES
1. pilots	a) caps and ties
2. school boys	b) white shirts and blue skirts
3. school girls	c) suits
4. goalkeepers	d) trousers and socks
5. fooball players and sportsmen	e) dresses and skirts
6. girls	f) khaki uniforms
7. women and girls	g) socks and trainers
8. men	h) brooches
9. boys	i) shorts
10. I	j) necklaces and earrings
11. grandmothers	k) gloves
12. our teachers	l) wrappers and blouses
13. ladies	m) jeans and tee-shirts
14. men and boys	

Scanned by CamScanner

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

SHOP FOR CLOTHES	SHOP FOR ACCESSORIES	SHOE SHOP

5 Write answers for the following questions.

a) What's your favourite colour ? .....

b) What do you usually look for at a supermarket ? .....

c) Do you often browse in a shop ? .....

d) Do you pay your items cash or by credit ? .....

e) When are shops usually closed in your neighbourhood ? .....

f) What do you use a fitting-room for ? .....



Scanned by CamScanner

6 **Read each list of words and write the odd -one-out. A is done as an example.**

a) Blue purple yellow big : .....big.....

b) Jacket skirt handbag trousers : .....

c) Like hate prefer love : .....

d) Small big beautiful tight : .....

e) Wash put on try on wear : .....

f) Match must can will : .....

7 **Group discussion.**



Look at the pictures and answer the following question in groups: Do you prefer traditional or modern clothes? Use the words and expressions in the box.

Love my culture – proud of my culture – be in fashion – love both traditional and modern clothes – beautiful – good-looking – well-dressed

Scanned by CamScanner

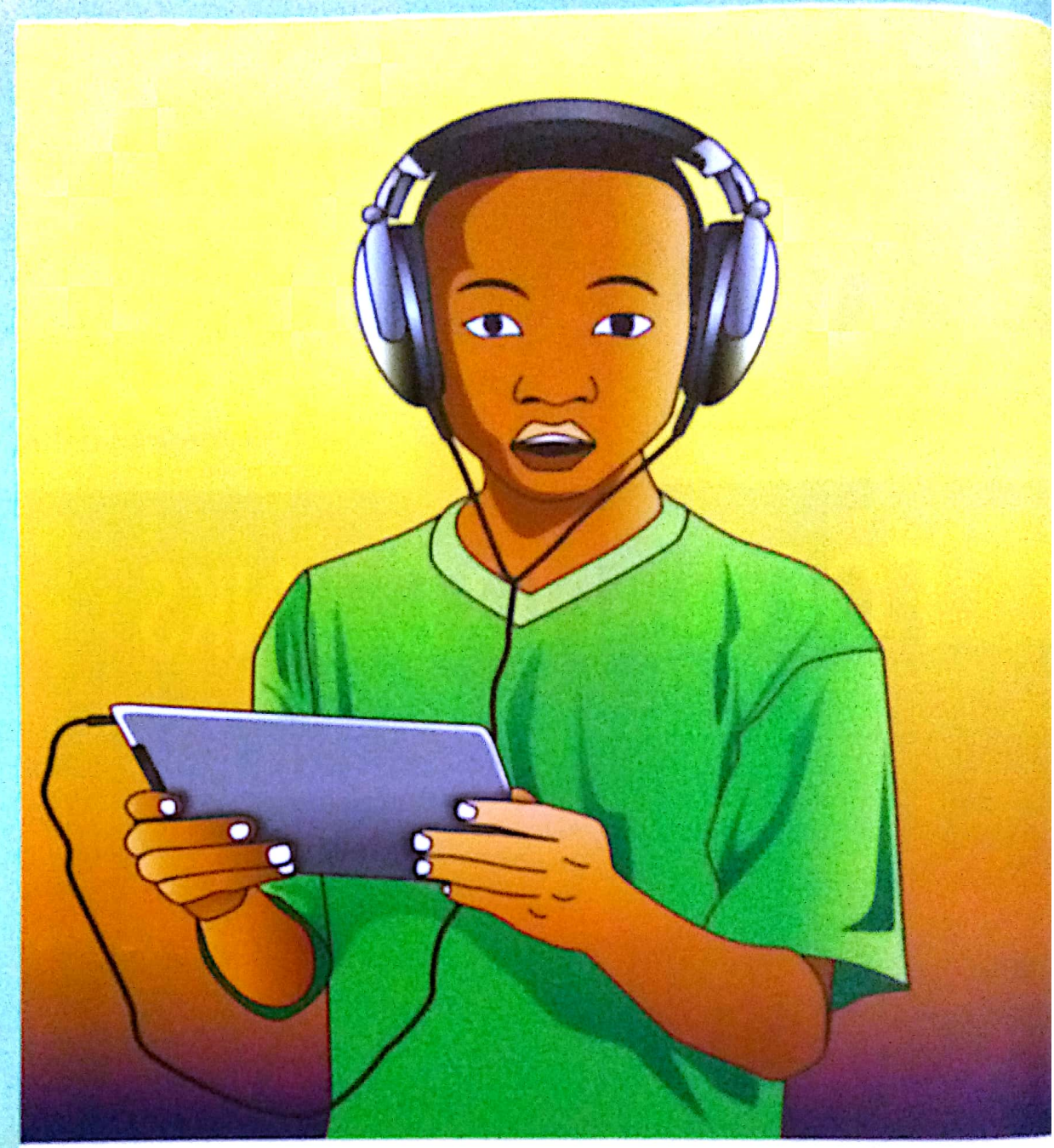
unit

6

FOOD AND DRINKS
(LISTENING)



Scanned by CamScanner



LISTENING

Scanned by CamScanner

LESSON 1

What's on the Menu Today ?

TIME TO FIND OUT

1 Look, listen and repeat.

A

LESSON FOCUS

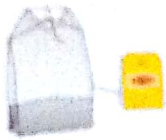
Ordering a meal: Can I have fried rice with chicken?

Offering to help: Can I help you?/How can I help you?

Vocabulary related to food and restaurant event.

Sense verbs: it tastes/smells/looks/sounds good a piece of/a glass of/a slice of cake.

- Pronunciation: /j/ /tʃ/

Appetizers/staters	Main courses/dishes	Desserts	Drinks
 1 Mixed salad	 6 Pounded plantain with peanut soup	 10 fruit salad	 14 Tea
 2 Avocado with bread	 7 *Placali* with spinach soup	 11 cheesecake	 15 Coffee
 3 Mixed vegetables	 8 *Attieke* with grilled fish	 12 Icecream	 16 Coke
 4 Filled pancake	 9 Fried rice with chicken	 13 Milk-shake	 17 lemonade
 5 Deviled eggs			

Scanned by CamScanner

B



14 a glass of water



13 A piece of bread



16 A slice of pineapple



17 A cup of tea

2 Listen and repeat the dialogues.



A: Can I help you?
B: Yeah, I want to order fried rice with chicken.
A: Right.



A: Anything for dessert and drink?
B: Sure, a slice of cheese cake and a glass of lemonade.



Wow, it's delicious; it's yummy!

TIME TO PRACTISE AND CHECK

3 Ask and answer questions about your eating habit.

Example 1

A : What do you usually have for appetizer?

B : I just have bread with cheese/I Just have a main dish. I never have an appetizer.

Example 2

A : Can I help you?

B : Sure. Can I have a glass of ginger juice?

A : Sure. Here you are.

Scanned by CamScanner

Example 3:

A : Wow, it tastes good! It's yummy, it's delicious!

B : I'm glad you like it.

4 Complete with the right word from the box.

tastes	looks	smells	sounds

1. Sorrel juice .....sweet
2. Anny is well-dressed; she ..... beautiful
3. I love *Coupe-Decale* music; it .....good.
4. Wow, you're cooking *Attieke* with grilled fish; it.....good.

5 Listen and complete.

A : Can I help you Sir?

B : Sure, can I have .....1.....?

A : Sure; Here you are, Sir.

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

A : I'm glad .....2.....

B : How much shall I pay?

A : Just .....3.....

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

A : Thank you so much Sir.

B : .....

6 Pronunciation.

SOUND	WORDS
/ʃ/	Wash sh irt dish fish
/tʃ/	Watch catch touch fetch

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

a. watch b. Wash c. Touch d. shirt

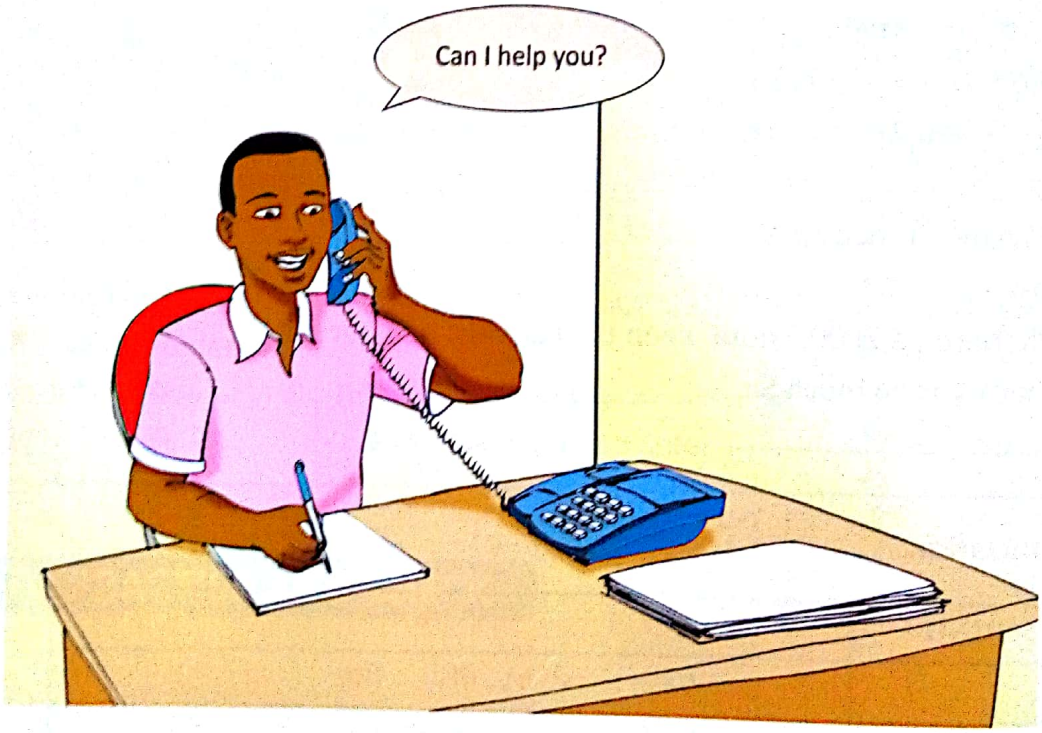
Scanned by CamScanner

TIME TO COMMUNICATE AND CHECK

7 **Listen and take notes.**

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

APPETIZER	MAIN DISH	DRINK



Scanned by CamScanner

LESSON 2 Keep Fit with Your Diet

TIME TO FIND OUT

1 Look, listen and repeat.

A

LESSON FOCUS

Advising: You should eat organic food

Suggesting: How about drinking a glass of lemon every morning?

Vocabulary related to food and fitness: keep fit, health, healthy, lose weight, gain weight, look good/Fine, fat, thin, good-looking, muscular, body-building

– Pronunciation: /ʒ/ /dʒ/

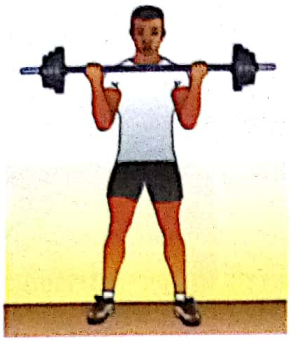
FATTY FOOD	SALTY FOOD	SPICY FOOD	SUGARY FOOD
 1 Palm nut soup with beef	 7 Salty food	 11 Spicy food	 15 Cake
 2 *Alloco* with fried fish	 8 Salty olives	 12 Chilli pepper	 16 Cookies
 3 Yoghurt  4 Milk	 9 Salty popcorn	 13 Fried plantain with hot sauce	 17 Crackers
 5 Cheese  6 Butter	 10 Salty peanuts	 14 Hot spinach soup	 18 Sugar  19 titbits

Scanned by CamScanner

B



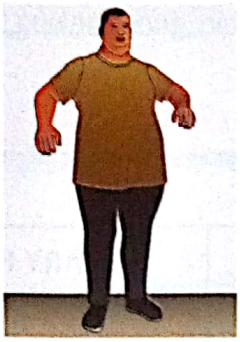
15 Jogging



16 Body-building



17 aerobics



18 A fat man



19 A thin lady



20 A healthy and good-looking young man

2 **Listen and repeat the dialogues.**



A: What's wrong with you?
B: I have a headache



I'm gaining weight



I'm losing weight
I'm worried



I think you should practice sport and eat less fatty food



A: You want to lose weight, fine. How about eating organic food?

B: Good idea, but organic food is expensive

Scanned by CamScanner

TIME TO PRACTISE AND CHECK

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

Example 1

Toothache ; stomachache; headache; I can't sleep at night; I'm gaining too much weight; I'm losing too much weight; I have flu

A : What's wrong with you?
B : I have a headache

Example 2

Practice a bit of sport; eat less fatty food; eat more organic food; sleep more; develop your muscles

A : What do you suggest I should do?
B : I think you should practice a bit of sport/How about practising a bit of sport?

4 Pronunciation.

SOUND	WORDS
/ʒ/	Leisure, pleasure, casual,
/dʒ/	Juice, Joyce, January, June, July, Jack, average

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

1. pleasure 2. beverage c. casual d. joyce

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

1. leisure 2. January c. casual d. juice

Scanned by CamScanner

TIME TO COMMUNICATE AND CHECK

5 Listen and take notes.

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

WHAT SHE IS SUFFERING FROM	WHAT TO DO

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

– Write the conversation with your partner

– Role-play the dialogue with your partner.

Daughter: asks Father if Dr Assi called.

Father: says 'yes'.

Daughter: asks about what the Dr said

Father: tells her what the Dr said.

Daughter: thanks Father and promises to follow the doctor's advice.

Father: says he is happy to hear that from her

Scanned by CamScanner

LESSON 3

What's Your Favourite Meal?

TIME TO FIND OUT

1 Look, listen and repeat.

LESSON FOCUS

- Expressing preferences: I'd rather; I prefer lemonade to lemon juice
- Describing a process: Firstly, secondly.... And then, after that, Lastly
- Vocabulary related to food recipes, preferences and time sequences
- Pronunciation: /θ/ /ð/

A



An Omelette Recipe

- *1 or 2 eggs*
- *pepper (optional)*
- *4 spoonfuls of cooking oil*
- *fresh tomatoes*
- *onions*
- *a pinch of salt (1g)*

B



1 Crack eggs into a bowl



2 Cut up onions and tomatoes into slices



3 Add up the onion and tomato in the bowl



4 Add up a pinch of salt

Scanned by CamScanner



5 Pour some cooking oil in a small frying pan



6 Pour the whole mixture in the frying pan



7 Slide the omelette on to the plate

2 Listen and repeat the dialogue.

Channel 3 presenter: Welcome to our TV program *Yummy Recipe*.

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

Channel 3 P: So what recipe are you going to give us today?

Guest: It's called the *golden brown omelette recipe*.

Channel 3 P: Great. What are the ingredients of this dish?

Guest: Well, it doesn't need many ingredients : you just need one or two eggs, 4 spoonful's cooking oil, pepper, fresh tomatoes and onions, garlic (optional).

Channel3 presenter: Fine. Now let's go for the recipe.

Guest: Thank you. To cook the golden brown omelette you've got to go through 8 steps.]

1. Crack the eggs into a mixing bowl.
2. Cut out onion and tomato into slices.
3. Add up the onion and the tomato slices in the bowl.
4. Add up a pinch of salt on it and beat the whole thing with a fork.
5. Put a small frying pan on a low heat with 4 spoonfuls of cooking oil and let it heat for 2mn.
6. When it's hot, pour the whole mixture in the frying pan.
7. When the omelette begins to cook and firm up, fold it over in half using a spatula.
8. When it starts to turn golden brown underneath, remove the pan from the heat and slide the omelette on to a plate.

Channel 3 presenter: Thank you my dear guest for your great recipe.

Scanned by CamScanner

TIME TO PRACTISE AND CHECK

3 Answer the following questions.

a) How many steps does the golden brown omelette recipe have?

b) What ingredients do you need?

4 Listen and complete each sentence with the right verb from the box.

crack – cut out – add up – mix up – firm up – pour – turn – slide – beat

1. You .....eggs in a bowl.
2. You .....a pinch of salt in bowl.
3. You .....tomatoes and onions.
4. You .....the egg, the onion, tomato and salt.
5. You .....it altogether.
6. You .....cooking oil in the frying pan.
7. When it .....it turns golden brown.

5 Rewrite the recipe using the words in the box.

Firstly, secondly, thirdly, next, after that, ... Lastly/finally

6 Pronunciation.

SOUND	WORDS
/θ/	Think, Thing, cloth, path,
/ ð/	This , that, clothes,

Listen and circle the word you hear.

1. Think 2. Thing 3. That 4. This

Scanned by CamScanner

TIME TO COMMUNICATE AND CHECK

7 Table completion.

For the next meeting of the English Club of your school, you're asked to present a recipe. Listen to a recipe broadcast on *Radio Indénié* during the English programme and take notes. Complete the table as you listen.

INGREDIENTS	STEPS
eggplants	1.Wash the eggplants 2..... 3.....

TIME TO REVISE AND CHECK

1 Listen and circle the word you hear.

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

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

APPETIZER	MAIN COURSE/DISH	DESSERTS	DRINKS

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

SENTENCES/PHRASES	YOU USE IT TO....	ANSWERS
1. Can I help you? 2. You should eat organic food 3. How much is it? 4. It's yummy! 5. How does it taste?	a) make a suggestion b) ask the price of some-thing c) show that you like a meal d) offer your help e) ask someone how some-thing tastes	1. You should eat organic food 2. ..... 3. ..... 4. ..... 5. .....

Scanned by CamScanner

4 **Complete with the right word from the box.**

Taste	smell	look	sound

1. Mum is cooking; it ..... good in the kitchen.
2. The *Azonto* music .....great.
3. Do you practice sport? You ..... healthy.
4. I this dish, it .....salty.

TIME FOR FUN

1 **Shopping game.**

Working with your partner, find as many items of clothing, colours and shopping language as you can. The pair with the highest number of words is the winner.

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	L
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

Scanned by CamScanner

2 From your list of clothes build your own shopping items and sell them to your friends.

3 The food riddle: Guess what?

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 *Tchonron* soup!

A : You're right!

3 Sound game: Write the hidden sound.

Example: which: /tʃ/

Watches / /; maps / /; shoes / /; cooks / /; needs / /; orange / /; pleasure / / shut / /; choose / /; foods / /; drinks / /; Clothes / /; bees / / Chooses / /; nice / /; day / /; fight / /;

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 to propose to your class.

Scanned by CamScanner

unit 7

HEALTH AND ENVIRONMENT
(READING)



Scanned by CamScanner



READING

Scanned by CamScanner

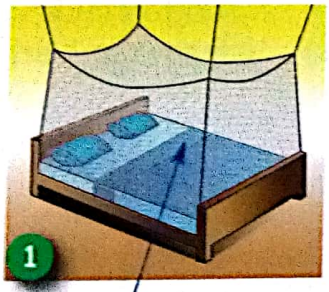
TIME TO FIND OUT

1 Look, listen and repeat.

A

LESSON FOCUS

— Vocabulary related to body hygiene and protection materials.
Expressing obligation and prohibition.
— What *must* you do to be healthy?
— What *do you have to* do to be healthy?
I must/have to use a mosquito net.
— What mustn't you do?
I mustn't eat with dirty hands.
— Pronunciation: /f/ /v/



1 a mosquito net



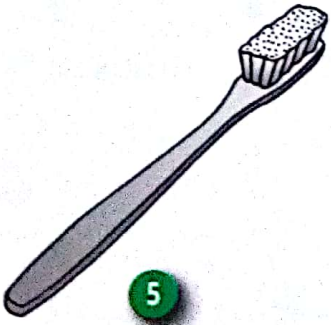
2 a hand sanitizer



3 nail clippers



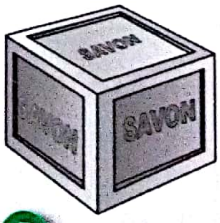
4 toothpaste



5 a toothbrush



6 a comb

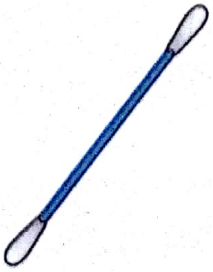


7 soap

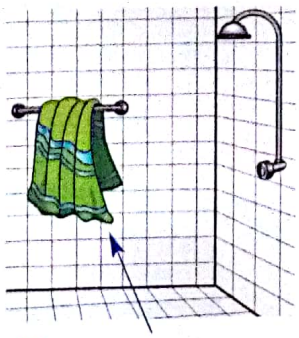


8 shampoo

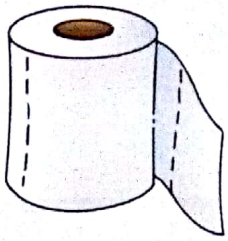
Scanned by CamScanner



9 a cotton bud



10 a towel



11 a toilet paper

B

2 Listen and repeat the dialogues.

1.

A : What must you use cotton buds for?

B : I must use cotton buds to clean my ears.

2.

A : What do you have to use cotton buds for?

B : I have to use cotton buds to clean my ears.

3.

A : What mustn't you use cotton buds for?

B : I mustn't use cotton buds to clean my hair.



Cotton buds (clean your ears)



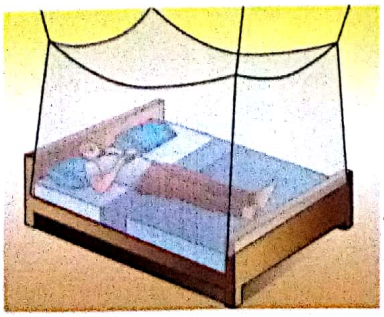
Cotton buds (clean your hair)



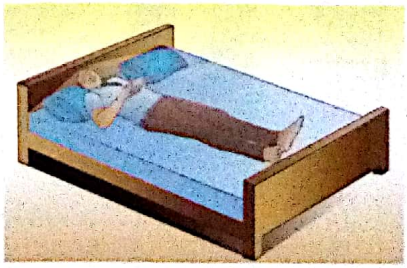
sponge (wash her body)



sponge (rince her body)



Mosquito net (protect body against mosquito bites)



Mosquito net (cover my body like a blanket)

Scanned by CamScanner



soap
(wash my body)



soap
(wash my eyes)



Hand sanitizer
(clean your hands)



Hand sanitizer
(massage your body)

TIME TO PRACTISE AND CHECK

3 **Match each part of the body with the right protective and hygienic material. Some parts can have more than one item. Example: 1. hair = d. shampoo; k. comb**

PARTS OF THE BODY	PROTECTIVE AND HYGIENIC MATERIALS
1. hair	a) sponge
2. ears	b) hand sanitizer
3. hands	c) soap
4. mouth	d) shampoo
5. bottom	e) cotton buds
6. all the body	f) toothbrush
	g) toilet paper
	h) nail clippers
	i) towel
	j) mosquito net
	k) comb

4 **Circle T (true) or F (false.) for each statement about bacteria.**

Example: 1. T

1. Bacteria are microbes.	T	F
2. They live everywhere.	T	F
3. There is only one type of microbe.	T	F
4. Some bacteria make us sick but some make us healthy.	T	F
5. They can eat everything.	T	F

Scanned by CamScanner

5 **Complete the sentences below with must/have to or mustn't.**

Example: 1- must or have to

1. You ..... use some tissue to blow your nose.
2. Sandra ..... use creams to have clear skin.
3. People ..... put cooking oil on their body.
4. Béatrice ..... use nail clippers to cut her nails.
5. Everyone ..... brush their teeth after eating to avoid microbes.
6. I ..... use some toothpaste to brush my teeth.
7. We ..... sleep with open windows.
8. Diomandé ..... use a towel to clean water over his body.
9. They ..... use toilet paper after defecating.

6 **Pair work: To help your friends take care of their bodies, read the right or wrong things in the table below. With your partner make sentences using Must/have to or Mustn't. Write your sentences as in these examples:**

1. You **mustn't** touch your eyes with dirty hands.
2. You **must/have to** listen to your parents' advice on hygiene.

RIGHT OR WRONG THINGS	
1. touch your eyes with dirty hands	7. visit the dentist when you feel some pain
2. listen to your parents advice on hygiene	8. use creams to have clear skin
3. use any type of paper to go to the toilet	9. regularly cut your nails
4. wear clean clothes	10. wear dirty clothes
5. change your toothbrush when it's old	11. brush your teeth every day
6. wash without soap	12. keep headphones in your ears for a long time

7 **Pronunciation.**

SOUND	WORDS
/f/	feel, file , ferry, life
/v/	veal, vile, very, live

Scanned by CamScanner

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

1. fan 2. van 3. ferry 4. very

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

1. fine 2. vine 3. vain 4. pain

TIME TO COMMUNICATE AND CHECK

8 Your English club asks you to design a sensitization poster to promote body hygiene. Read the text below and do tasks a) and b) in order to find ideas for task c).

a) Match the words from the text in column A with their definition or synonym in column B. N°1 is done for you as an example.

A		B		Answers
1	Unhappy (line 1)	a)	small hard inflamed mark on the skin	1. b
2	Straight (line 2)	b)	sad, miserable	2.....
3	Combs (line 5)	c)	having an unpleasant odour	3.....
4	Smelly (line 6)	d)	act of washing our body	4.....
5	Pimples (line 7)	e)	arranges the hair	5.....
6	Shower (line 9)	f)	directly	6.....

b) Write brief answers to the questions below.

1. How do Angenor's parents feel about his attitude?
2. Why do people call Angenor Dry boy?
3. Give an example of Angenor's bad hygiene?
4. Why are Angenor and his mother going to hospital?
5. Give one solution suggested by the doctor to Angenor.

c) Group work: use some of your answers and ideas of the lesson to prepare a sensitization poster on body hygiene. Then, present it to your friends in class.

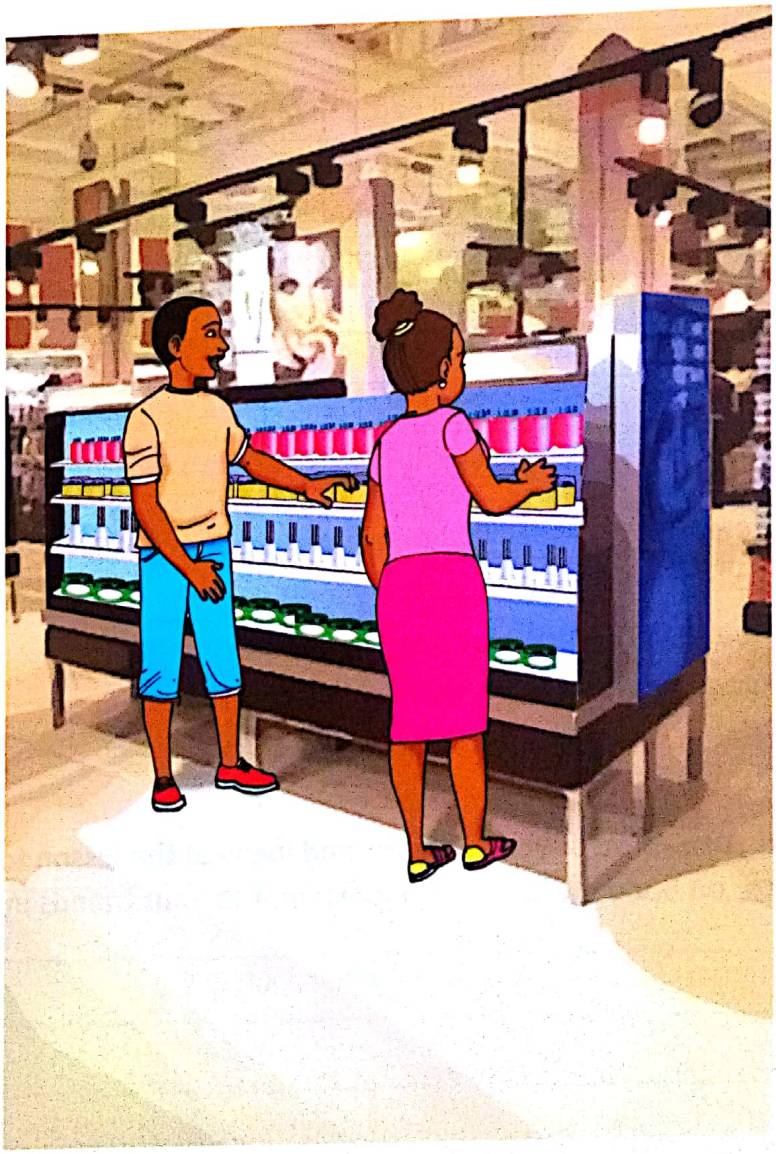
Scanned by CamScanner

DRY BOY

Angenor is a boy who makes his parents unhappy. People call him Dry Boy because he doesn't like washing his body. After a football match, Angenor goes straight to the kitchen and gets some food to eat. After eating, he watches television for some time, and later goes to bed.

Angenor's mother is very sad because her son never listens to her. He never combs his hair. His nails are always black and his mouth is really smelly.

But today Dry Boy is going to the hospital with his mother because he has pimples on his skin. After examining him, the doctor says that Dry Boy must take care of his body. He must take a shower every day, brush his teeth, comb his hair and regularly wash his hands before meals.



A cosmetics shop.

Scanned by CamScanner

LESSON 2

Keep Your Environment Safe

TIME TO FIND OUT

1 Look, listen and repeat.

A

LESSON FOCUS

- Vocabulary related to unsafe environment.

Giving advice using should, shouldn't.

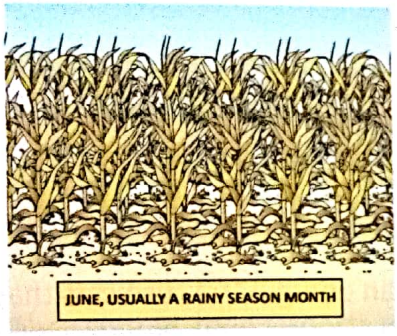
- What should they do?

They should plant trees.

- What shouldn't they do?

They shouldn't throw waste in the river.

- Pronunciation: /s/ /z/



1 climate change



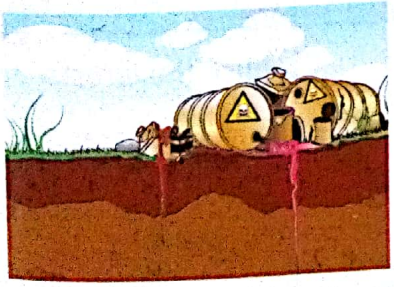
2 bushfires



3 water pollution



3 air pollution



4 soil pollution



5 noise pollution



6 flood

Scanned by CamScanner

2 Listen and repeat the dialogues.

A

1.

A : Look, these *farms are so dry!*

B : This is caused by *bushfires*.

A : What **should** people do to prevent this situation?

B : They **should** *make a firebreak*.

2.

A : Look, these *farms are so dry*!

B : This is caused by *bushfires*.

A : What **shouldn't** people do to prevent this situation?

B : They **shouldn't** *throw cigarettes on the grass*.

		SOLUTIONS	
ENVIRONMENTAL PROBLEMS	**EFFECTS**	**THINGS TO DO**	**THINGS NOT TO DO**
climate change	– seasons are irregular – temperatures are hot	use clean energy	use cars that produce a lot of fumes
bushfires	– farms are dry – animals are rare	make a firebreak	throw cigarettes on the grass
water pollution	– aquatic animals are dead – there are cholera and diarrhea	use safe cleaning liquid	throw chemicals into water (oil, medicine,)
air pollution	– the air is not clean – People have lung cancer (asthma, etc)	Use solar/wind energy	burn the forest

Scanned by CamScanner

soil pollution	– agriculture becomes poor – food products are not safe	use biodegradable garbage bags	use much insecticide dump motor oil on the soil
noise pollution	– people are tressed – people don't sleep well	keep airports away from living places	play loud music use noisy vehicles
flood	– people are homeless – people have diseases and infections.	plant trees and keep a lot of vegetation	throw garbage in gutters

B

1.

A : Look, these people are so stressed!
B : This is caused by noise pollution.
A : What **should** people do to prevent this situation?
B : They **should** keep airports away from living places.

2.

A : Look, these people are so stressed!
B : This is caused by noise pollution.
A : What **shouldn't** people do to prevent this situation?
B : They **shouldn't** play loud music.

TIME TO PRACTISE AND CHECK

3 Read the sentences below and choose the right environmental problem for each of them.

Example: 1– noise pollution.

1. There was a noisy concert; so Beugré couldn't sleep for two days.

– flood	– air pollution	– water pollution	– noise pollution	– soil pollution

Scanned by CamScanner

2. The wind was strong; so the fire brigade couldn't stop the fire.

– soil pollution	– bushfire	– climate change	– water pollution	– noise pollution

3. There are no more glaciers in the North Pole; this affects the lives of bears living there.

– water pollution	– soil pollution	– noise pollution	– flood	– climate change

4. The sea has a strange colour, so tourists don't want to swim.

– bushfire	– flood	– water pollution	– soil pollution	– noise pollution

5. After the rain, there was a lot of water in the houses.

– flood	– water pollution	– bushfire	– noise pollution	– air pollution

6. The air is not clean, so many asthmatics have to go to hospital.

– bushfire	– soil pollution	– flood	– air pollution	– noise pollution

7. Farms can't produce any more because of the oil tanker's road accident.

– air pollution	– climate change	– water pollution	– bushfire	– soil pollution

4 Match the information in the two boxes below to write sentences with should or shouldn't.

Example: 1-d –The mayor should ask people to reduce the use of cars in the city.

1. The mayor	a) play loud music at night. You can feel stressed and can't sleep.
2. The villagers	b) put plastic in the school toilets.
3. The fire victims	c) use their bicycles to go to their work place. It reduces pollution.
4. These industries	d) ask people to reduce the use of cars on Sundays in the city.
5. Students	e) protect the forest around the village. It purifies the air they breathe.
6. Workers	f) let dry leaves near their house.
7. Your neighbours	g) throw toxic waste in the lagoon. They use a lot of chemicals.

Scanned by CamScanner

5 Pronunciation.

SOUND	WORDS
/s/	sing, ace , soot, dates, kiss
/z/	zinc, haze, zoo, days, keys

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

1. a) kiss b) keys 2. a) sip b) zip 3. a) dates b. days

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

1. a) miss b) Ms 2. a) is b) hiss 3. a) rice b) rise

TIME TO COMMUNICATE AND CHECK

6 Read the text and answer the questions below. This activity will help you prepare your group work project.

THE CHALLENGE

It's late, but Louty can't sleep. He is thinking about the municipality's environment competition. The competition is organized every year on the Earth Day. Each of the five quarters of the city competes to get the prize of the Best Initiative for the Protection of the Environment.

Bloma is Louty's quarter. Last year, they won the prize. They made filters and covers for the city's gutters. First, they cleaned them; then, they put up prohibition signs to sensitise people to keep the gutters clean. As a result, there was no flood during the rainy season. Sema, another quarter, is a serious candidate. Young people in Sema think they have the best idea this year. But, Louty and his friends also think the mayor and the jury will like their project. Louty finally sleeps with the hope of winning tomorrow.

1. Why can't Louty sleep?
2. How many quarters participate in the competition?
3. Write two things Bloma did to win last year.
4. What was the advantage of Bloma's work?
5. Who chooses the winner?

Scanned by CamScanner

7 In order to celebrate The Earth Day, the English Club of your school asks to make a poster to sensitize your friends about environment problems. Use the table in 2. B to prepare your poster. Your poster should have two elements:

a) A drawing of an environmental problem.

b) A text to sensitize people.



Let's keep our environment safe and clean!

Scanned by CamScanner

LESSON 3

Health and Water

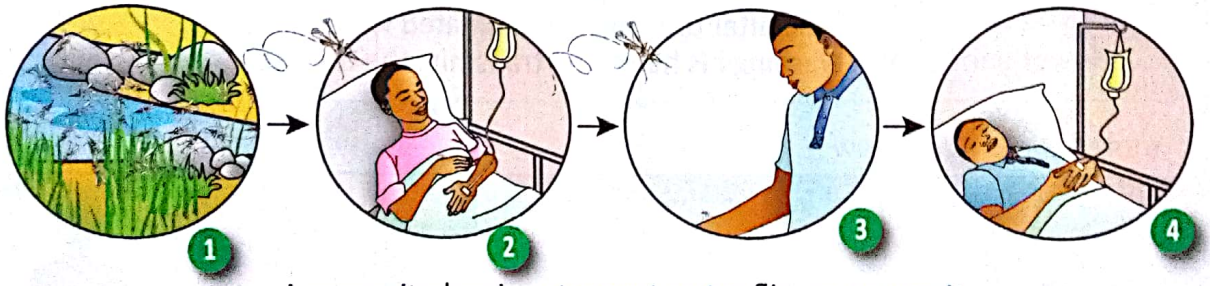
TIME TO FIND OUT

1 Look, listen and repeat.

A

LESSON FOCUS

- Vocabulary related to water-related diseases: *causes, how people are affected, symptoms and how to prevent them*
- Expressing possibility using can.
  *A vaccine **can** protect you from hepatitis A.*
- Expressing obligation using **must**
  *People **must** spray insecticide to avoid malaria.*
- Pronunciation: revision of /s/ /z/ /f/ /v/

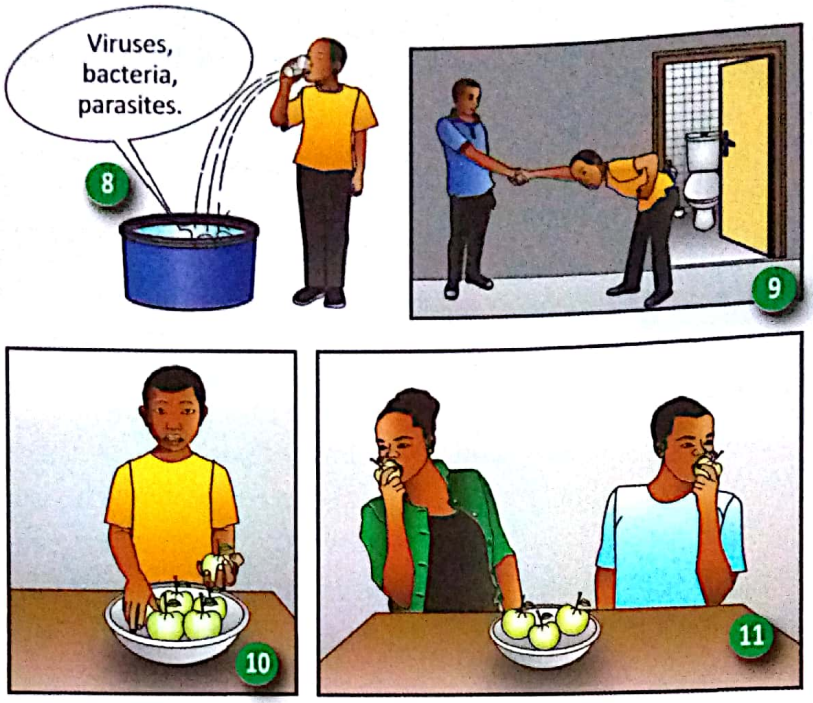


A mosquito leaving stagnant water flies to transmit malaria from a person to another one.

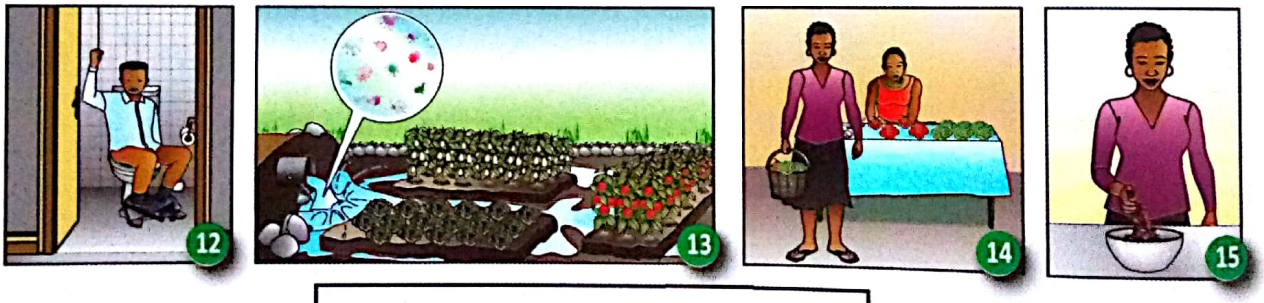


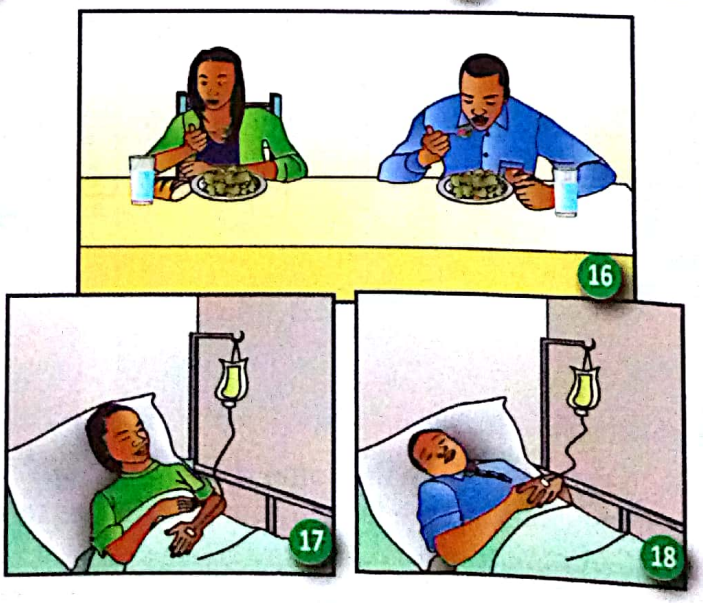
People catch cholera after drinking water contaminated by the faeces/poos of a sick person.

Scanned by CamScanner



A man transmitting diarrhoea to other people after drinking contaminated water. By not washing his hands, he transmits the disease.





Some people catch hepatitis A by eating contaminated vegetables not washed properly. The food gets contaminated by the viruses in the municipal water evacuation system.

Scanned by CamScanner

B

DISEASES	SYMPTOMS	PREVENTION
Malaria	fever, headache, tiredness, nausea and vomiting, diarrhoea, severe anemia, etc.	– use of mosquito nets – use mosquito cream – spray insecticide in your bedroom
Cholera	diarrhoea in very large quantities, vomiting, leg cramps, weakness	– wash hands with soap and water frequently – drink safe water – use toilets
Diarrhoea	stomach cramps, frequent and watery poos, fever, stomach pain/ache	– wash your hands with soap after going to the toilet – use hand sanitiser when washing isn't possible – avoid sharing towels
Hepatitis A	nausea and vomiting, loss of appetite, dark urine	– wash your hands before preparing food – avoid unclean food and water – give people vaccination

2 Listen and repeat the dialogues.

A

A : John is not well: he frequently goes to toilet, has *stomach cramps*, and *fever*. I'm *worried*.
B : It can be *diarrhoea*.
A : How can we avoid this disease?
B : You must *wash your hands with soap after going to toilets/before eating*.
A : Oh, I see. Thank you so much.
B : You're welcome.

Scanned by CamScanner

TIME TO PRACTISE AND CHECK

3 **Read the information under the pictures (1.A) and complete each sentence below with the right word.**

Example: 1- hepatitis A

1. The viruses in the water evacuation system contaminate vegetables and cause.....
2. People catch cholera when they drink water contaminated by.....
3. Before transmitting ..... mosquitoes live in.....
4. People catch diarrhea when they drink..... Then, they give it to other persons.
5. The common point among the four diseases is the presence of.....

4 **Complete the table below. Write only one piece of information for each answer.**

Example: 1- diarrhea

DISEASES	SYMPTOMS	PREVENTION
(1).....	stomach pain/ache, fever	(2) .....
(3).....	(4).....	Give people vaccination
(5).....	severe anemia	(6) .....
(7).....	weakness	drink safe water

5 **Fill in the gaps using *can, can't* or *must*.**

Example: 1- can

Diako : It's possible! The water on their farm (1)..... be from the city's water evacuation system.

Kwamé : Um, I guess you're right. These people (2)..... suffer from tuberculosis, then.

Diako : No, that's impossible! They (3)..... Tuberculosis has nothing to do with that.

Kwamé : Do you think it (4)..... be hepatitis A?

Diako : Yes, I do.

Kwamé : What (5)..... they do to avoid it?

Diako : They (6)..... avoid unclean food and water.

Kwamé : The municipality (7)..... help those farmers have clean water.

Diako : (8)..... they go to other places? They all run the risk of getting sick.

Kwamé : That won't be easy but we (9)... envisage it.

Scanned by CamScanner

6 Pronunciation

Put the following words under the right sound. Mind the bold face letters in the words.

Ease – disease – pharmacy – leave – dose – house – hose – easy – cellphone – beloved – laugh – cease – move

SOUND	/s/	/z/	/f/	/v/
WORDS				

TIME TO COMMUNICATE AND CHECK

7 For the next session of the English club of your school, you are asked to prepare a sketch about diseases related to water. Do tasks a) and b) in order to get prepared.

a) **Complete each of the sentences with one appropriate word from the reading passage below. Lines where you can find the words are indicated. Number 1 is an example: 6 = boil**

THE SICK VISITOR

Yomy came to visit our mother, mum Lila. He was her junior brother. He was not really well because he frequently had diarrhea and vomited. Yomy liked fishing and going to the farm. But, anytime we fished, he defecated into the river. Many women took water for their families not far from our fishing place. A week later, Yomy left the village.

The news was bad. The son of our neighbour, Gata, was sick. He was a kind and hardworking student. So, his parents immediately thought that some sorcerers wanted to eat his spirit. They went to see Yoroné, a fetish woman. But Yoroné found no trace of sorcery. To me, Gata had the symptoms of my uncle Yomy's disease. They took Gata to the Regional Hospital. The doctor said he had cholera. After receiving treatment, Gata came back to the village with the doctor. The doctor asked the villagers to boil the water from the river before drinking it. He also told everybody to wash their hands before touching food.

Scanned by CamScanner

1. Kassi and Famien are sisters; Kassi is 16 and Famien is 18. Kassi is Famien's .....(line 1) sister.
2. Peter had diarrhea yesterday. He .....(line 3) more than five times.
3. Because of the desert, many women have to go very .....(line 4) to get clean water for their families.
4. Gouaméné didn't go to school today because she was ..... (line 6).
5. Aunt Akaffou is a ..... (line 6) person: she always helps poor people.
6. If you ..... (line 11) the water from the river before drinking it, you can avoid many diseases.

b) Give brief answers to the questions.

1. What was Yomy's problem?
2. Why was defecating in the river bad?
3. When Yomy left the village, what happened?
4. Who did Gata's parents immediately accuse?
5. How did Gata get the same symptoms as Yomy?
6. What was Gata's disease?
7. According to the doctor, how can the villagers prevent cholera?

c) Present your sketch focusing on the following:

- how people catch the disease
- its symptoms
- how to prevent it

TIME TO REVISE AND CHECK

1 Fill in the gaps with the right words or expressions from the box.

toothpaste – cotton buds – toothbrush – mosquito-net – shampoo – soap – toilet paper – towel – hand sanitizer – nail clippers – comb

1. After washing the baby, Solange uses a ..... to take off the water on her body.
2. This ..... is too old; it can't clean your teeth properly.
3. Hairdressers use ..... to wash women's hair and..... to cut their nails.
4. Jimmy had a terrible diarrhoea yesterday. This morning, there is no more ..... left.
5. Hyacinthe can't wash his clothes because there is no .....

Scanned by CamScanner

6. There are no water and soap, take this ..... to clean your hands before having lunch.
7. A practical method of preventing malaria is to use a .....
8. Oppéri always uses ..... to clean his ears.
9. Aunt Sékongo bought a new ..... for her daughters' hair hygiene.
10. Let's tell daddy that the ..... for brushing our teeth is finished!

2 Put the words or phrases below in the right order to make sentences about solutions to environmental problems.

Example: 1– People shouldn't dump oil on the soil.

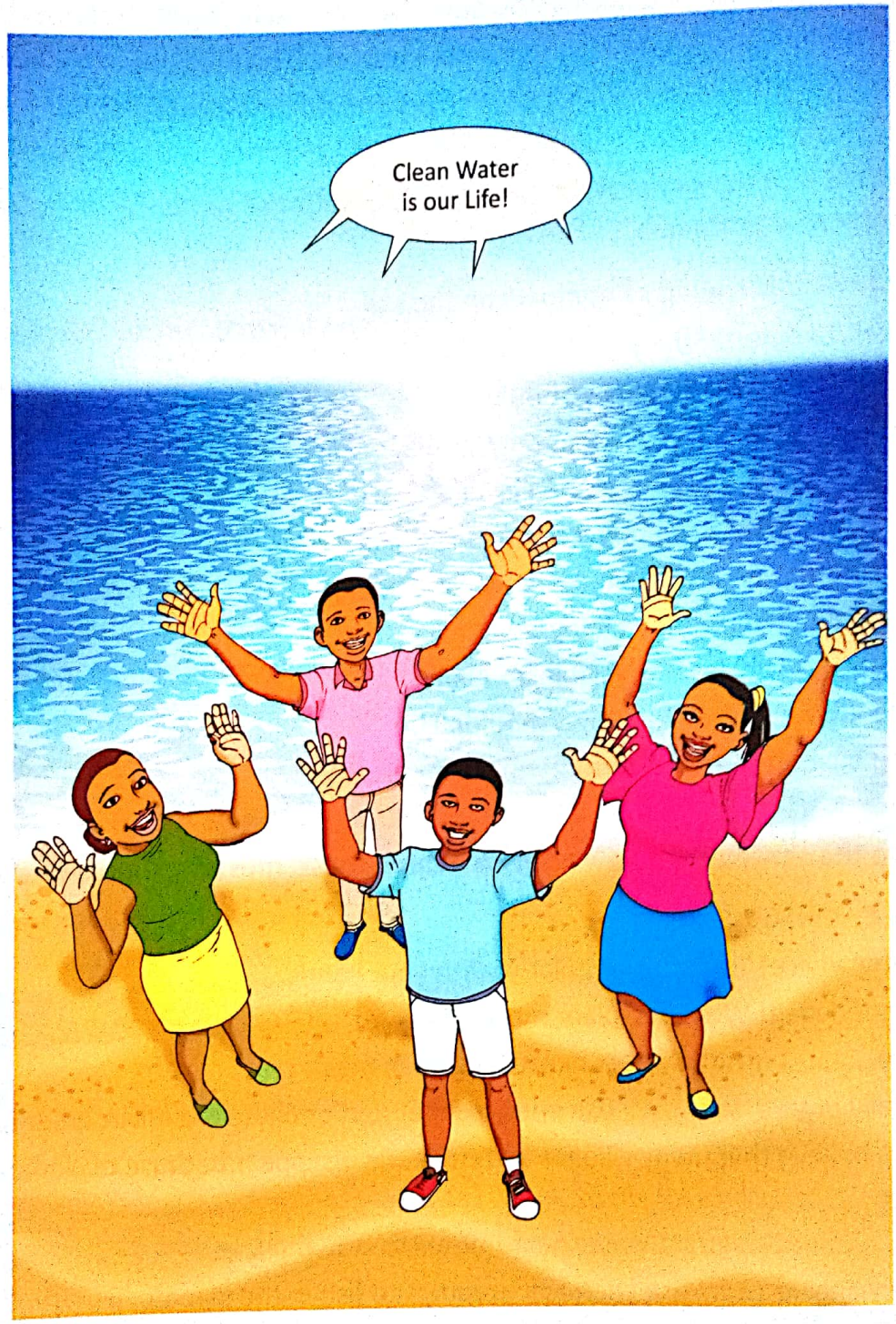
1. dump oil/people/on the soil/shouldn't/.
2. use clean/industries/energies/should/.
3. into water/nobody/throw chemicals/should/.
4. should keep/a lot of vegetation/villagers/.
5. smokers/on the grass/throw cigarettes/shouldn't/.
6. drive cars/that produce/people/fumes/shouldn't/.
7. play/shouldn't/music/loud/they/.
8. garbage bags/you/use recyclable/should/.
9. everybody/noisy vehicles/drive/shouldn't/.
10. to stop bushfires/should/farmers/make firebreaks.

3 Complete the sentences below with can, can't, must, mustn't, should or shouldn't.

Example: 1– should

1. Take my advice! You ..... regularly wash your hands.
2. It's a good idea! We ..... plant more trees.
3. People ..... burn the forest because of bush meat.
4. It's really urgent; we ..... use energies that don't pollute the environment.
5. I ..... believe that many villages and cities will disappear because of climate change effects.
6. You ..... treat stagnant water near houses to stop malaria.
7. Those villagers ..... use chemical products to fish in the lagoon.
8. There are many diseases you ..... catch if you drink unclean water.
9. A change in Africans' mentalities ..... be a solution to environmental problems.
10. Villagers ... make farms in national parks.

Scanned by CamScanner



Drink clean water to be healthy.

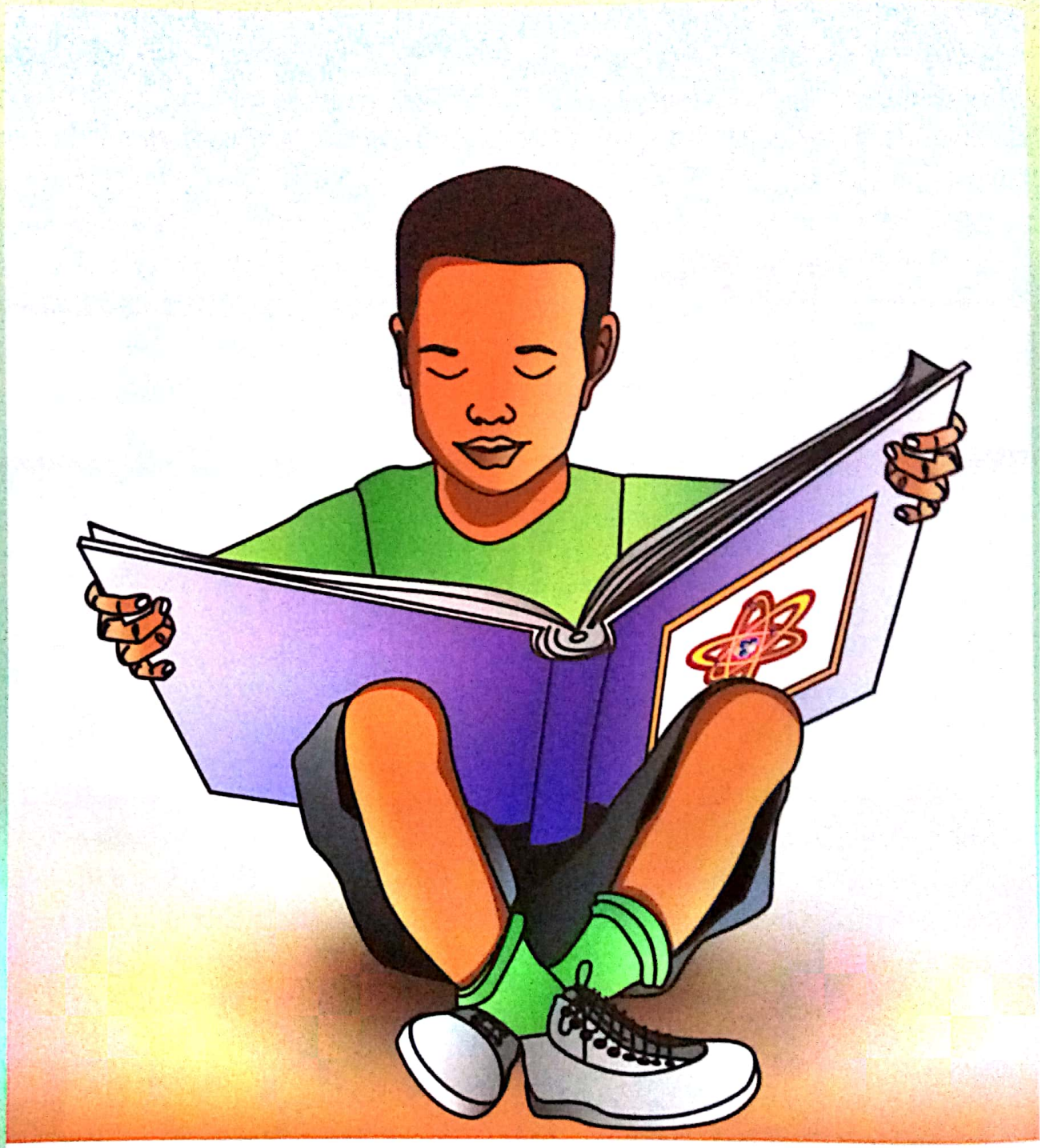
Scanned by CamScanner

unit 8

SPORTS AND GAMES (READING)



Scanned by CamScanner



READING

Scanned by CamScanner

LESSON 1

What do You Know about Basket Ball?

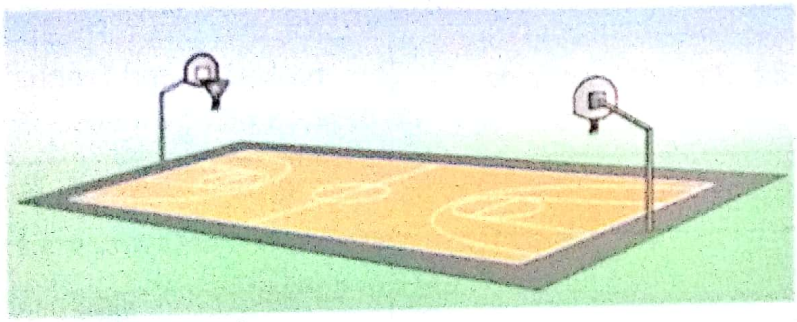
TIME TO FIND OUT

1 Look, listen and repeat.

A

LESSON FOCUS

- Using the passive.
- Basketball was invented in America.
- Using to do/to go/to play with sports.
- I do judo.
- Our father goes swimming every day.
- Some pupils in my school play tennis.
- **Pronunciation** : /w/ /kw/ /h/



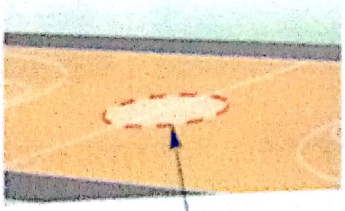
1 a court (half court/3 point line)



2 the hoop



3 a ball



4 half court line



5 to catch the rebound



6 the basket



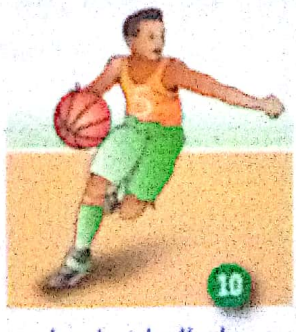
7 the boundary



8 a coach



9 to shoot a baseline shot

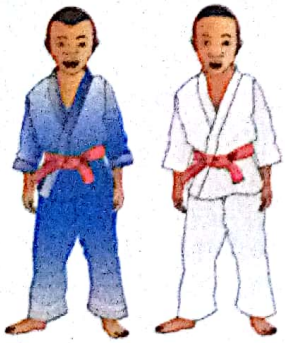


10 a basket ball player

Scanned by CamScanner

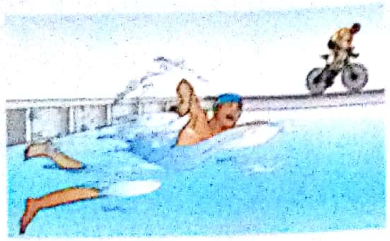
2 Listen and repeat the dialogues.

A



Dialogue 1

A : What martial sports do you do?
B : I do karate. What about you?
A : I do judo.



Dialogue 2

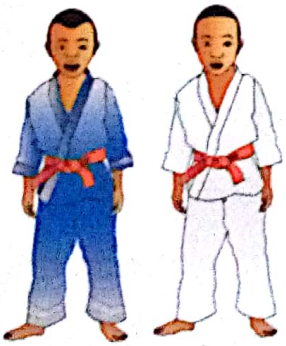
A : Our father goes cycling on Sundays? How about yours?
B : He goes swimming.



Dialogue 3

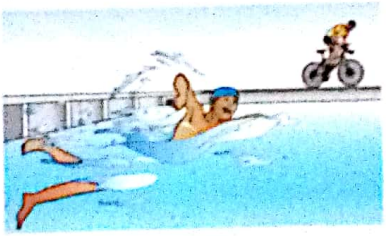
A : Do the pupils in your class play golf?
B : No, they don't. They play basketball and Tennis.

B



Dialogue 1

A : How is basketball played?
B : It's played with five players per team.



Dialogue 2

A : Where was that sport invented?
B : It was invented in America.



Dialogue 3

A : When was Michael Jordan born?
B : He was born in 1963.

Scanned by CamScanner

TIME TO PRACTISE AND CHECK

3 Read the text and answer the questions.

WHAT DO YOU KNOW ABOUT BASKETBALL?

Basketball is a very popular sport in many countries around the world. But what do you know about basketball?

Basketball was invented in 1891 by a Physical Education (PE) teacher at Springfield College, Massachusetts. He wanted his students to keep fit during the long and cold winter times. The first game was played on January 20th, 1892. And they used a peach basket as the hoop. That is where the name came from: "Basket ball".

What is interesting in this game is that there is no goalkeeper. All the five players in the team score points; but there is a coach.

1. Who invented basketball?

a) a physics teacher
b) a physician
c) a physical education teacher
d) a doctor

2. Basketball was invented in:

a) East Asia
b) Europe
c) America
d) Africa

3. The first game was played in:

a) 1891
b) 1492
c) 1892
d) 1942

4. How many players are there in a basketball team?

a) 11
b) 6
c) 5
d) 2

Scanned by CamScanner

4 Use the passive form.

Example1: Basketball/to invent/a PE teacher.

Basketball was invented in 1891 by a Physical Education (PE) teacher.

1. The first game/to play/in 1892
2. Electricity/to invent/Thomas Edison.
3. The telephone/to create /Alexander Graham Bell.
4. Our first Independence Day/to celebrate/in Abidjan.
5. "Things Fall Apart"/to write/Chinua Achebe.
6. "The Basilica"/to build/President Houphouët Boigny.

5 Select the correct verb.

1. Bruce Lee (did/played) a lot of Kung Fu before he died.
2. Will you (do/go) swimming at the river next week?
3. Yannick Noah (did/played) tennis in France.
4. Didier Drogba (did/played) football in England.
5. My friend and I prefer to (do/go) cycling at week-ends.
6. Rafaël Nadal (did/played) tennis and won several international championships.

Pair work

6 Pronunciation.

A) Listen and say.

WORDS STARTING WITH	SOUNDS	WORDS
-w	/w/	wait/wet/worse/win
-qu /-ch	/kw/	question/choir/quiz
-o	/w/	one/won
-wh	/h/	who/whole

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

weather, watch, where, whistle, work, wait, what, wow, was, wet, once, wagon, quote, wholesale, query.

Scanned by CamScanner

SOUNDS	WORDS
/w/	
/kw/	
/w/	
/h/	

TIME TO COMMUNICATE AND CHECK

7 **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.

MICHAEL JORDAN, THE STAR.

Michael Jeffrey Jordan is an exceptional American basketball player.
He was born in Brooklyn, New York on February 17th, 1963. He is the third son of a family of 5 children. He is 1.98m tall. James and Delores Jordan are his parents. He has two older brothers, one older sister and one younger sister. His family moved to Wilmington, North Carolina when Michael was young.
He earned a basketball scholarship to the University of North Carolina at Chapell Hill. He played in the University team.
In 1984, Jordan was selected by the Chicago Bulls and played 13 seasons for the Bulls and won 6 NBA championships.
Michael Jordan won many more awards. He is one of the best retired American professional basketball player.

Say if the statements are TRUE or FALSE.

1. In 2016 Michael Jordan was 50 years old. (True/False)
2. Michael Jordan was living in Brooklyn when he was 40 years old. (True/False)
3. Michael Jordan's birthday is in February. (True/False)
4. Michael Jordan is the youngest son of his family. (True/False)
5. Michael Jordan has two sisters and two brothers. (True/False)
6. He worked as a teacher at the University. (True/False)

Scanned by CamScanner

7. The University of North Carolina gave Michael Jordan a scholarship. (True/False)
8. Michael Jordan won the scholarship because he was good at basketball. (True/False)
9. The Chicago Bulls became Michael Jordan's team in 1984. (True/False)
10. Michael Jordan won six NBA championships with The Bulls. (True/False)
11. He is now the coach of The Chicago Bulls. (True/False)
12. Michael Jordan is no longer playing basketball. (True/False)



Our Olympic heroes.

Scanned by CamScanner

LESSON 2

A Football Star

TIME TO FIND OUT

LESSON FOCUS

- Vocabulary related to football and success.
- Comparing: He's the nicest boy
- Expressing addition: He's hardworking as well

1 Look, listen and repeat.

A



An Ivorian football star



Two Ivorian talents

B Read the text silently

Salomon Kalou is a very talented football player in Côte d'Ivoire. He and Didier Drogba remain two of the main talents in Côte d'Ivoire. Ivorian fans are really glad and proud to have them in their national team, *The Elephants*. As a kid, Kalou enjoyed playing with his friends in his neighborhood. But he lacked experience. Luckily, he found a mentor who helped him enrich his soccer skills; He trained hard to reach his highest levels of performance with professional teams and *The Elephants*. Today, Kalou remains an inspiration to many Ivorian youths because of his success.

2 Listen and repeat the dialogues.

A

A : Why did Kalou train hard? B: He trained hard in order to have a good performance.

Scanned by CamScanner

B

A : Who is the best football player of Côte d'Ivoire? B: Drogba is

A : A car, a plane and a bicycle. Which one is the most expensive?

B : The plane is

TIME TO PRACTISE AND CHECK

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

talented	to lack	proud	to reach	glad	mentor	talents	success

Génies en herbe is a youth competition. Participants are the youths who are intellectually talented. Each year, many young boys and girls are ...1.....to show their .....2..... ....Each of them has a .....3.....who advises them. They all want to .....4.....the highest level of performance. But we know they won't know the same success because some of them...5..... experience.

4 Build sentences with the words in the brackets.

a) ar – bicycle – plane (expensive means of transportation): The plane is most expensive of the three.

b) Abidjan – Bouake – Korhogo (big city)

c) Yaya Toure – Kalou – Eric Bailly (good player)

d) Beyonce – Rihanna – Nayanka Bell (beautiful woman singer)

e) 5/20 – 12/20 – 18/20 (bad mark)

5 Make a sentence with one of the reasons from the box.

Why do you go to school?

be educated – get a good job one day – take care of family one day – serve my country

1. I go to school in order to be educated.
2. .....
3. .....
4. .....

Scanned by CamScanner

TIME TO COMMUNICATE AND CHECK

6 Your teacher asks you to do a presentation on The Elephant's victory on the 23rd African Cup of nations.

1. Read the fhe following text to help you prepare your presentation.
2. Answer the questions.
3. Find more information on the Internet to help you.



An Ivorian football star.

Goalkeeper Boubacar Barry scored a decisive goal against *The Black Stars* of Ghana at the 23rd Africa Cup of Nations' final in Bata, Equatorial Guinea. The ninety minutes ended on a 0-0 nil. Then, a 30mn extra time also ended on the same score. So, a series of penality kicks started. On the 8th session, veteran Copa Barry pushed away Razak Braimah's kick. There was a great moment of excitement from the Ivorian supporters. A moment of great suspense followed. Copa was to kick the 9th kick. If he scored, Côte d'Ivoire would be the winner. All the supporters held their breaths. Copa concentrated, then skillfully directed the ball on the right side of the nest. Côte d'Ivoire was the winner! The whole nation was excited. The players were warmly welcomed by an excited crowd of supporters at The Félix Houphouet-Boigny International Airport, Abidjan. All the players, including their coach Herve Renard, received awards from the President of the Republic of Côte d'Ivoire, his Excellency Allassane Ouattara. What a wonderful day!

1. Where did the 23rd Africa Cup of Nations take place?
2. Who scored the winning goal for the Elephants?
3. How did Ivorian supporters feel when Copa stopped the Ghanaian 8th kick?

Scanned by CamScanner

4. Why was there a moment of suspense when Copa was on the point of kicking the ball?
5. How did Ivorians welcome the players?
6. Did only the players receive awards?
7. Why is this day a memorable day?



The Elephants Football Team.

Scanned by CamScanner

LESSON 3

Be an Active Learner!

TIME TO FIND OUT

LESSON FOCUS

- Vocabulary related to games.
  Expressing the end of a status.
- Use of 'no more'.

A

1 Read the text and circle the true statement.

In the objects' session

a) The teacher gives the example.
b) The schoolmaster offers the example.
c) The example comes from a student.
d) The student gives a lot of examples.

The session of objects in Physical Education is also named the session of small materials. It is a typical example of the active teaching methods. The active method is when the students cease to be the objects of Education to become the subjects. This means that the students are no more passive listeners, but active learners. They actively participate in building up their own knowledge.

In the objects' session, every student has an object, a small ball for example. The teacher says "use your balls" and he observes them. When a student uses the ball well, he stops them and asks that student to continue playing. Then, they try to explain this way of playing the ball. It is the verbalization. Finally, he asks all the other students to play like that student. It is no more free. All the students play the same way.

Scanned by CamScanner

TIME TO PRACTICE AND CHECK

2 Read the text and answer the questions below.

1. What is the other name of the session of objects?
2. Is it a French lesson?
3. When do we say that a method is active?
4. Are the students still passive in building up their knowledge?
5. In the text, was the teacher the creator of the example?
6. Does the teacher verbalize the new way of playing the ball alone?
7. Are the students of this class still passive like before?

3 Study this sentence.

– Students are no more objects.

Find similar ones in the text.

4 Decide if the following statements are true or false. Correct the false ones.

1. Physical Education is a subject like Mathematics.
2. The session of objects is the title of a lesson.
3. A teaching method is a way of educating people.
4. In active methods, students are still passive.
5. Before the verbalization, students play the same way.

5 Study this table and make as many sentences as possible like the examples.

	PRIMARY SCHOOL	SECONDARY SCHOOL	TEACHER TRAINING COLLEGE (E.N.S)	TEACHE
Gnamateh	1956-1963	1964-1971	1972-1975	1976-2006
Kapé	1979-1984	1985-1992	1993-1996	1996
Nioulé	2000-2006	2007-2014	2015	

Examples

- Gnamateh is no more at the university.
- Kapé is no more at the Teacher Training College but she is still a teacher.

Scanned by CamScanner

TIME TO COMMUNICATE AND CHECK

6 The members of the English class 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. Find other games and verbalize them for the English club's members. **(The cord, the river of crocodiles, the lions and the gazelles)**

TIME TO REVISE AND CHECK

1 Classify the sports in the table below.

karate – athletics – judo-climbing – volley ball – soccer-football – yoga – running – kung fu – cricket – jogging – golf – cycling– basketball – rugby – swimming

TO DO	TO GO	TO PLAY

2 Complete the sentences with the correct forms of the verbs.

INFINITIVE	PASSIVE VOICE
1. to send	This letter ..... to Dad not to Mum
2. to build	Their new house ..... by a famous architect.
3. to steal	His mobile phone ..... yesterday at the car station.
4. to serve	Lunch ..... at 12:30 in this restaurant everyday.
5. to sell	Computers and mobile phones ..... in this supermarket.
6. to wash	Cars ..... in this gas station.
7. to invite	A lot of people ..... to her birthday party.

3 Read the text again on the previous page and match these words to their synonyms.

1. Period (L.1)
2. Distinctive (L.2)

Scanned by CamScanner

3. Stop (L.4)
4. Inactive (L.6)
5. Pursuit (L.7)
6. Information (L.8)
7. Play (L.11)
8. Expression (L.14)

4 **Use the clues below to say that things have no more the same status, as in the example:**

Example: ***Mobile phones/expensive/cheap***
Mobile phones are no more expensive. They are cheap.

a) Malick/a boy/a man
b) Jacob/thin/fat
c) John/dangerous/wise
d) Akissi/in Daloa/in Abidjan
e) Languibonou/small/big
f) Théssia/student/schoolmistress
g) Jeff/in Gadouan/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.

Check your answers with your friends.

Scanned by CamScanner

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

TIME FOR CLASS PROJECT

Your English Club is organizing a sports competition. The theme is: **"How much do you know about football?"**

Here are the names of the famous football players from Côte D'Ivoire, Africa, Europe and America to help you to design your poster.

In your group find their names, their clubs or their countries. Then, organize your poster to present to the English Club.

Football players:

Karim Benzema, Michael Essien, Lionel Messi, Raul Gonzalez, Emmanuel Adebayor, Iniesta, Kolo Touré, Di Maria, Gervinho, Zlatane Ibrahimovic, Alex Song, Diego Maradona, Zinedine Zidane, Ronaldo,Tiago Motta, Kevin-Prince Boateng, Neymar, Yaya Touré, Arjen Robben, Samuel Eto'o, Christiano Ronaldo, Franck Ribery, Obame Meyang, David Beckham, Pele, Eusobio, Franz Beckenbauer.

Scanned by CamScanner

Clubs:

Paris Saint Germain (PSG), FC Barcelona, Manchester United, Benfica FC, Real Madrid, Bayern Munich, Chelsea.

Countries:

Togo, Ghana, Côte D'Ivoire, France, Brazil, Cameroon, Argentine, England, Portugal, Spain, Gabon, Germany.



The Black Stars of Ghana.



Untameable Lions of Cameroon.

Scanned by CamScanner

IRREGULAR VERBS

ENGLISH			FRENCH
INFINITVE	SIMPLE PAST	PAST PARTICIPLE	
to be	was/were	been	être
to beat	beat	beaten	battre
to become	became	become	devenir
to begin	began	begun	commencer
to blow	blew	blown	souffler
to bring	brought	brought	apporter
to buy	bought	bought	acheter
to catch	caught	caught	attraper
to choose	chose	chosen	choisir
to come	came	come	venir
to cost	cost	cost	coûter
to cut	cut	cut	couper
to do	did	done	faire
to draw	drew	drawn	dessiner
to drink	drank	drunk	boire
to drive	drove	driven	conduire
to eat	ate	eaten	manger
to fall	fell	fallen	tomber
to feel	felt	felt	(se) sentir
to find	found	found	trouver
to forget	forgot	forgotten	oublier
to get	got	got	recevoir, obtenir
to give	gave	given	donner
to go	went	gone	aller
to grow	grew	grown	grandir, pousser
to have	had	had	avoir
to hear	heard	heard	entendre

Scanned by CamScanner

to hide	hid	hidden	(se) cacher
to hold	held	held	tenir
to keep	kept	kept	garder
to know	knew	known	savoir, connaître
to lose	lost	lost	perdre
to make	made	made	faire, fabriquer
to meet	met	met	rencontrer
to pay	paid	paid	payer
to put	put	put	mettre
to read	read	read	lire
to ride	rode	ridden	aller à vélo, à moto
to run	ran	run	courir
to say	said	said	dire
to see	saw	seen	voir
to seek	sought	sought	chercher
to sell	sold	sold	vendre
to show	showed	shown	montrer
to sing	sang	sung	chanter
to sleep	slept	slept	dormir
to smell	smelt	smelt	sentir
to speak	spoke	spoken	parler
to stand	stood	stood	se tenir debout
to swim	swam	swum	nager
to take	took	taken	prendre
to teach	taught	taught	enseigner
to tear	tore	torn	déchirer
to tell	told	told	dire, raconter
to think	thought	thought	penser, croire
to understand	understood,	understood	comprendre
to wake (up)	woke	woken	se réveiller
to wear	wore	worn	porter (un habit)
to win	won	won	gagner
to write	wrote	written	écrire

Scanned by CamScanner

GRAMMAR RECAP

UNIT 1

1. Present continuous tense/présent progressif (L2 U1)

a) Formation : auxiliaire to be (am/is/are) V-ing (participle présent)
ex: I am speaking English.

b) Emploi: il s'emploie pour exprimer une action en cours

2. Prépositions de lieu (U1 L1)

Ces prépositions expriment une position, un lieu par rapport à un autre

Exemple : **opposite, behind, in front of, next to, across, round, from...to... etc**

Opposite the pharmacy, **along** the fence, **across** the street, **next to** the shop, **in front of** the market, **through** the window, **out of** my pocket, **from** home **to** school, **behind** the classroom, **over** the wall, **at** school, **in** the office, **on** the table.

c) Can et May

On les appelle modaux et ils sont différents des verbes.

- Ils n'ont pas « to » à l'infinitif
- Ils ne peuvent pas se conjuguer à tous les temps
- Ils ne prennent pas de « s » à la troisième personne du singulier au présent
- Ils n'ont ni participe présent ni participe passé
- ils ne construisent pas leurs formes interrogative et négative avec l'auxiliaire « to do »
- ils sont suivis de la base verbale d'un verbe, sauf dans les réponses courtes et les « tag »

Exemple :

- May I go out, Sir? Yes, you may.
  Can I take your eraser, please? No, you cannot.
  We can speak English She can sing beautifully.

d) L'expression du but

On utilise pour exprimer le but :

a. to

Exemple : He's going to school to become a judge.

b. in order to

Exemple : He's going to school in **order to** become a judge.

e) Le superlatif de supériorité

Sa construction tient compte du nombre de syllabe contenu dans l'adjectif.

Scanned by CamScanner

Type d'adjectif	Superlatif
Adjectifs courts (au plus 2 syllabes)	The+ adj+ est Ex : Ali is **the tallest** boy in the class
Adjectifs longs (plus de 2 syllabes)	The + most + adjectif Ex : she was **the most beautiful** girl
Adjectifs irréguliers (good et bad)	Good = **the best**/Bad = **the worst**

NB: quand un adjective composé de 2 syllabes se termine par "y", on remplace le « y » par « i » avant d'ajouter la terminaison « est »
Exemple : easy = **the easiest** *exemple* : That's **the easiest** test I've ever seen

f) Expressing likes and dislikes

Les mots comme « like » ou "prefer" exprime la préférence. Ils peuvent être suivis d'un gérondif ou d'un nom. *Exemple* : I like reading; He doesn't like fish.

Short answers

Ce sont les réponses brèves pour répondre à une question dont la réponse est soit "oui", soit "non". *Exemple :*
Do you like reading? Yes, I do.
Can he swim? No, he cannot/he can't.

UNIT 2

g) The Possessive Case

Le cas possessif est généralement utilisé pour exprimer la possession. Il se forme par l'ajout d'un 's ou d'un 'a un substantif.

Exemple :

- The teacher's family is in Morokro.
- My parents' car is red.

8. The Simple Present Tense

Dans la plupart des cas, le présent simple est utilisé pour exprimer des habitudes.
Exemple :

- Dad wakes up at 5 o'clock every morning.
- The children go to church on Sundays.

9. The Past Simple Tense

Ce temps est utilisé pour exprimer une action achevée, passée. Très souvent on utilise un mot ou une expression exprimant un moment passé.

Exemple :

- Yélé went to Karnadala yesterday.
- President Houphouët Boigny died in 1993.

Scanned by CamScanner

Type d'adjectif	Superlatif
Adjectifs courts (au plus 2 syllabes)	The+ adj+ est Ex : Ali is **the tallest** boy in the class
Adjectifs longs (plus de 2 syllabes)	The + most + adjectif Ex : she was **the most beautiful** girl
Adjectifs irréguliers (good et bad)	Good = **the best**/Bad = **the worst**

NB: quand un adjective composé de 2 syllabes se termine par "y", on remplace le « y » par « i » avant d'ajouter la terminaison « est »
Exemple : easy = **the easiest** *exemple* : That's **the easiest** test I've ever seen

f) Expressing likes and dislikes

Les mots comme « like » ou "prefer" exprime la préférence. Ils peuvent être suivis d'un gérondif ou d'un nom. *Exemple* : I like reading; He doesn't like fish.

Short answers

Ce sont les réponses brèves pour répondre à une question dont la réponse est soit "oui", soit "non". *Exemple :*
Do you like reading? Yes, I do.
Can he swim? No, he cannot/he can't.

UNIT 2

g) The Possessive Case

Le cas possessif est généralement utilisé pour exprimer la possession. Il se forme par l'ajout d'un 's ou d'un 'a un substantif.

Exemple :

- The teacher's family is in Morokro.
- My parents' car is red.

8. The Simple Present Tense

Dans la plupart des cas, le présent simple est utilisé pour exprimer des habitudes.
Exemple :

- Dad wakes up at 5 o'clock every morning.
- The children go to church on Sundays.

9. The Past Simple Tense

Ce temps est utilisé pour exprimer une action achevée, passée. Très souvent on utilise un mot ou une expression exprimant un moment passé.

Exemple :

- Yélé went to Karnadala yesterday.
- President Houphouët Boigny died in 1993.

Scanned by CamScanner

10. The Imperative mode

Le mode impératif s'obtient en utilisant le verbe sans "to" ; Il est généralement utilisé pour donner des instructions ou des consignes.

Exemple : – Go home !

Don't abuse your mates!

UNIT 3

11. What's .....like ?

La question « What's .....like » veut simplement dire « Comment est..... ». Ainsi, on peut l'utiliser pour décrire soit des choses, soit des personnes ou même des animaux. La question invite donc l'interlocuteur à décrire, une chose

Exemples :

1. A : What's the weather like? B : It's fine/cloudy/windy, etc.
2. A : What's your sister like? B : She's beautiful
3. A : What's Abidjan like? B : It's big

12. Les prépositions liées au temps

- Pour les jours : on utilise en général on : on Mondays, Tuesdays, etc.
- Pour les différents moments de la journée :

In the morning, in the afternoon, in the evening; mais on dit : at night, at noon

- Les mois : In December, in January, etc.
- Pour les années : In 2016, in 1996
- Pour les saisoins : in the rainy season, in Spring, in Summer, etc.
- Pour les heures : At 4 am; at 5 o'clock;

13. L'expression du futur avec Be+ V-ing

On utilise cette forme pour parler d'activités futures lorsque celles-ci sont programmées d'avance et presque sures d'être exécutées.

Exemple : I am travelling to Korhogo on April 4.

UNIT 4

14. Expression de la possession

Il y a trois façons d'exprimer la possession :

a) par l'adjectif possessif

A : Whose pen is this ? B : It's my pen.

Liste des adjectifs possessifs:

My	Mon, ma, mes
Your	Ton, ta, tes
His	Son, son, sa (masculin)
Her	Son, son, sa (féminin)

Quelques exemples

My mother likes her job very much.
He drives a new school bus, its colour is yellow.

Scanned by CamScanner

Its	Son, son, sa (animal, chose, objet)
Our	Notre, nos
Your	Votre, vos
Their	Leur, leurs

The policemen are sitting in their van.
Our new teacher is always on time.

b) par le pronom possessif

A : Whose pen is this B : It's mine

Liste des pronoms possessifs :

Mine	le mien, la mienne, les miens, les miennes
Yours	Le tien, la tienne, les tiens, les tiennes
His	Le sien, la sienne, les siens, les siennes (possesseur masculin)
Hers	Le sien, la sienne, les siens, les siennes (possesseur féminin)
Ours	Le nôtre, La nôtre, les nôtres
Yours	Le vôtre, la vôtre, les vôtres
Theirs	leur, la leur, les leurs

Quelques exemples

I don't like her job. I like mine.

This is not our office. It is theirs.

Most boards in the school are green, ours is black.

My parents work in a bank. Yours work in a hospital.

c) par le nom du possesseur suivi d'un apostrophe

Exemple : John's cat ; Pat's bag ; Rose's car.

NB : la prononciation varie selon le son à la fin du nom :

a. nom se terminant par, une voyelle ou /n/ /m/ /b/ /d/, on le prononce /z/

b. nom se terminant par /z/ /s/, on le prononce /iz/ Rose's ; Alex's.

c. nom se terminant par /t/ /k/ /p/, on le prononce /s/ : Jack's ; Pat's ; Diop's ;

UNIT 5

15. Adverbs of frequency:

Pour exprimer la fréquence des actions que tu fais, tu peux utiliser les adverbes de fréquence tels que always *(toujours)*, never *(jamais)*, often *(souvent)*, usually *(habituellement)* et sometimes *(quelquefois)*.

Exemple : I always learn my lessons. I'm never late in class.

16. Simple Present

Pour exprimer tes habitudes, ce que tu aimes et dire des vérités générales tu utilises le Présent Simple.

Exemple : Boys wear khaki uniforms to school. I like blue.

Do girls wear wrappers to school? No, they don't.

Scanned by CamScanner

Conjugaison des verbes au Présent simple :

Forme	Autres sujets (I, you, we, they)	3e personne su singulier (he, she, it)
Affirmative	Pupils like holidays.	*My sister* likes avocado.
Interrogative	Do you/they like blue shirts?	Does *your teacher* wear suits?
Negative	I/We don't like these green trousers	*Our mother* does not (doesn't) like green peas.

17. Future Tense:

Pour exprimer l'avenir ou les actions futures, tu peux utiliser "will" dans une phrase affirmative ou interrogative et "will not" ou "won't".

Ex: *Will your sister start her new job soon? Yes, she will. She'll start next week.*
Our English teacher won't come to work tomorrow. She's sick.

18. Comparing.

Pour exprimer un choix tu peux utiliser le comparatif de supériorité.

Ex: *This blouse is too big. Do you have it in a smaller size?*

19. Expressing likes and dislikes.

Pour exprimer tes goûts et préférences tu peux utiliser plusieurs verbes et expressions idiomatiques telles que : *to like, to prefer, to suit, to look nice on.*

Ex: *I don't like these green trousers. I prefer the black ones.*
This pink blouse suits you. It looks so nice on you!
This yellow shirt is too bright. Do you have it in pink?

20. Asking for prices.

Pour demander le prix de quelque chose tu peux également utiliser le verb "to cost" précédé de "how much":

Ex: *How much does this sweater cost?*
It's 25,000 franc /CFA.

UNIT 6

21. Can I help you?/How can I help you?

On pose cette question lorsqu'on propose ses services à quelqu'un (dans un restaurant, par exemple) ; en général l'on répond en disant oui avant de dire ce dont on a besoin.

A : Can I help you sir ? B : Sure. Can I have the menu please?

22. Faire des suggestions ou donner des conseils.

Pour donner un conseil à quelqu'un, on peut utiliser 'should'

Exemple : You should eat organic food and practice sport.

Scanned by CamScanner

23. Pour faire une suggestion à quelqu'un on peut utiliser 'how about' + V-ing.

A : How about going to the beach next Saturday?

B : Great ! I'd appreciate.

24. Expression des préférences.

Pour exprimer sa préférence pour une chose on utilise l'expression « I'd rather » + Verbe sans « to »

A : Do you want to buy the blue shirt or the red one?

B : I'd rather buy the red one.

25. Les verbes de perception.

Ce sont des verbes comme taste look, taste ,sound, smell feel qui decrivent la qualité d'une personne ou d'une chose

a) Au goûter : ex.the food *tastes* good : le repas a un bon gout
b) À l'oreille : ex.The music *sounds* loud : la musique sonne fort
c) À l'odorat : ex. the Tchonron soup *smells* good : La soupe Tchoron sent bon
d) À la vue : my brother *looks* sick : mon frère a l'air malade
e) Au toucher : the table *feels* hard : la table est dure au toucher

NB : Remarquez que le verbe est suivi d'un adjectif qualificatif. Cet emploi ne prend pas le présent simple.

UNIT 7

26. Expressing obligation and prohibition.

Pour exprimer l'obligation, on utilise le modal "MUST" non précédé de "to" ou de sa variante "have to".

Exemple : You must brush your teeth every morning/You have to brush your teeth every morning

Pour exprimer l'interdiction, on utilise "MUSTN'T".

Exemple : You mustn't throw garbage in the street.

27. Giving advice (voir Unit 6).

UNIT 8

28. The passive voice.

Tu obtiens la voix passive en transformant une phrase active dans laquelle le sujet subit l'action.

Le verbe de la voix passive se conjugue avec l'auxiliaire *"BE"* **au même temps que la voix active** suivi du participe passé.

SUJET + BE (conjugué au temps de la voix active) + PARTICIPE PASSÉ.

Pour le participe passé des verbes réguliers, tu ajoutes simplement "ed" au verbe.

Scanned by CamScanner

Ex: *1- A Physical Education teacher invented basketball in America. (voix active)*
*Basketball **was** invented in America. (voix passive)*
Tu dois par contre connaître le participle passé des verbes irréguliers pour une bonne transformation.
Ex: *2- Affia buys a new scarf. (voix active).*
*A new scarf **is** bought by Affia. (voix passive)*
NB: Il est donc très important que tu connaisses le participe passé des verbes irréguliers.

29. Using to do/to go/to play with sports.

Pour exprimer la pratique du sport trois verbes sont ulilisés : "to do, to go et to play". "to do" est utilisé principalement pour les arts martiaux ainsi que certains sports pratiqués en groupe ; "to go" est employé pour les noms de sport se terminant par "-ing", et surtout pour les sports individuels ; "to play" est utilisé pour les sports collectifs et de raquette: ce sont surtout des sports de competition. *(voir tableau ci-dessous)*.

TO DO (Arts martiaux)	TO GO (Sports individuels)	TO PLAY (Sports Collectifs / de raquette)
Karate – athletics – judo – yoga – kung fu	Climbing – running – jogging – swimming– cycling	Cricket – golf – basketball – rugby – volley ball – soccer – football – tennis

Ex: *I do judo.*
Our father goes swimming every day.
Some pupils in my school play tennis.

30. No more

"No more" est utilisé pour exprimer l'absence de quelque chose ou d'un status qui a une fois existé.

- Mr Konaté is no more a secondary school teacher. Mr Konaté n'est plus au Lycée.
- Yamoussoukro is no more a village/Yamoussokro n'est plus un village.

31. "Still"

"Still" est utilisé pour montrer que quelque chose ou un status continue d'exister.

Exemple :

- Mariam is 45 years old but she is still beautiful. Mariam a 45 ans mais elle est encore belle.
- The Ziglibity dance is still on fashion : La danse Ziglibity est encore à la mode.

Scanned by CamScanner

MY DICTIONARY

A

Advice : conseil
Aunt : tante
Appetizer : entrée
Angry : en colère, fâché
Air-conditioner : climatiseur
Ace : as
Almost : presque

B

Bat : chauve souris
Be late : être en retard
Be on time : être à l'heure
Beef : viande de bœuf
Believe : croire
Billions : milliards
Bit : morceau
Boot : chaussure (sport)
Breathe : respirer
Bush meat : viande de brousse
Bean leaves : feuilles d'haricot
Bedsheet : drap de lit
Blanket : couverture
Brush : brosse ; brosser ;
Base line : la ligne de fond
Belt : ceinture
Bench : banc de touche
Boundary : limite
Bracelet : bracelet
Bright (green) : (vert) vif
Brooch : broche
Browse : parcourir
Be in a hurry : être pressé
Blossom : fleurir, pousser
Blow : souffler (vent)
Bridge : pont
Busy : occupé
Bat : chauve souris
Billions : milliards
Bit : morceau
Boot : chaussure (sport)
Breathe : respirer

C

Call the roll : faire l'appel
Cease : cesser
Cheese : fromage
Chop : découper
Church : église
Consume : consommer
Cousin : cousin
Cookies : cookies
Crackers : biscuits
Can : pouvoir, avoir la permission
Canteen : cantine scolaire
Congratulate : féliciter
Chemicals : produits chimiques
Cash : payment cash
Catch : attraper, saisir
Choir : un chœur
Coach : entraineur
Comb : peigne
Court : terrain de jeu (basketball)
Cloudy : nuageux
Cold : froid

Scanned by CamScanner

D

Dark blue : bleu foncé(e)
Dessert : dessert
Dark green : vert foncé(e)
Dedicate (v) : dédier
Disaster : désastre
Dot : point
Dry : sec
Disappear : disparaitre
Dot : point
Dump (v) : déverser, déposer

E

Earrings : boucles d'oreille
Expensive : cher, couteux

F

Fan : ventilateur
Fall : automne
Ferry : bac (transport) fine
Fatty food : repas gras
Fire brigade : sapeurs-pompiers
Firebreak : coupe-feu
Form-master : un professeur principal
Free period : une heure libre
Family tree : arbre généalogique
Father-in-law : beau-père
Flu : la grippe
Fried rice : riz gras
Fan : ventilateur
Fumes : fumées

G

Gift : cadeau, présent
Gain weight : prendre du poids
Good-looking : beau/belle en apparence
Glad : heureux
Grilled fish : poisson braisé
Glass of water : verre d'eau
Garbage bag : sac-poubelle
Garbage : ordures
Grow fast : se developper rapidement
Gutters : caniveaux
Garden : jardin
Grandchildren : petits-enfants
Grandad : grand-papa
Granddaughter : petite-fille
Grandfather : grand-père
Grandma : grand-maman
Grandmother : grande-mère
Grandparents : grand-parents
Groundnut : graines d'arachide
Go up : passer en classe supérieure
Gate : entrée, portail
Grammar/secondary school : college, lycée

H

Hairbrush : brosse à cheveux
Half court line : ligne médiane
Half price : moitié prix
Handbag : sac à main
Handkerchief : mouchoir de poche
Handsome : beau, élégant
Hat : chapeau
Headmaster : directeur
Healthy : en bonne santé
Headache : mal de tete
Hoop : panier
Haze : brume
Hot : chaud
Hose : tuyau

Scanned by CamScanner

I

In a mess : en désordre
Infirmary : infirmerie
I guess : je suppose, pense
Ingredient : Ingrédient
Iron : repasser un habit ; fer à repasser
Ice-cream : crème glacée

J

Jacket : veste
Jamboree : réunion générale

K

Keep in the fridge : conserver au frigot
Knowledge : connaissance

L

Large : grande taille
Light blue : bleu clair(e)
Light green : vert clair(e)
Line up/to queue up : s'aligner
Lie down : se coucher
Lose weight : perdre du poids
Long : long
Left/right : gauche/droite
Library : bibliothèque
Loose : grand
Learn : apprendre
Lung cancer : cancer du poumon

M

May : pouvoir, avoir la permission
Main dish/course : repas principal
Menu : menu
Milk : du lait
Medium : taille moyenne
Mirror : miroir
Make up : se maquiller
Mosque : mosquée
Mother-in-law : belle-mère
Main : principal
Messy : désordonné

N

Necklace : collier
Nephew : neveu
Newspaper : Journal
Next : (au) suivant, à coté
Need : avoir besoin de

O

Odrure : excrément
Oil : pétrole
Office : bureau
Object : un objet
Opposite : à l'opposé
Organic food : repas naturel
Order : passer une commande

P

Physician : un médecin
Pleased (to be) : content
Pinch : une pincée
Piece of : morceau de
Pocket : poche
Physical training (PT)/physical education : education physique
Playground : aire de jeu
(three) point line : la ligne de 3 points
Purse : une bourse, porte-monnaie
Put on (to) : porter
Pyjamas : pijamas
Pan : casserole
Pass (a test) : réussir un test
Peak : sommet

Scanned by CamScanner

Perfume : parfum
Petroleum : pétrole
Pie : tarte, tourte
Pimples : boutons
Polar bears : ours polaires
Purify : purifier
Pour : verser un liquide
Paste : pâte
Passive : Passif

Q

Query : une question, une préoccupation
Quote (to): citer
Quit : quitter

R

Rebound : un rebond
Receipt : un reçu
Restrooms/toilets : toilettes
Resume : reprendre
Ring : une bague
Rain : pleuvoir (V) ; la pluie (N)
Rainy : pluvieux
Resume : reprendre (les cours)
Remove : enlever
Roast : griller
Rob : voler, cambrioler
Rug : tapis

S

Sad : triste
Sale : vente,
Sale (to be on) : être (en solde/réduction)
Sale (for) : à vendre
Sandal : sandales
Scarf : foulard / écharpe
Stomachache : mal d'estomac
Salty food : repas salé
Scholarship : une bourse d'études
Sell (to) : vendre
Send (to) : envoyer
Sound : sonner
Shoot : tirer, lancer
Shop keeper : vendeur, commerçant
Size : taille, pointure
Spicy food : repas épicé
Slippers : pantoufles
Search : recherche
Session : séance
Sieve : tamiser
Sister-in-law : belle-sœur
Shave : se raser
Smash : écraser
Soup : soupe, potage
Socket : prise de courant
Subject : sujet
Sugary food : repas sucré
Switch on : mettre en marche
Switch off : mettre sur arrêt
Smell : sentir
Small : petit(e)
Smart : beau , joli
Steal (to) : voler
Sunglasses : lunettes de soleil
Schedule : emploi du temps
Spelling lesson : une leçon d'orthographe
Subject : une discipline, une matière
Season : saison
Sleep : dormir
Snow : la neige

Scanned by CamScanner

Spring : printemps
Summer : été
Sunny : ensolleillé
Science laboratory : laboratoire de science
Staff-room : salle des professeurs
Sensitisation : sensibilisation
Sensitise : sensibiliser
Sip : petite gorgée
Software : logiciel
soot : suie (matière carbonnée noire et épaisse)
Stay down : redouble

T

Take off (to) : enlever
Term : un trimestre
Taste : goûter
Typical : typique, distinctif
Titbits : bonbons
Tight : serré
Try (to) : essayer
Trainers/sneakers : chaussures de sport
Taste : gouter
Take (a test) : passer
Tidy : ordonné
Travel : voyager
Tanker : camion-citerne
Tap : tape légère
Towel : serviette

U

Umbrella : parapluie
Uniform : uniforme scolaire
Uncle : oncle
Use : utilisation

V

Vest : veste
Van : fourgonnette, camion
Veal : veau
Verbalize : rendre une idée par des mots

W

Waiter/waitress : serveur/serveuse
Wallet : portefeuile
Watch : montre
Wholesale : vente/achat/service de gros
Wrap : emballer
Warm : chaud
Waste (time/money) : gaspiller
Watch : observer, regarder
Weather : le temps
Worried : inquiet
Windy : il vente
Wind : vent
Winter : l'hiver
weigh (v) : péser

X

Y

Yummy : delicieux

Z

Zip : fermeture éclair

Illustrateur : KOUAH Hervé Saint-Claire
Maquette et Mise en pages : Service Production
Achevé d'imprimer pour le compte
des ÉDITIONS ÉBURNIE
Septembre 2016
Dépôt légal n° 12922 – 2e Trimestre 2016

Scanned by CamScanner



9 782847 703122

Scanned by CamScanner