École Nation et Développement

MINISTÈRE DE L'ÉDUCATION NATIONALE
ET DE L'ALPHABÉTISATION

ENGLISH FOR ALL

Student's book

5e

NOUVELLE ÉDITION



Éditions Éburnie
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École Nation et Développement

MINISTÈRE DE L'ÉDUCATION NATIONALE
ET DE L'ALPHABÉTISATION

DIRECTION DE LA PÉDAGOGIE
ET DE LA FORMATION CONTINUE

ENGLISH FOR ALL

5e Student's Book

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AVANT-PROPOS

English For All 5e Nouvelle Édition, comme ceux de 6e, 4e et 3e **de la collection École , Nation et Développement**, s'inscrit dans la continuité de l'ancienne collection avec cependant des modifications en termes de structure et de contenu des leçons.

En effet, après cinq ans d'utilisation du manuel dans les lycées et collèges de Côte d'Ivoire, la nécessité d'une mise à jour du format et des contenus des leçons s'est imposée pour en faciliter l'utilisation à la fois par les apprenant(e)s et les enseignant(es).

La nouvelle collection reste conforme aux programmes recadrés et axés sur l'Approche par les Compétences (l'APC), en faisant de l'élève de la classe de cinquième l'acteur principal de son apprentissage, et de l'enseignant(e)s 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.

La nouvelle collection *English For All 5e* comble le manque de situations d'apprentissage dans l'ancienne collection et subdivise chaque leçon en séances. En outre, elle intègre les quatre grandes compétences (*Listening, Speaking, Reading et Writing*) pour mieux refléter la réalité de leur utilisation dans la vie courante.

La nouvelle collection EFA contient 8 unités contenant 3 leçons chacune ; cependant, chaque leçon est subdivisée en trois séances, soit un total de 24 leçons et 64 séances.

Les deux premières séances concernent les blocs rédactionnels, *Time to Find Out et Time to Practise and Check*. Quant à la séance 3, *Time to Communicate and Check*, elle est consacrée au traitement d'une situation d'évaluation.

- ***Time to Find Out*** expose l'apprenant aux nouveaux items lexicaux et grammaticaux à acquérir, résumés dans « Session Focus ».

  Il se subdivise en deux parties :

1. *What are the people in the pictures doing*? (pour la présentation des items lexicaux).
2. *Listen and repeat the dialogues / Study the* text ou 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*** permet à l'apprenant de manipuler les nouveaux items lexicaux et grammaticaux à travers des exercices d'application variés.

• ***Time to Communicate and Check*** propose des exercices de synthèse pour amener l'apprenant à mobiliser les acquis des deux premières séances pour résoudre des problèmes de communication semi-réels ou simulés. Les contenus de deux premières sessions doivent faire l'objet d'une révision avant le traitement par les apprenants de la situation d'évaluation.

À la fin de chaque troisième unité, les blocs ***Time to Revise and Check, Time for Fun***, et ***Time for Class Project*** sont maintenus.

• ***Time to Revise and Check***, à la fin de la troisième leçon de chaque unité, permet à l'apprenant de vérifier les acquis des trois leçons de l'unité.

• ***Time for Fun*** intervient à la fin de chaque troisième unité 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 troisième unité permet aux apprenants de réaliser en classe des petits exposés de groupe.

La rubrique consacrée aux expressions idiomatiques, «Get the Idiom Right», qui apporte un plus à la connaissance de la langue anglaise, est aussi maintenue et renforcée.

Enfin, le glossaire "My Dictionary", et le précis grammatical intitulé « Grammar recap » sont maintenus.

Les auteurs

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TIME TO REVISE AND CHECK		TIME FOR FUN	TIME FOR CLASS PROJECT	

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)

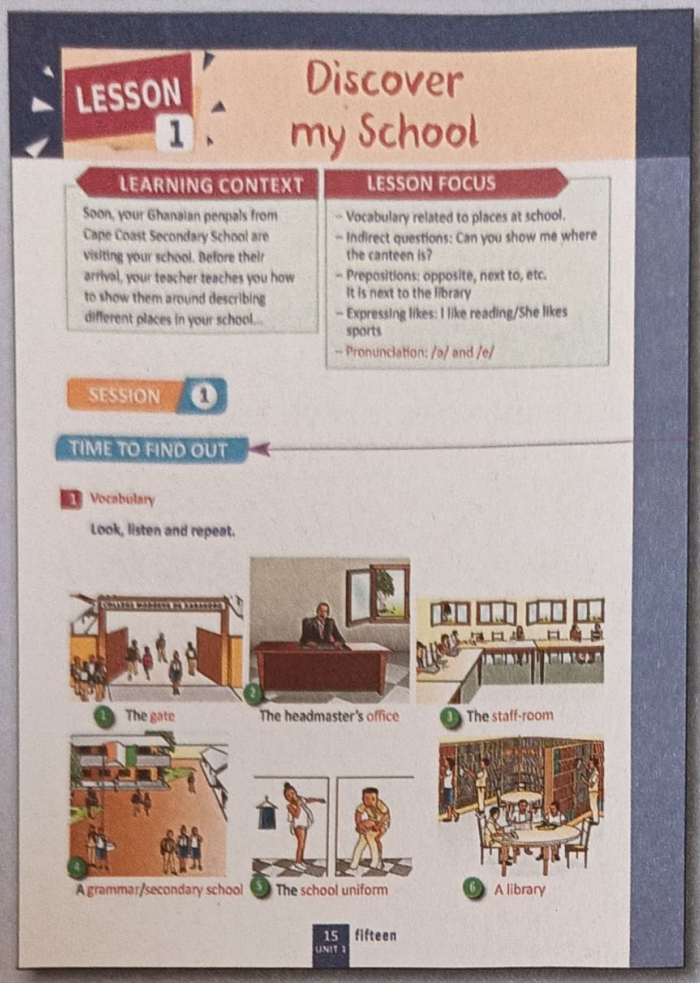
Ces activités d'apprentissage visent la mise en œuvre intégrée des quatre (04) compétences disciplinaires :

SPEAKING (Expression orale)

LISTENING (Compréhension orale)

WRITING (Expression écrite)

READING (Compréhension écrite).



LESSON 1

Discover my School

LEARNING CONTEXT

Soon, your Ghanaian penpals from Cape Coast Secondary School are visiting your school. Before their arrival, your teacher teaches you how to show them around describing different places in your 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: /a/ and /e/

SESSION 1

TIME TO FIND OUT

1 Vocabulary

Look, listen and repeat.

1 The gate
2 The headmaster's office
3 The staff-room
4 A grammar/secondary school
5 The school uniform
6 A library

15 UNIT 1 fifteen

TIME TO FIND OUT

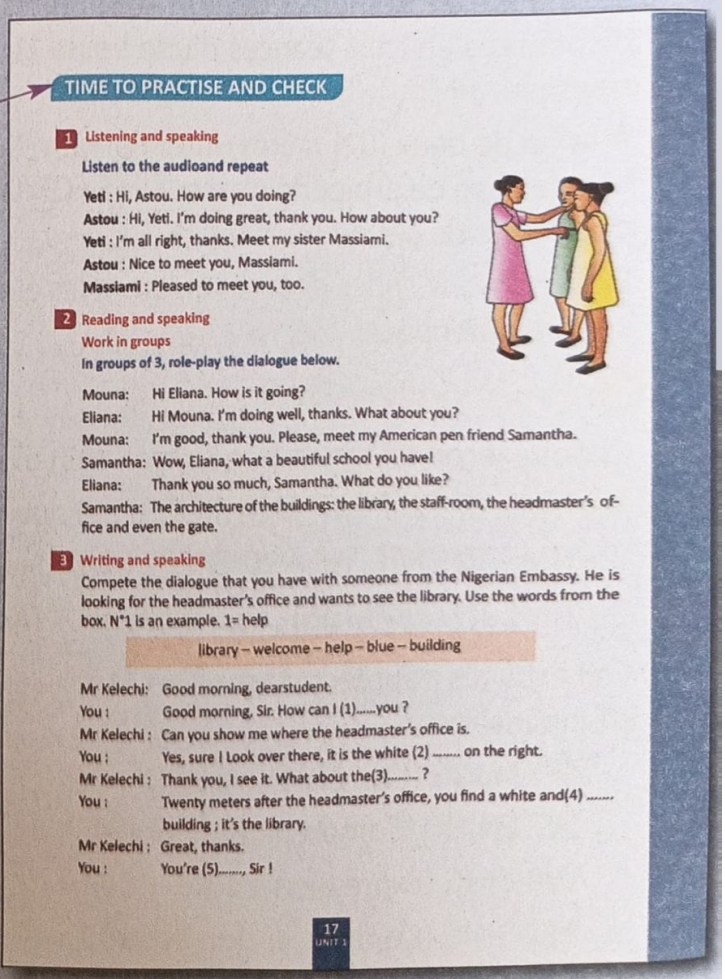
Ce bloc rédactionnel expose l'apprenant à la découverte des nouveaux items lexicaux et grammaticaux à acquérir.

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.



TIME TO PRACTISE AND CHECK

1 Listening and speaking

Listen to the audioand repeat

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.

2 Reading and speaking

Work in groups

In groups of 3, role-play the dialogue below.

Mouna: Hi Eliana. How is it going?
Eliana: Hi Mouna. I'm doing well, thanks. What about you?
Mouna: I'm good, thank you. Please, meet my American pen friend Samantha.
Samantha: Wow, Eliana, what a beautiful school you have!
Eliana: Thank you so much, Samantha. What do you like?
Samantha: The architecture of the buildings: the library, the staff-room, the headmaster's office and even the gate.

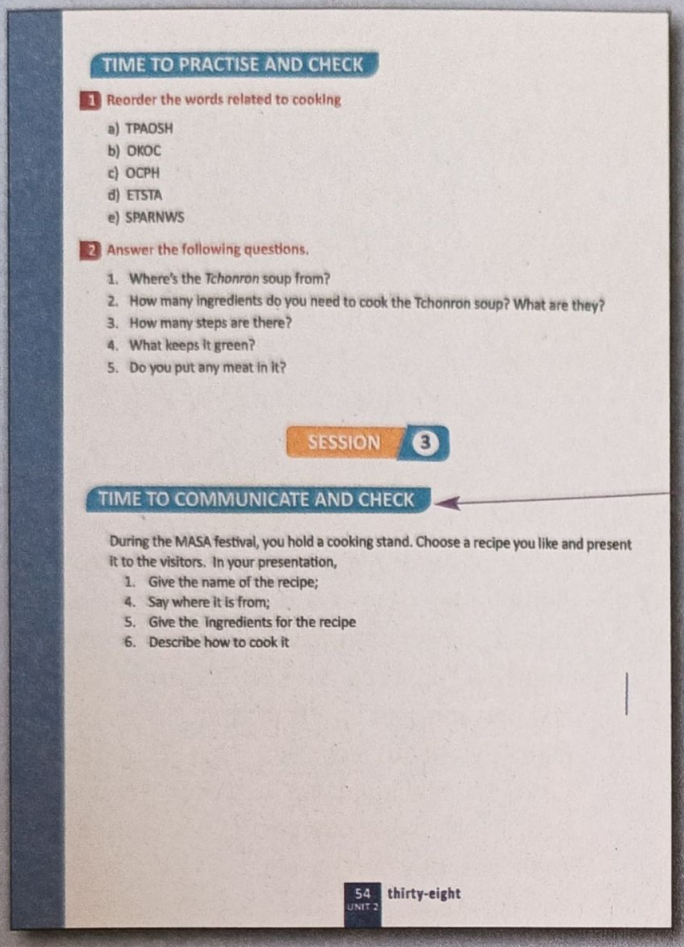
3 Writing and speaking

Compete the dialogue that you have with someone from the Nigerian Embassy. He is looking for the headmaster's office and wants to see the library. Use the words from the box. N°1 is an example. 1= help

library – welcome – help – blue – building

Mr Kelechi: Good morning, dearstudent.
You : Good morning, Sir. How can I (1).....you ?
Mr Kelechi : Can you show me where the headmaster's office is.
You : Yes, sure ! Look over there, it is the white (2) ..... on the right.
Mr Kelechi : Thank you, I see it. What about the(3)..... ?
You : Twenty meters after the headmaster's office, you find a white and(4) ..... building ; it's the library.
Mr Kelechi : Great, thanks.
You : You're (5)....., Sir !

17 UNIT 1



TIME TO PRACTISE AND CHECK

1 Reorder the words related to cooking

a) TPAOSH
b) OKOC
c) OCPH
d) ETSTA
e) SPARNWS

2 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?

SESSION 3

TIME TO COMMUNICATE AND CHECK

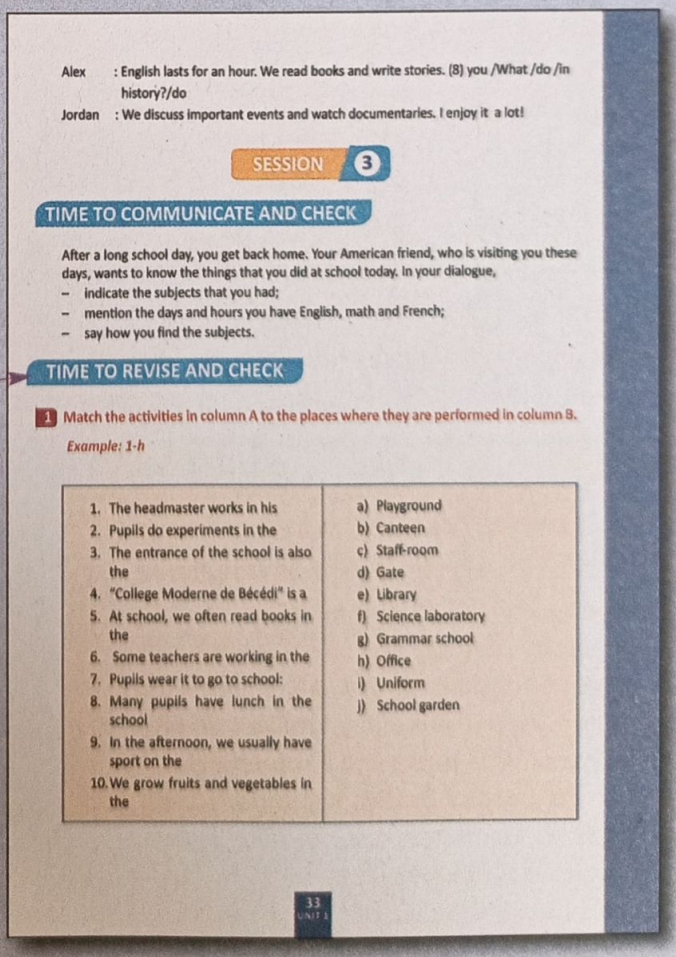
During the MASA festival, you hold a cooking stand. Choose a recipe you like and present it to the visitors. In your presentation,

1. Give the name of the recipe;
4. Say where it is from;
5. Give the ingredients for the recipe
6. Describe how to cook it

54 UNIT 2 thirty-eight

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 réels ou simulés.



Alex : English lasts for an hour. We read books and write stories. (8) you /What /do /in history?/do
Jordan : We discuss important events and watch documentaries. I enjoy it a lot!

SESSION 3

TIME TO COMMUNICATE AND CHECK

After a long school day, you get back home. Your American friend, who is visiting you these days, wants to know the things that you did at school today. In your dialogue,

- indicate the subjects that you had;
- mention the days and hours you have English, math and French;
- say how you find the subjects.

TIME TO REVISE AND CHECK

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

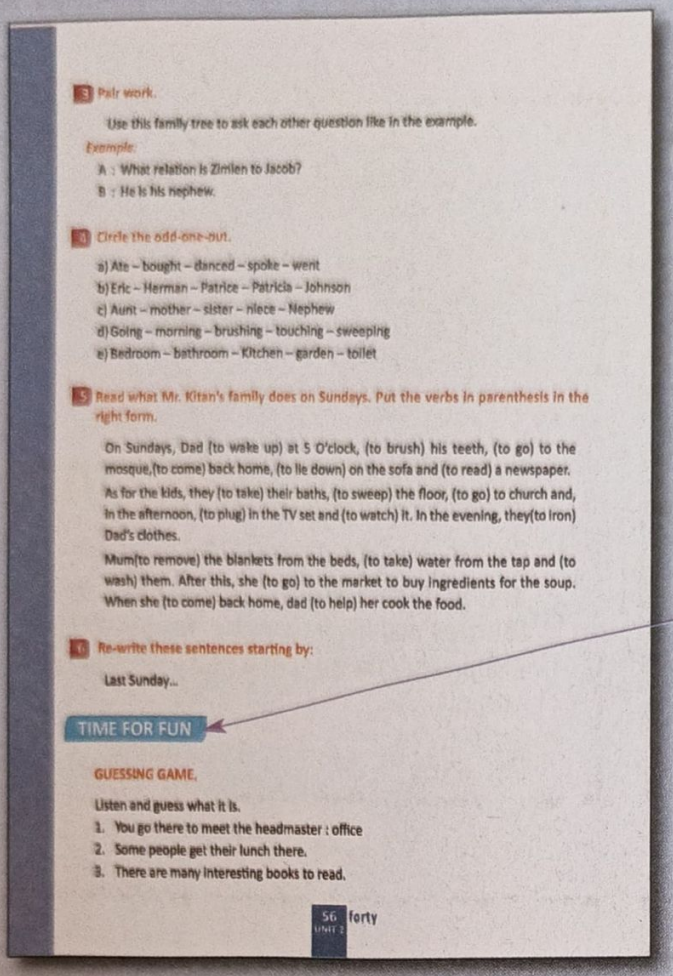
Example: 1-h

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

33 UNIT 1

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).



3 Pair work.

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

Example:

A : What relation is Zimlen 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.

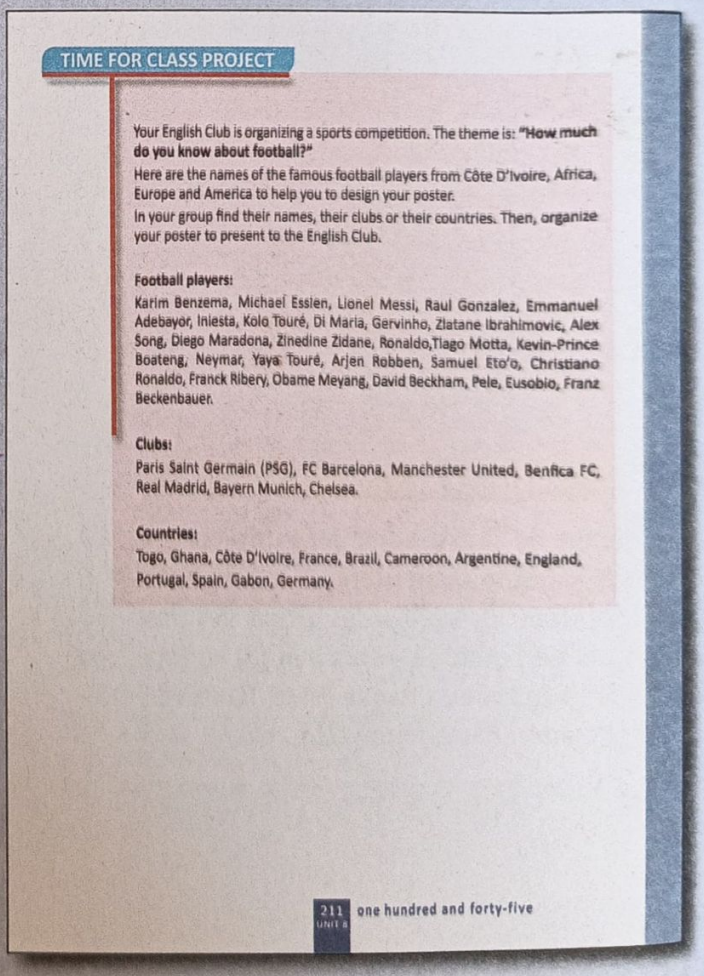
Listen and guess what it is.

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

56 UNIT 2 forty

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.



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, Michaël 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.

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.

211 UNIT 8 one hundred and forty-five

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.

unit 1

AT SCHOOL





LESSON 1 Discover my School

LEARNING CONTEXT

Soon, your Ghanaian penpals from Cape Coast Secondary School are visiting your school. Before their arrival, your teacher teaches you how to show them around describing different places in your 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/

SESSION 1

Session Focus

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

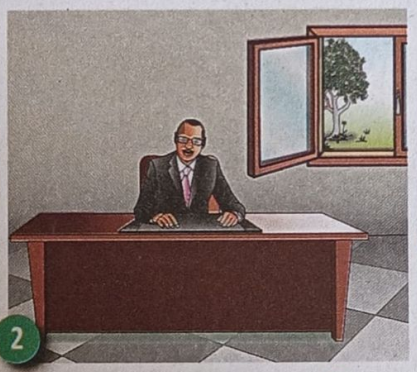
TIME TO FIND OUT

1 Vocabulary

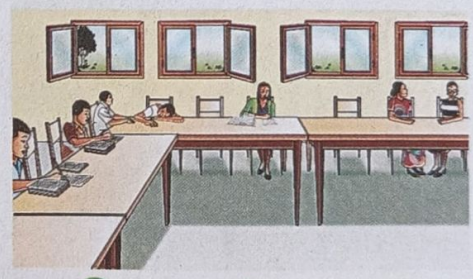
Look, listen and repeat.



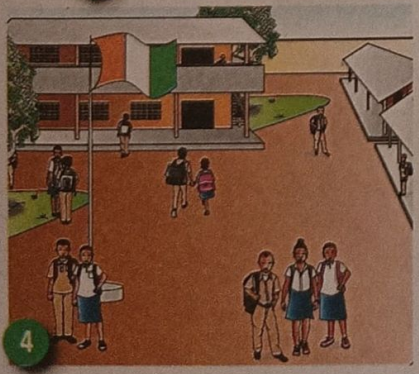
1 The gate



2 The headmaster's office



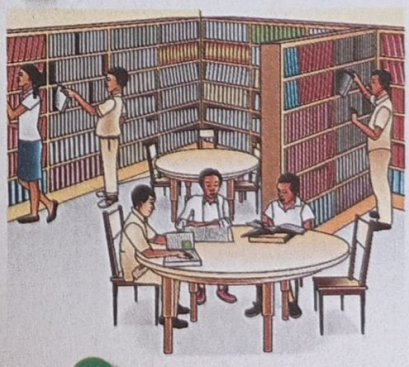
3 The staff-room



4 A grammar/secondary school



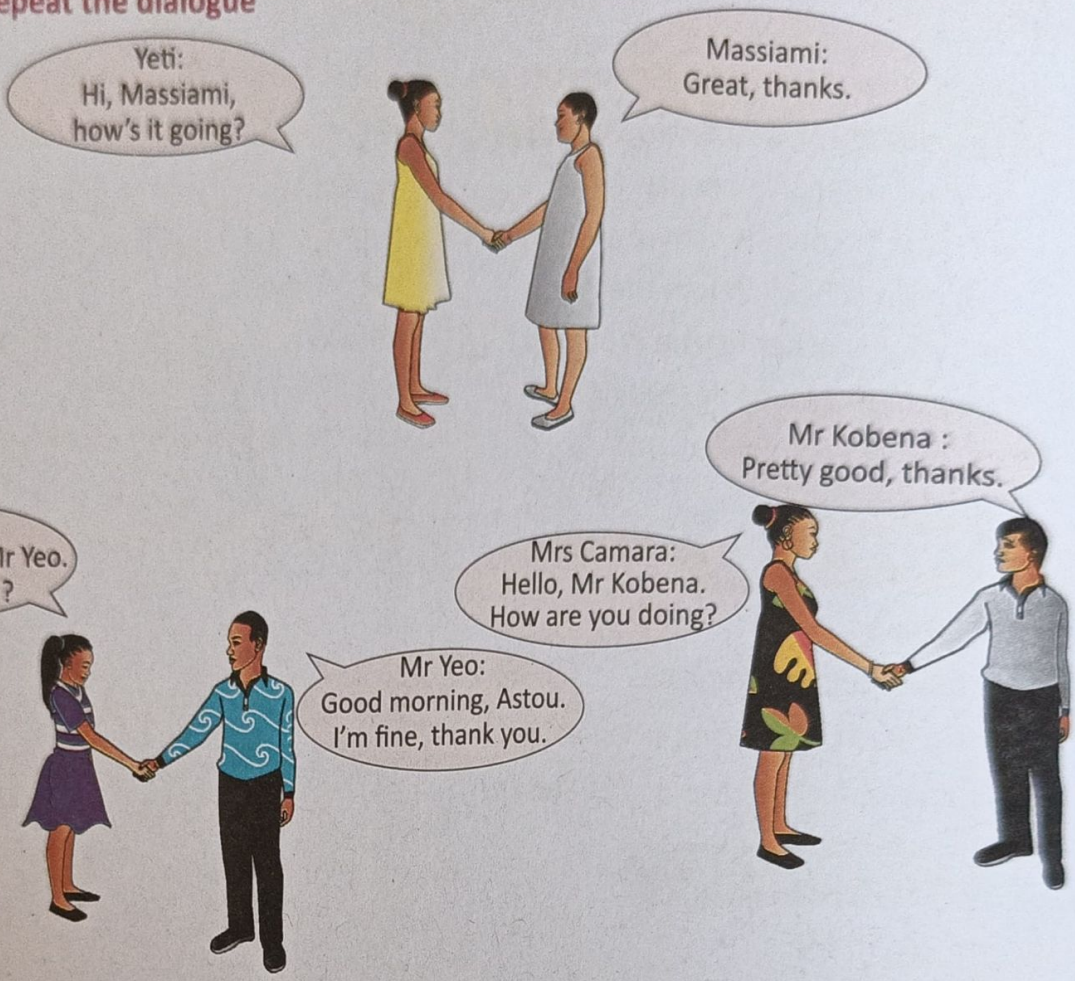
5 The school uniform



6 A library

2 Greeting and introducing people

Listen and repeat the dialogue



3 Expressing likes



Kouadio **likes** sport.



These girls **like watching** anime.

4 Pronunciation

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

TIME TO PRACTISE AND CHECK

1 Listening and speaking

Listen to the audio and repeat



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.

2 Reading and speaking

Work in groups

In groups of 3, roleplay the dialogue below.

Mouna: Hi Eliana. How is it going?
Eliana: Hi Mouna. I'm doing well, thanks. What about you?
Mouna: I'm good, thank you. Please, meet my American pen friend Samantha.
Samantha: Wow, Eliana, what a beautiful school you have!
Eliana: Thank you so much, Samantha. What do you like?
Samantha: The architecture of the buildings: the library, the staff-room, the headmaster's office and even the gate.

3 Writing and speaking

Complete the dialogue that you have with someone from the Nigerian Embassy. He is looking for the headmaster's office and wants to see the library. Use the words from the box. N°1 is an example. 1= help

library – welcome – help – blue – building

Mr Kelechi: Good morning, dear student.
You: Good morning, Sir. How can I (1).....you?
Mr Kelechi: Can you show me where the headmaster's office is.
You: Yes, sure ! Look over there, it is the white (2) ..... on the right.
Mr Kelechi: Thank you, I see it. What about the(3).....?
You: Twenty meters after the headmaster's office, you find a white and(4) ..... building ; it's the library.
Mr Kelechi: Great, thanks.
You: You're (5)....., Sir!

4 Pronunciation

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 / /

SESSION 2

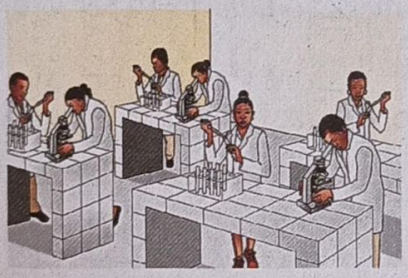
Session Focus

1. Vocabulary related to different places in a school
2. Using prepositions for locating things

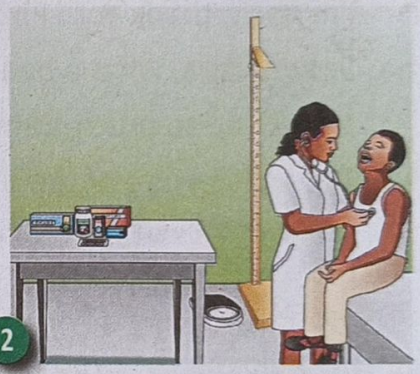
TIME TO FIND OUT

1 Vocabulary

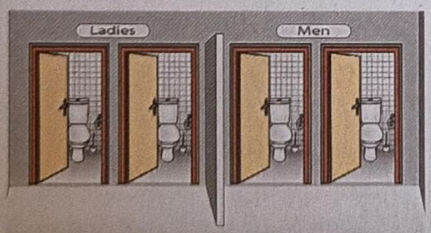
Look, listen and repeat.



1 A science laboratory (a science lab)



2 The infirmary



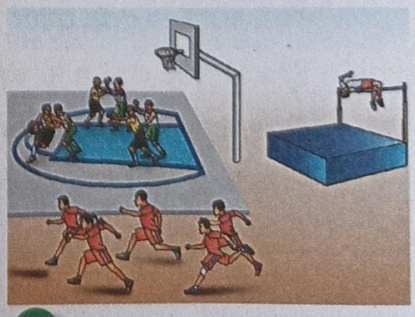
3 The toilets/restrooms



4 The canteen



5 The school garden



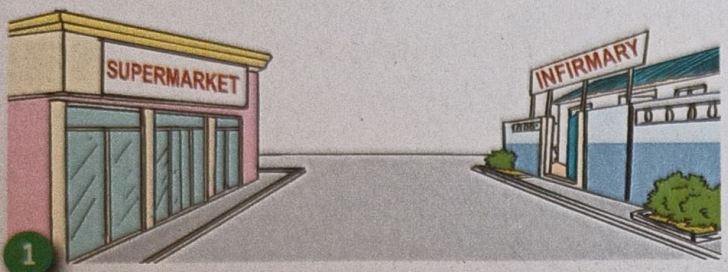
6 The playground

2 Language function: Using prepositions for locating things : opposite, next to, in front of, behind

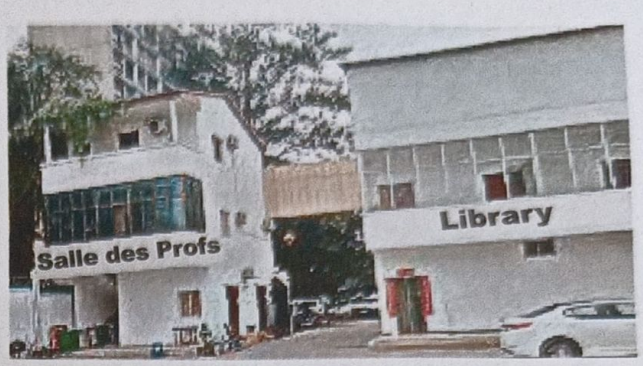
Example:

A: Where's the infirmary?

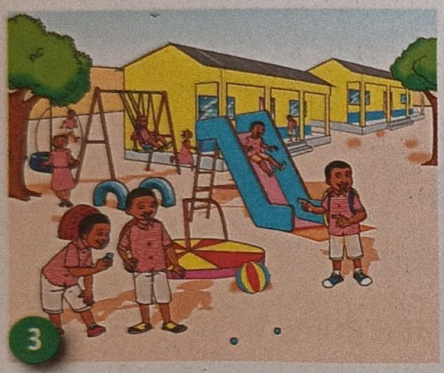
B: It's opposite the supermarket.



1 The infirmary is **opposite** the supermarket.



2 The staff-room is **next to** the library.



3 The playground is **in front of** the classrooms.



4 The restrooms are **behind** the canteen.

TIME TO PRACTISE AND CHECK

1 Listening and speaking

Listen to the passage and say what it is about.

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.

2 **Reading and speaking**

In pairs, ask and answer questions

Example:

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)

3 **Reading and speaking**

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

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

SESSION 3

TIME TO COMMUNICATE AND CHECK

Cape Coast Grammar school's English club members are visiting your school. You show them round. During the visit, they ask questions about the different places. Complete the dialogue by putting the phrases or sentences from the box in the right place. N°1 is an example: *Thank you. It's nice of you!*

No, there are two other gates – From here don't turn right or left, go straight ahead. – No, there are two other gates. – The library is opposite the headmaster's office. Next to the playground are the computer room and the staff-room. Thank you. It's nice of you! – Thanks, let's continue!

Kwame: Wow, what a beautiful school you have!

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

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

You: (2) ..... .

Kwame: Can you show us where we can find the headmaster's office?

You: (3) ..... .

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

You: (4) ..... .

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

You: (5) ..... .

Kwame: What is in front of the canteen?

You: It is the playground. (6)..... .

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

You: (7) ..... .

LESSON 2 Life at College Moderne Kassere

LEARNING CONTEXT

The next session of the English club is about school life. In class, with your English teacher, you talk about school activities.

LESSON FOCUS

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

SESSION 1

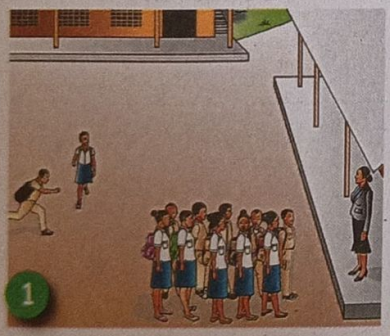
Session Focus

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

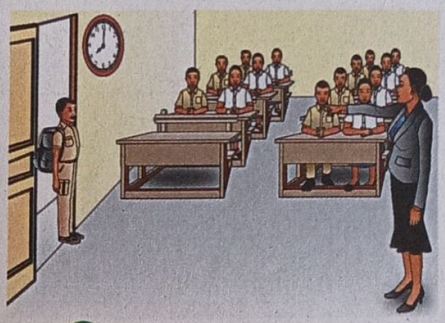
TIME TO FIND OUT

1 Vocabulary

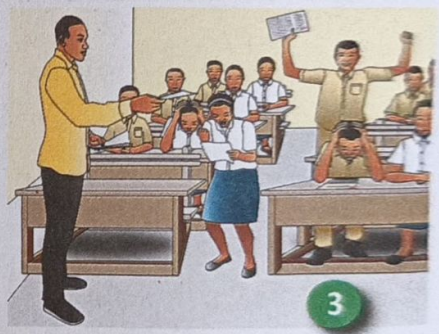
Look, listen and repeat.



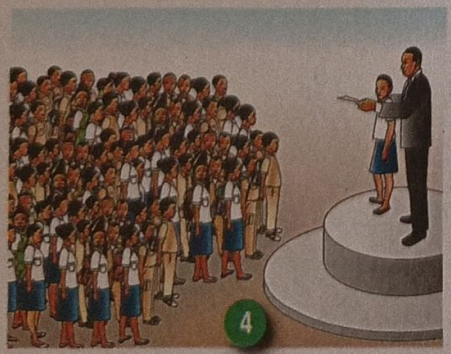
1 The pupils are lining up.



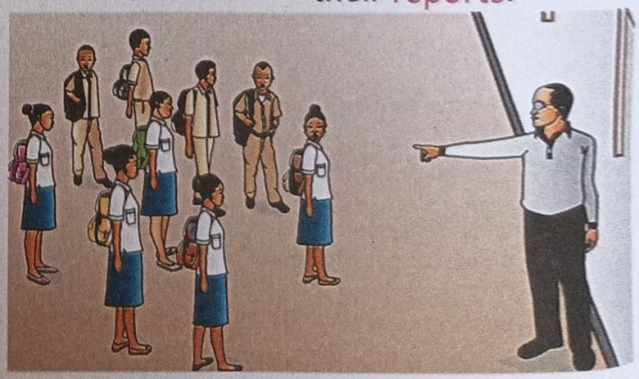
2 Sery is late.



3 The pupils are receiving their reports.



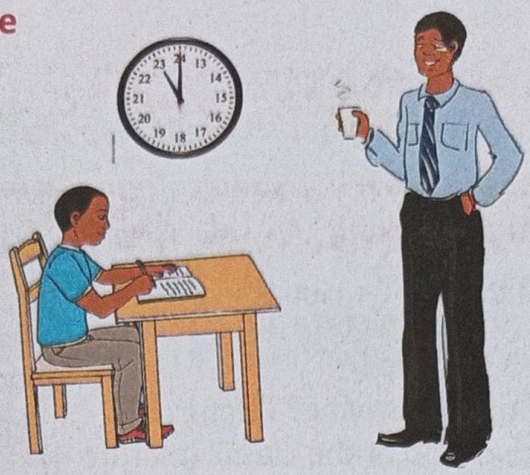
4 You're top of the class, Astou! Well done! Nice job!



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

2 **Language function: Actions in progress (The present continuous)**

Listen and repeat the dialogue



It's 11 : 00 PM, the son **is revising** at the moment his father is talking to him.

A: What is the boy doing?
B: He's revising his lessons

A: Is he listening to his father?
B: Yes he is / No, he isn't

3 **Pronunciation**

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

TIME TO PRACTISE AND CHECK

1 **Listen to the audio and answer the question.**

Listening and speaking: what is the dialogue about?

Germaine: How was your day at school today?
Anselme: It was a good day for me.
Germaine: What did you do?
Anselme: We first lined up to enter our classroom with discipline.
Germaine: What happened next?
Anselme: At the first hour, my friend Boukary was late again. Then, the second hour, we received our reports from our form master.
Germaine: What did the teachers say?
Anselme: They said tops of the class are going up and weak students are staying down.

2 **Pair work: ask and answer questions about pictures in 1. Vocabulary, page 22**

Example 1:

A: Is the teacher calling the roll?

B: No, he isn't ; he's handing out students' reports.

3 **Copy and do the task in your copybook. Then ask and answer the questions with your partner. Writing and speaking**

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)
e) Is Astou bottom or top of the class? (picture 4)
f) Who will go up and who will stay down? (picture 5)

4 **Pronunciation**

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.

SESSION 2

Session Focus

1. Vocabulary related to school organisation
2. Expressing actions in progress (Using present continuous)

TIME TO FIND OUT

1 **Look, listen and repeat.**



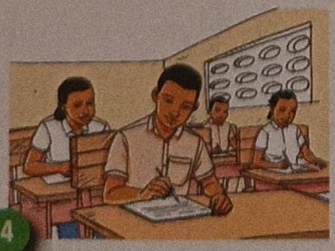
1 They are **doing research.**



2 These students **are delivering** a presentation.



3 **Resume class**



4 **Take a test**

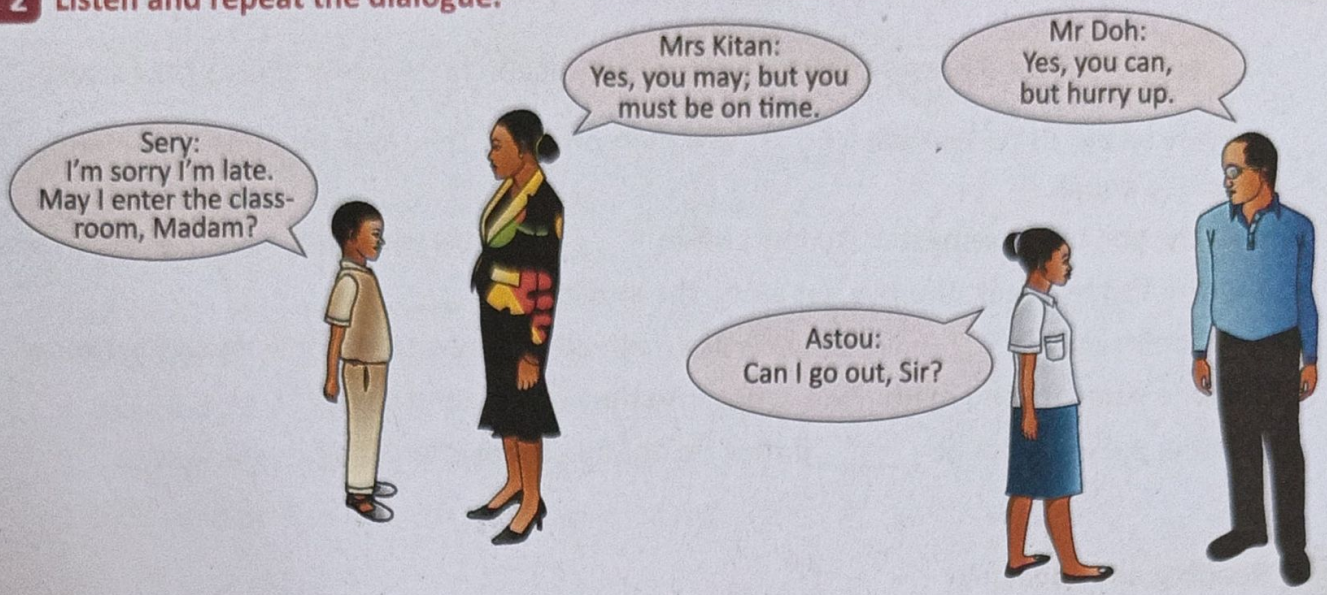


5 The test wasn't difficult, it was **easy.**



6 The book wasn't interesting ; it was **boring.**

2 **Listen and repeat the dialogue.**



TIME TO PRACTISE AND CHECK

1 **Listening and speaking.**

Listen to the audio and answer the questions.

Akissi: Good morning, Madam!

Mrs Djro: Good morning Akissi, how are you?

Akissi: I feel a bit sick. Please, can I go to the infirmary?

Mrs Djro: Yes, you can.

Akissi: Thank you, Madam.

Nurse: Who is it?

Akissi: It's Akissi, from Form II. May I get in?

Nurse: No, you may not. I'm treating a patient, wait a minute!

Akissi: All right.

Nurse: What's the matter with you?

Akissi: I felt sick just after receiving my report. This term was hard.

Nurse: You're surely stressed. Take this tablet and have a rest.

Akissi: Thank you so much!

Nurse: Okay, speedy recovery!

Questions

1. What's the text about?
2. What's wrong with Akissi?
3. When did Akissi get sick?
4. What did the nurse give her?

2 Fill in the blanks with the correct words or phrases from the box below.

easy – deliver a presentation – boring – do research – resume class – take a test

1. Every week, students have to _____ for their projects. They look for information online and in books.
2. At the end of the semester, students often _____ to show what they have learned in class.
3. After a short break, the teacher asked the students to _____ .
4. Students usually _____ in subjects like math and science to see how much they know.
5. Some students find math _____ because they understand it well.
6. Other subjects can be _____ if they do not find them interesting.

3 Reading and speaking

Work in pairs

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

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

SESSION 3

TIME TO COMMUNICATE AND CHECK

Back home after your lesson on school life, you have a phone call with your South African friend. During the call, he asks you to:

1. say what students do before entering their classroom;
2. describe what happens during the lessons;
3. indicate how students ask for permission.