

TEACHER'S GUIDE
“ENGLISH FOR EVER”

6^{ème}

UNIT 1: AT SCHOOL

SKILL: SPEAKING

Lesson 1: Good morning, class

Situation d'apprentissage : Au premier cours d'anglais, les élèves de la classe de 6^e 1 du Lycée Moderne 3 d'Agboville se saluent et se présentent les uns aux autres pour mieux faire connaissance.

Ask a few questions about the learning context:

- Où se passe l'action?
- Qui sont les personnes impliquées ?
- Que font-elles?
- Quelle habileté sera-t-elle développée au cours de cette leçon ?
- Sur quoi va porter notre séance du jour ?

Note: This part must be conducted orally. Allow a few minutes for that.

Lesson context overview: Vocabulary related to greetings

Language function focus

- Greeting someone
- Introducing oneself

Session 1

Time to learn :

✓ Look, Listen and Repeat

The teacher can write hours corresponding to the different periods of the day to teach the appropriate greetings. He makes the students repeat the new lexical items and illustrate them on the board.

✓ Listen and Repeat

Use the dialogue to explain how to greet and introduce someone. He makes them repeat the key structures and illustrates them on the board.

✓ Listen and Repeat

Introduce the present simple of the verb 'to be' by studying the table with the students. He makes them repeat the key structures and illustrates them on the board.

Time to practise

Activity 1: Ask students to do the activity individually, then compare their answers with their neighbours'. Look at the time and choose the appropriate option to greet your partner.

Expected Answers

Example: A: Good evening

B: Good morning

C: Good afternoon

D: Good morning

Activity 2: Pair work

Students complete the dialogue and practise it with their neighbours.

Expected answers

Example: 1- afternoon

2- am/is

3- my

4- meet

5- too

Time to extend

This activity can be used as homework or follow-up if time permits.

Expected answers

a- am

b- is

c- to

d- are

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 2

Time to learn :

✓ Look, Listen and Repeat

Tell the students to look carefully at the pictures. Read the description of the pictures to the students and ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ Listen and Repeat

Ask the students to listen carefully. Read the dialogue to them. Draw their attention to the main structures and lay a focus on them. Explain and give examples to illustrate them. Choose a few pairs to role-play it.

Time to practise :

Activity 1: Pair work

Ask the students to match the greetings in Column A with their answers in Column B.

Expected Answers

Example: 1-C

2-e

3-a

4-b

5-d

Activity 2: Pair work

Ask students to complete and practise the dialogue below with their neighbours.

Expected answers

Example: 1- Hello

2-are

3-fine

4-pretty well

5- thank

6-tomorrow

Time to extend

This activity can be used as homework or follow-up if time permits.

Tell the students to complete the words about greetings with the missing letters

Expected answers

Example: a- fine

b-now

c-thank you

d-goodbye

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 3: COMMUNICATION ACTIVITY

- Tell the students to turn to page 16.
- Ask them to read the dialogue and complete it. They may do it with their neighbours.
- Time the activity.
- When the time is over, ask them to come to the board and present their work to the class.
- Tell the class to listen and react when a mistake appears.
- Conduct feedback and suggest a model on the board.

Expected answers are in bold.

Jackson: Good morning

You: (1) **Hello.**

Jackson: How are you?

You: (2) **I'm fine thanks and you?**

Jackson: I am pretty well, (3) **thank you.** I am Jackson, what is your name?

You: (4) **My name's** (*the student says his name*).

Jackson: Nice to (5) **meet** you

You: Nice to meet you (6) **too.**

Jackson: ok, see you (7) **tomorrow.**

You: **Goodbye!**

Note: This is a proposal.

Lesson 2: This is my classroom

Situation d'apprentissage : Pendant le cours d'anglais au Collège Moderne du Plateau, les élèves de 6è 2 décrivent une salle de classe pour se familiariser avec les objets et les personnes qui s'y trouvent.

Ask a few questions about the learning context:

- Où se passe l'action?
- Qui sont les personnes impliquées ?
- Que font-elles?
- Quelle habileté sera-t-elle développée au cours de cette leçon ?
- Sur quoi va porter notre séance du jour ?

Note: This part must be conducted orally. Allow a few minutes for that.

Lesson content overview: Vocabulary related to things and people in a classroom

Language function focus

- Identifying things in the classroom
- Introducing someone

Session 1 :

Time to learn :

✓ **Look, Listen and Repeat**

Tell the students to look carefully at the pictures. Read the description of the pictures to the students and ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ **Listen and Repeat**

Ask the students to listen carefully. Read the dialogues to them. Draw their attention to the main structures and lay a focus on them. Demonstrate, explain and give examples to illustrate them on the board.

✓ **Listen and Repeat**

Ask the students to listen carefully. Read the dialogues to the class. Draw their attention to the main structures (Yes or no questions) and lay a focus on them. Explain and give examples to illustrate them on the board.

✓ **Listen and Repeat**

Use the table to introduce the present simple of "to be" (Negative and affirmative forms). For the negative form, insist on the contracted forms.

Time to practise

Activity 1: Students work with their neighbours.

Ask the students to look at the objects in their classroom. Then with their neighbours, they should ask and answer questions to identify them following the examples.

Example 1:

A: What is this / that?

B: It's a school bench.

Example 2

A: What are these/those?

B: They are doors and windows.

Possible questions and answers

A- What is this?

B: It is a table.

B- What is that?

B: It is a board.

C- What are these?

B: They are boxes of chalk.

D- What are those?

B: They are chairs.

E- What is this?

B: It is a box of chalk.

Activity 2: Students work with their neighbours.

Ask them to look at the pictures below, then ask and answer questions with their neighbour.

Expected answers

Example : (picture a)

A: Is it a door?

B: No, it isn't.

A: Is it a window?

B: Yes, it is.

Picture b

A: Is it a box of pens?

B: No, it isn't.

A: Is it a box of chalk?

B: Yes, it is.

Picture c

A: Are they chairs?

B: No, they aren't.

A: Are they school benches?

B: Yes, they are.

Picture d

A: Is it a door?

B: No, it isn't.

A: Is it a desk?

B: Yes, it is.

Picture e

A: Is it a hospital?

B: No, it isn't.

A: Is it a school?

B: Yes, it is.

Picture f

A: Are they boxes of chalk?

B: No, they aren't.

A: Are they dusters?

B: Yes, they are.

Time to extend

This activity can be used as homework or follow-up if time permits.

Tell the students to ask questions about the pictures in activity 2. Then practise the conversation with a partner.

Expected answers :

- 1- **Picture a.** Is this a school bench? No, it isn't it is a window. **(example)**
- 2- **Picture b.** Is it a box of chalk? Yes, it is.
- 3- **Picture c.** Are they dusters? No, they aren't. they are benches.
- 4- **Picture d.** Is it a chair? No, it isn't. it is a desk.
- 5- **Picture e.** Is it a school? Yes, it is.
- 6- **Picture f.** Are they benches? No, they aren't they are dusters.

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 2

Time to learn :

✓ Look, Listen and Repeat

Tell the students to look carefully at the pictures. Read the description of the pictures to the students and ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ Listen and Repeat

Ask the students to listen carefully. Read the dialogues to them. Draw their attention to the main structures and lay a focus on them. Explain and give examples to illustrate them on the board.

✓ Listen and Repeat

Ask the students to listen carefully. Read the dialogues to the class. Draw their attention to the main structures and lay a focus on them. Explain and give examples to illustrate them on the board.

Time to practise

Activity 1: Pair work

Tell the students to ask and answer questions like in the examples.

Example (A)

A: Who's this?

B: It's Malika, she is a schoolgirl.

Example (B)

A: Who are these?

B : They are Jean and Adèle. They are pupils.

C

A: Who is this?

B: It's Paul. He is a boy.

D

A: Who is this?

B: It is Smith. He is a schoolboy.

E

A: Who is this?

B: It is Mrs Brown. She is a teacher.

F

A: Who are these?

B: They are Dago and John.

Activity 2: Pair work.

Ask the students to complete the dialogue and practise it. They should choose from the box.

Expected answers

Example: 1- class

2- madam

3- this

4- schoolboy

5- that

6 – schoolgirl

7 – pupils

Time to extend

This activity can be used as homework or follow-up if time permits.

Ask the students to replace the underlined words or groups of words with the corresponding subject pronouns.

Expected answers

Example: 1 – He

2 – She

3 - They

4- We

5 – It

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 3: COMMUNICATION ACTIVITY

- Tell the students to turn to page 24.
- Ask them to read the dialogue and complete it. They may do it with their neighbours.
- Time the activity.
- When the time is over, ask them to come to the board and present their work to the class.
- Tell the class to listen and react when a mistake appears.
- Conduct feedback and suggest a model on the board.

Expected answers

1- Example : Joe: What is this?

You: It is a school bench.

2- Joe: What are these?

You: They are boxes of chalk.

3- Joe: What is that?

You: It is a desk.

4- Joe: What is this?

You: It is a board.

5- Joe: Who is that?

You: It is Mrs Brown. She is a teacher.

6. Joe: What are these?

You: They are schoolboys.

Lesson 3: My book is in my school bag

Situation d'apprentissage : Pendant le cours d'anglais au Collège Moderne de Céci, les élèves de 6è1 comptent et localisent leurs fournitures scolaires par des dialogues dans le but de démontrer leur connaissance.

Ask a few questions about the learning context:

- Où se passe l'action?
- Qui sont les personnes impliquées ?
- Que font-elles?
- Quelle habileté sera-t-elle développée au cours de cette leçon ?
- Sur quoi va porter notre séance du jour ?

Note: This part must be conducted orally. Allow a few minutes for that.

Lesson content overview: Vocabulary related to things and from 0 to 20
Language function focus

- Locating school things
- Talking about origins

Session 1

Time to learn :

✓ Look, Listen and Repeat

Tell the students to look carefully at the pictures. Read the description of the pictures to the students and ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ Listen and Repeat

Ask the students to listen carefully. Read the dialogue to them. Draw their attention to the main structures and lay a focus on them. Explain and give examples to illustrate them. Choose a few pairs to practise the dialogue.

Time to practise

Activity 1: Pair work.

Ask the students to ask and answer questions about the pictures. They do it with a partner.

Example :

1. A: Where's your ruler?

B: It's in the schoolbag.

2. A: Where are the copybooks?

B: They're on the table.

3. A: Where are the copybooks?

B: They're in the school bag.

4. A: Where is the book?

B: It's on the table.

5. A: Where is the book?

B: It's under the table.

6. A: Where is the pencil?

B: It's in the sharpener.

Activity 2: Pair work or Group work

Ask the students to find the names of seven (7) school things and prepositions in the grid below. They can do it in pairs or in groups of 4 students.

Expected answers

1- Ruler (example)

2- Book

3- Pencil

4- Schoolbag

5- Eraser

6- Under

7- Copybook

Time to extend

This activity can be used as homework or follow-up if time permits.

Ask students to say if the statements are true or false. They write (T) for true and (F) for false. If it is not correct, they correct it.

Expected answers

Example: 1- F The pencil is in the sharpener.

2- T

3- F- The ruler is in the schoolbag.

4- T

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 2

Time to learn :

✓ Look, Listen and Repeat

Study the table with the students. Teach them the numbers from 0 to 20 in words. Lay the stress on the pronunciation and the spelling of the different numbers. Then, ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ Listen and Repeat

Ask the students to listen carefully. Read the dialogues to them. Draw their attention to the main structures and lay a focus on them. Explain and give examples to illustrate them on the board. Choose a few pairs to role-play the different dialogues if necessary.

Time to practise

Activity 1: Pair work

Ask the students to look at the picture. Then, with a partner, they should ask and answer questions to identify them following the examples.

Expected answers

Example :

1. A: How many erasers are there in picture 1?

B: There are four erasers.

2. A: How many schoolbags are there in picture 2?

B: There is one school bag.

3. A: How many sharpeners are there in picture 3?

B: There are three sharpeners.

4. A: How many pens are there in picture 4?

B: There is one pen.

5. A: How many books are there in picture 5?

B: There are seven books.

6. A: How many rulers are there in picture 6?

B: There are two rulers.

Activity 2: Pair work

Ask the students to match the words in Column A with the corresponding numbers in Column B.

Expected answers

Example: 1-d

2 - g

3 - a

4 - f

5 - b

6- h

7 - c

8 – e

Time to extend

This activity can be used as homework or follow-up if time permits.

Ask students to say if the statements are true or false. They write (T) for true and (F) for false. If it is not correct, they correct it.

Expected answers

Example: 1- F there is one sharpener.

2- F There are seven books

3- T

4- T

My own notebook: Some classroom expressions that can help students communicate with the teacher.

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 3: COMMUNICATION ACTIVITY

- Tell the students to turn to page 32.
- Ask the students to study the example.
- Ask them to look at the pictures and produce their own dialogue. They may do it with their neighbours or a partner.
- Time the activity.
- When the time is over, ask them to come to the board and present their work to the class.
- Tell the class to listen and react when a mistake appears.
- Conduct feedback and suggest a model on the board.

Expected answers

2) A: Where are the books?

B: They are on the table

A: How many books are there?

B: There are seven books.

3) A: Where is the book?

B: It is under the table.

A: How many books are there?

B: There is one book.

UNIT SUMMARY

REVISION GAME

Ask students to read each description and guess what it talks about.

Expected answers

- 1- I am a place where teachers give lessons: **School (example)**
- 2- I am an expression for greeting in the morning: **Good morning**
- 3- I am a word for greeting in the afternoon: **Good afternoon**
- 4- I clean the blackboard: **Duster**
- 5- I serve to write on the blackboard: **Piece of chalk.**
- 6- I am a number that comes before thirteen: **Twelve**

REVISION ACTIVITIES

Activity 1: Ask students to write the name of each school object or thing.

Expected answers

Example: 1) a classroom

- 2 – A book
- 3 – An eraser
- 4 – A schoolbag
- 5 – A window
- 6 – A sharpener

Activity 2: Ask students to match what Aya and Kassi say.

Expected answers

Example: 1-F

- 2- c
- 3-a
- 4- e
- 5-d
- 6 -b

Activity 3: Tell the students to find the numbers in the crossword and write them in their exercise book.

Expected answers

- 1- **Two (example)**
- 2- Twenty
- 3- Eleven
- 4- Five
- 5- Fifteen

6- Twelve

7- Eight

8- Ten

9- Three

10- Four

11- Nine

Activity 4: Ask the students to say where the school things are.

Expected answers

Example: The pencils are in the box.

1- The book is on the table.

2- The copybook is on the table.

3- The ruler is on the table.

4- The schoolbag is under the table.

UNIT 2: AT HOME
SKILL: SPEAKING

Lesson 1: My family

Situation d'apprentissage : Un élève du Lycée Moderne 1 de Man reçoit son ami libérien chez lui. En vue de mieux faire connaître les membres de sa famille, il les lui présente.

Ask a few questions about the learning context:

- Où se passe l'action?
- Qui sont les personnes impliquées ?
- Que font-elles?
- Quelle habileté sera-t-elle développée au cours de cette leçon ?
- Sur quoi va porter notre séance du jour ?

Note: This part must be conducted orally. Allow a few minutes for that.

Lesson content overview : Vocabulary related to family relationships and numbers from 20 to 100.

Language function focus

- Talking about family relationships
- Talking about age

Session1

Time to learn :

✓ Look, Listen and Repeat

Tell the students to look at the picture of Apatio's family members carefully. Read the text to them and use the picture to help them understand the meaning of the new lexical items. Ask them to repeat the new words after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ Listen and Repeat

Ask the students to listen carefully. Read the dialogue to them. Draw their attention to the main structures and lay a focus on them. Explain and give examples to illustrate them. Choose a few pairs to role-play it.

✓ Listen and Repeat

Study the table with the students. Teach them the present simple of "to have got" (affirmative and negative forms). Make them repeat after you.

Then, match the subject pronouns to their corresponding possessive adjectives. Make them repeat after you.

✓ Listen and Repeat

Use the example from the book to introduce and explain the possessive case.

Time to practise

Activity 1: Individual / Pair work

Ask the students to look at this family tree and complete the sentences. They do it, individually first, then compare their answers with their neighbours'.

Expected Answers

Example: 1 – father

2 - mother

3 – parents

4- sister

5 – brother

6- sons

7 - daughter

Activity 2: Pair work

Ask the students to use the words in the box to ask and answer questions with their neighbours. They follow the example.

Example of conversation

A: What is your mother's name?

B: Her name is Sita.

A: How many sisters have you got?

B: I've got two sisters.

Time to extend

This activity can be used as homework or follow-up if time permits.

Tell the students to fill in the gaps with the correct options to make the paragraph meaningful.

Expected answers

Example: 1- has

2 - Has

3 - Has

4- Have

5- Has

My own notebook: Tell the students to keep in mind the expressions in this section. They can help students interact and communicate.

Session 2

Time to learn :

✓ **Look, Listen and Repeat**

Give a few minutes to the students to read the text silently. Then, read it aloud to them. Introduce the numbers in the table to them. Ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered. Write the spelling of the different words on the board.

✓ **Listen and Repeat**

Ask the students to listen carefully. Read the dialogue to them. Draw their attention to the main structures and lay a focus on them. Explain and give examples to illustrate them. Choose a few pairs to role-play it. Illustrate the key structures on the board.

✓ **Listen and Repeat**

Study the names of the family members with the students (familiar or affective names and full names).

Time to practise

Activity 1: Pair work

Ask the students to match each question in column A with its answer in column B.

Expected answers

Example: 1 –c

2 -d

3 - e

4 - a

5 – b

Activity 2: Pair work.

Ask the students to use the information from the box to ask and answer questions with their neighbours.

Expected answers

A: How old is your grandma?

B: She's 88 years old.

A: How old is your brother?

B: He's 14 years old.

A: How old is your grandad?

B: He's 96 years old.

A: How old are your sisters?

B: They're 13 and 22.

Time to extend

This activity can be used as homework or follow-up if time permits.

Ask the students to find in the grid words related to family members and numbers. Tell them to follow the example.

Expected answers

Example: 1 – Mum

2- Twenty

3- Brother

4- Dad

5- Four

6- Eighty

7- Son

8 - Five

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 3: COMMUNICATION ACTIVITY

- Tell the students to turn to page 42.
- Ask them to read the dialogue and complete it. They may do it with their neighbours. One of them can play the role of Taylor.
- Time the activity.
- When the time is over, ask them to come to the board and present their work to the class.
- Tell the class to listen and react when a mistake appears.
- Conduct feedback and suggest a model on the board.

Note: Accept any good answer coming from the students.

You: Hi, Taylor! Can you tell me about your family?

Taylor: Yes, of course. My father's name is Robertson and my mother's name is Sonia. I've got one sister, Alicia, and one brother, Godwill. How about you?

You: **(1) My father's name is...** (The student gives his father's name).

Taylor: How many brothers and sisters have you got?

You: **(2) I have got...** (The student gives the number of his brothers) and **(3)...** The student gives the number of his sisters).

Taylor: What are their names?

You: **(4) ...** (The student gives the names of his brother and sisters).

Taylor: How old are they?

You: **(5)** (The student gives the age of each of his brothers and sisters).

Taylor: Thanks so much for visiting me

You: **(6) You are welcome!**

Taylor: Goodbye, my friend! See you later!

You: Ok! Goodbye!

Lesson 2: Welcome Home

Situation d'apprentissage : Un élève du Lycée Moderne 1 d'Adzopé reçoit un ami ghanéen à la maison familiale. Dans leur échange, il lui présente les pièces et les meubles de la maison en vue de les localiser.

Ask a few questions about the learning context:

- Où se passe l'action?
- Qui sont les personnes impliquées ?
- Que font-elles?
- Quelle habileté sera-t-elle développée au cours de cette leçon ?
- Sur quoi va porter notre séance du jour ?

Note: This part must be conducted orally. Allow a few minutes for that.

Lesson overview: Vocabulary related to rooms, furniture and domestic appliances in a house.

Language function focus

- Identifying parts and things of a house
- Locating things in a house

Session1

Time to learn :

✓ Look, Listen and Repeat

Tell the students to look carefully at the pictures. Read the description of the pictures to the students and ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ Listen and Repeat

Ask the students to listen carefully. Read the dialogues to them. Draw their attention to the main structures and lay a focus on them. Demonstrate, explain and give examples to illustrate them.

Time to practise

Activity 1: Individual / Pair work

Ask the students to put the letters in the correct order to form names of parts of a house. Tell them to do it individually first, then compare their answers with their neighbours'.

Expected answers

Example: 1) Toilet

- 2) Garage
- 3) Garden
- 4) Dining room
- 5) Kitchen
- 6) Bathroom

Activity 2: Pair work.

Ask the students to use the words or expressions in the box to ask and answer questions with their neighbours about the picture.

Expected answers

A: How many toilets are there?

B: There are two toilets.

A: Is there a kitchen?

B: Yes, there is.

A: Is there a garden?

B: No, there isn't.

A: How many kitchens are there

B: There is one kitchen.

A: Is there a garage?

B: No, there isn't.

Note: Accept any good conversation from the students.

Time to extend

This activity can be used as homework or follow-up if time permits.

Ask the students to choose the best option between parentheses to complete the passage.

Expected answers

Example: 1- House

2 - Is

3 - Is

4 - Are

5 - Are

6 - Is

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 2

✓ Look, Listen and Repeat

Tell the students to look carefully at the pictures. Read the description of the pictures to the students and ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ Listen and Repeat

Ask the students to listen carefully. Read the dialogue to them. Draw their attention to the main structures used to locate things and lay a focus on them. Demonstrate, explain and give examples to illustrate them on the board.

✓ Listen and Repeat

Use the pictures to reinforce the meaning of prepositions of time. Ask students to repeat after you and illustrate them on the board.

Time to practise

Activity 1: Pair work

Ask the students to complete the sentences with the missing letters to obtain words or groups of words related to furniture and appliances in a house.

Expected answers

Example: 1) Fan

- 2) Armchair
- 3) Cupboard
- 4) Electric iron
- 5) Radio set
- 6) Telephone

Activity 2 :

A –Pair work

Ask them to observe the picture, then complete the sentences with the appropriate prepositions. Number one is an example.

Expected answers.

Example: 1- near

- 2 - between
- 3- in front of
- 4 - behind
- 5- in front of

B- Pair work

Ask the students to practise a dialogue about the objects located in part A. They like in the example provided.

Expected answers

A: Where is the lamp?

B: It's between the cupboard and the bed.

A: Where is the ball?

B: It's in front of the bed.

A: Where is the window?

B: It's behind the armchairs.

A: Where is the coffee table?

B: It's in front of the armchairs.

Time to extend

This activity can be used as homework or follow-up if time permits.

Ask the students to find the questions for the given answers; then they practise the dialogue with their neighbours. 2– Where is the fan?

Expected answers

A2– Where is the fan?

A3 – How many toilets are there?

A4- Is there a garage?

A5- Where is the TV set?

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 3: COMMUNICATION ACTIVITY

- Tell the students to turn to page 50.
- Ask them to read the dialogue and complete it. They may do it with their neighbours. One of them can play the role of Osei.
- Time the activity.
- When the time is over, ask them to come to the board and present their work to the class.
- Tell the class to listen and react when a mistake appears.
- Conduct feedback and suggest a model on the board.

Sample of production

You: Hi, Osei. How are you?

Osei: Hi, buddy. I am fine. And you?

You: I am well, thanks. Tell me; is this the plan of your house?

Osei: **(1) Yes, it is.**

You: Ok thank you. Please, can you list the rooms for me?

Osei: **(2) Of course! There is a bedroom, a toilet, a kitchen, a dining room and a sitting room.**

You: Is there a garage in your house?

Osei: **(3) Yes, there is.**

You: What appliances and furniture are there in the living room?

Osei: **(4) Well, there is a bedroom, a cupboard, an armchair, a cooker, a table and chairs.**

You: Is there a fridge in your kitchen?

Osei: **(5) Yes, there is. It is near the cooker.**

Note: Accept any good answer from the students.

Lesson 3: Have a look in the kitchen

Situation d'apprentissage : A l' occasion de sa fête d'anniversaire, une élève de 6^e5 du Lycée Moderne de Korhogo, invite son amie libérienne pour l'aider dans les préparatifs. Pendant qu'elles font la vaisselle, elles échangent sur les ustensiles en vue de s'y familiariser.

Ask a few questions about the learning context:

- Où se passe l'action?
- Qui sont les personnes impliquées ?
- Que font-elles?
- Quelle habileté sera-t-elle développée au cours de cette leçon ?
- Sur quoi va porter notre séance du jour ?

Note: This part must be conducted orally. Allow a few minutes for that.

Lesson content overview: Vocabulary related to utensils plates, dishes and housework.

Language functions

- Identifying things in a kitchen
- Describing what people are doing

Session 1

✓ **Look, Listen and Repeat**

Tell the students to look carefully at the pictures. Read the description of the pictures to the students and ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ **Listen and Repeat**

Ask the students to listen carefully. Read the conversation to them. Draw their attention to the main structures and lay a focus on them. Explain and give examples to illustrate them. Choose a few pairs to practise the dialogue.

Time to practise

Activity 1: Pair work

Tell the students to ask and answer questions following the example with their neighbour.

Expected answers

Son: Is number 2 a ladle, mum?

Mum: No, it isn't. It's a mortar.

Son: Is number 3 a pestle, mum?

Mum: No, it isn't. It's a jug.

Son: Is number 4 a plate, mum?

Mum: No, it isn't. It's a saucepan.

Son: Is number 5 a ladle mum?

Mum: Yes, it is.

Note: Accept any good answer from the students.

Activity 2: Individual/pair work

Ask the students to write down the correct name of each picture. They do it individually first, then they compare their answers with their neighbours.

Expected answers

Example: 1- c – cup

2- b – stove

3- a- frying pan

4- a - mortar

5- b - teaspoon

6- c - plate

Time to extend

This activity can be used as homework or follow-up if time permits.

Tell the students to say if the statements are true or false. They should write (T) or (F) for false. If the statement is false, ask them to correct it.

Expected answers

Example: 1 – F It's a frying pan.

2 - T

3- F- It's a fork.

4- F -It's a cooking pot.

5- F -It's a pestle.

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 2

Time to learn :

✓ Look, Listen and Repeat

Tell the students to look carefully at the pictures. Read the description of the pictures to the students, demonstrate the actions and ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ Listen and Repeat

Ask the students to listen carefully. Read the conversation between Ben and John to them. Draw their attention to the main structures and lay a focus on them. Explain and give examples to illustrate them. Choose a few pairs to practise the dialogue.

✓ Listen and Repeat

Study the table with them. Help them understand the formation of the present continuous or progressive.

Time to practise

Activity 1: Pair work

Ask the students to look at the pictures and answer the questions. Then, they practise the conversation with their neighbours.

Expected answers

Example: 1- I'm cooking dinner.

- 2- B- She's cleaning the cooker.
- 3- B- I'm setting the table.
- 4- B- She's pounding yam.
- 5- B- He's sweeping the floor.
- 6- B- He's washing the dishes.

Activity 2: Pair work or group work

Ask the students to choose the correct form of the verb in parentheses to complete the paragraph.

Expected answers

Example: 1- is

- 2 - is
- 3 - cooking
- 4 - are

5 - washing

6 - grinding

7 - is

Time to extend

This activity can be used as homework or follow-up if time permits.

Tell the students to use the present continuous in the given sentences.

Expected answers

Example: 1 – is cooking

2- is eating

3- is cutting up

4- are frying

5- are sweeping

6- am /'m setting

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 3 : COMMUNICATION ACTIVITY

- Tell the students to turn to page 59.
- Ask them to read the dialogue and complete it. They may do it with their neighbours. One of them can play the role of Osei.
- Time the activity.
- When the time is over, ask them to come to the board and present their work to the class.
- Tell the class to listen and react when a mistake appears.
- Conduct feedback and suggest a model on the board.

Proposal for this task

Helena: Hello my friend! **(1) What** are you doing at the moment in the kitchen?

You: I am washing the kitchen utensils.

Helena: What utensils are you washing?

You: **(2) I'm washing (the student can mention some utensils like a saucepan, cooking pot, plate, frying pan etc.)**

Helena: Can I help you?

You: **(3) Yes you can.** You are very kind!

Helena: Ok, everyone seems to be busy this morning. What is your sister doing?

You: **(4) She's sweeping** the floor.

Helena: What is your mother doing?

You: **(5) She's cooking** the meal.

Helena: What are your brothers doing?

You: **(6) They're washing** dad's car

Helena: Wow! Everybody is really busy in this house.

UNIT SUMMARY

Revision Game

Ask the students to do the crossword puzzle. Tell them that some clues are given.

Expected answers

Example: 1- cooker

2 - cloud

3 - garden

4 - blackboard

5 - glass

6 - schoolbag

7 - sink

8 - chair

9 - bedroom

10- kitchen

Revision Activities

Activity 1: Ask the students to write the numbers in letters.

Expected answers

Example: 45= Forty-Five

20 = Twenty

86= Eighty-six

100 = One hundred

40 = Forty

39 = Thirty-nine

70 = Seventy

60 = Sixty

Activity 2 :

Tell the students to answer the questions, then they practise the conversation with their neighbours.

Suggested answers

1- I'm years old (The student gives his/her age).

2- My father's name is (The student gives his/her father's name).

3- My mother's name is (The student gives his/her mother's name).

4- I have got brothers and sisters (The student gives the number of his /her brothers and sisters).

- 5- Their names are (The student gives the names of his / her brothers)
- 6- (The student gives the age of each of his/ her brothers).
- 7- The student says yes or no.
- 8-(The student gives the number of his /her sisters).

Activity 3:

Ask the students to complete each sentence with the correct part of the house.

Expected answers

Example: 1- bedroom.

- 2- bathroom.
- 3- garage.
- 4- kitchen.
- 5- sitting room.

Activity 4: Ask the students to tell the class what the people are doing.

Expected answers

- 1- She's cleaning the cooker.
- 2- She's cooking dinner.
- 3- She's setting the table.
- 4- He's opening the fridge.
- 5- She's pounding yam.

UNIT 3: TIME AND DATE
SKILL: WRITING

Lesson 1: When is your birthday?

Situation d'apprentissage : Au cours d'une leçon d'anglais au Lycée Moderne de Dabou, le professeur demande à ses élèves de 6è6 d'écrire leur date d'anniversaire en vue d'élaborer un calendrier d'anniversaire de la classe.

Ask a few questions about the learning context:

- Où se passe l'action?
- Qui sont les personnes impliquées ?
- Que font-elles?
- Quelle habileté sera-t-elle développée au cours de cette leçon ?
- Sur quoi va porter notre séance du jour ?

Note: This part must be conducted orally. Allow a few minutes for that.

Lesson content overview: Vocabulary related to the days of the week, months, years and ordinal numbers.

Language function focus

- Writing and saying dates
- Talking about birthdays

Session 1

Time to learn :

✓ Look, Listen and Repeat

Introduce the days of the week and explain the words "today" and "tomorrow" to the students. Ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ Look, Listen and Repeat

Tell the students to look carefully at the calendar. Read out the year and the months and ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ Listen and Repeat

Ask the students to listen carefully. Read the dialogue to them. Draw their attention to the main structures and lay a focus on them. Explain and give examples to illustrate them on the board.

✓ Listen and Repeat

Ask the students to listen carefully. Read out the sentences to them. Draw their attention to the main structures and lay a focus on them. Explain the meaning of "before" and "after" and give examples to illustrate them on the board.

Time to practise

Activity 1: Individual work / Pair work

Ask the students to write the words related to the days of the week correctly. They do it individually first, then they compare their answers with their neighbour's.

Expected answers

Example: 1) Tuesday

2) Saturday

3) Monday

4) Wednesday

5) Friday

6) Thursday

7) Sunday

Activity 2: Pair work

Ask the students to write the missing months of the year in order.

<u>JANUARY</u>	<u>FEBRUARY</u>	<u>MARCH</u>	<u>APRIL</u>	<u>MAY</u>	<u>JUNE</u>
<u>JULY</u>	<u>AUGUST</u>	<u>SEPTEMBER</u>	<u>OCTOBER</u>	<u>NOVEMBER</u>	<u>DECEMBER</u>

Activity 3: Pair work

Ask the students to complete the dialogue. Then, they practise it with your neighbour.

Akpa: What day is today?

Salif: **Today is** (The student gives the present day)

Akpa: And what is the month?

Salif: **It is** (The student gives the present month)

Akpa: So, what is the date today?

Salif: **Today is** (The student gives full the date)

Time to extend

This activity can be used as homework or follow-up if time permits.

Ask the students to write appropriate sentences or questions.

Expected answers

Example: 1) What day is today?

- 2) Today is Friday.
- 3) What is the day tomorrow?
- 4) Tomorrow is Saturday.
- 5) What is the day before Monday?
- 6) Sunday is the day before Monday. / The day before Monday is Sunday.

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 2

Time to learn :

✓ Look, Listen and Repeat

Use the table to introduce the ordinal numbers to the students. Ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ Listen and Repeat

Use the table to introduce the years to the students. Ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ Listen and Repeat

Use the table to teach how to write and say the date to the students. Ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ Listen and Repeat

Ask the students to listen carefully. Read out the dialogue to them. Draw their attention to the main structures and lay a focus on them. Explain and give examples to illustrate them on the board.

Time to practise

Activity 1: Pair work

Ask students to write how we say the dates.

Expected answers

Example: a) **Monday, the sixteenth of July, two thousand and thirteen**

- b) Thursday, the twenty-second of December, two thousand and fifteen
- c) Wednesday, the third of February, two thousand and eighteen
- d) Saturday, the twenty-fifth of June, two thousand and seventeen
- e) Sunday, the fourth of April, two thousand and twenty.
- f) Friday, the twenty-third of September, two thousand and nineteen.
- g) The third of April, two thousand and twenty-one.
- h) The twelve of March.

Activity 2: Pair work

Ask the students to complete the dialogue with their neighbours.

Expected answers

You: When is your birthday?

Your neighbour: My birthday is on (1)..... (The student gives the date of his/her birthday). And you?

You: It's on (2)..... (The student gives the date of his/her birthday).

Activity 3: Individual / Pair work

Ask the students to complete the paragraph with information about themselves. When the time is over, they read their productions to the class.

Sample of production

My name is (1) **Amy**. I am (2) **13 years old**. My birthday is on (3) **February 18 (the eighteenth of February)**. (4) **On December 4 (the fourth of December)**, I celebrate Christmas with my family. I (5) **am** from Côte d'Ivoire. The Independence Day of Côte d'Ivoire is on (6) **August 7 (the seventh of August)**.

Time to extend

This activity can be used as homework or follow-up if time permits.

Tell the students to look at the pictures and write the birthdays of the people.

Expected answers

Example: Jean's birthday is on the fourth of March.

- 1) Lopez's birthday is on the first of January.
- 2) Liza's birthday is on the twenty-second of August.
- 3) Franck's birthday is on the twenty-fifth of December.

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 3: COMMUNICATION ACTIVITY

- Tell the students to turn to page 70.
- Ask them to read the instruction carefully.
- Read it aloud and explain it to them.
- Time the activity.
- Move around to supervise and provide help if necessary.
- When the time is over, ask them to exchange their productions and make remarks.
- Tell them to give the productions back to the owners and ask them to take the remarks into account.
- Ask a few students to present their work to the class.
- Tell the class to listen and react when a mistake appears.
- Suggest a model on the board.

Possible production

My name is Yannis. I am 14 years old. My birthday is on the 2nd of May. My mother's birthday is on the 21st of April. My sister's birthday is on the 23rd of November.

Note: This production is a mere example. Accept any good production from the students.

Lesson 2: It's Seven O'clock

Situation d'apprentissage : Lors d'un cours d'anglais au Lycée Moderne de Dimbokro, les élèves de la 6^e4 échangent sur leurs activités quotidiennes en rédigeant des messages à leurs amis sur facebook pour indiquer les heures auxquelles chaque activité est accomplie.

Ask a few questions about the learning context:

- Où se passe l'action?
- Qui sont les personnes impliquées ?
- Que font-elles?
- Quelle habileté sera-t-elle développée au cours de cette leçon ?
- Sur quoi va porter notre séance du jour ?

Note: This part must be conducted orally. Allow a few minutes for that.

Lesson content overview: Vocabulary related to time and daily activities.

Language function focus

- Asking and telling the time
- Expressing the future with "be going to"
- Giving reasons

Session 1

Time to learn :

✓ Look, Listen and Repeat

Tell the students to look carefully at the pictures. Teach them the words "watch" and "clock", then introduce the times to the students and ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ Listen and Repeat

Ask the students to listen carefully. Read the dialogue to them. Draw their attention to the main structures and lay a focus on them. Explain and give examples to illustrate them. Choose a few pairs to practise the dialogue if necessary.

Time to practise

Activity 1: Pair work.

Tell the students to ask and answer questions about the times. They do it in pairs.

Expected answers

Example: - A: What time is it in A? B: It's six o'clock.

- A: What time is it in B? B: It's fifteen past six AM or six fifteen
- A: What time is it in C? B: It's half past six AM or six thirty.
- A: What time is it in D? B: It's a quarter to seven or six forty-five.
- A: What time is it in E? B: It's ten past nine or nine ten.
- A: What time is it in F? B: Twenty –five past ten or ten twenty-five
- A: What time is it in G? B: It's ten to one PM or twelve fifty.
- A: What time is it in H? B: Thirty –five past two PM or fourteen thirty-five.

Activity 2: Pair work

Ask the students to complete the dialogue. Then, tell them to practise it with their neighbours.

- 1) What time is it?
- 2) time
- 3) on
- 4) at
- 5) what

Time to extend

This activity can be used as homework or follow-up if time permits.

Ask the students to choose the correct option (a, b, or c) to answer the questions.

Expected answers

Example: 1-b

2 - a

3 - b

4 - c

5 - c

My own notebook: Tell the students to keep in mind the expressions about punctuality in this section.

Session 2

Time to learn :

✓ **Look, Listen and Repeat**

Tell the students to look carefully at the pictures. Read the description of the pictures to the students and ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ **Listen and Repeat**

Ask the students to listen carefully. Read the dialogue to them. Draw their attention to the main structures and lay a focus on them. Explain and give examples to illustrate them. Choose a few pairs to practise the dialogue.

Time to practise

Activity 1: Individual work

Ask the students to answer questions about their daily activities.

Possible answers :

Example: 1) I get up at six o'clock.

- 2) I take a shower at half past seven.
- 3) I have breakfast at a quarter to nine.
- 4) I leave school at midday.
- 5) I have lunch at twelve-thirty.
- 6) I do my homework at eighteen thirty.
- 7) I go to bed at twenty-two hours.

Activity 2: Pair work

Tell the students to use the clues to ask and answer questions with their neighbours about future plans.

Expected answers

2) Student A: What are you going to do on Saturday?

Student B: I am going to wash my clothes.

Student A: Why?

Student B: Because they are dirty.

3) Student A: What are you going to do tomorrow?

Student B: I am going to school.

Student A: Why?

Student B: Because I have class.

4) Student A: What are going to do at night?

Student B: I am going to watch TV.

Student A: Why?

Student B: There is a good film.

5) Student A: What are you going to do in the morning?

Student B: I am going to take a shower.

Student A: Why?

Student B: Because I have a class.

Time to extend

This activity can be used as homework or follow-up if time permits.

Ask students to write meaningful sentences.

Expected answers

2) What are you going to cook this evening?

3) Koffi is going to play football this afternoon.

4) When is she going to do her homework?

5) Mum is going to fry some fish at nineteen hours.

6) We are going to celebrate my sister's birthday on Sunday.

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 3: COMMUNICATION ACTIVITY

- Tell the students to turn to page 76.
- Ask them to read the instruction carefully.
- Read it aloud and explain it to them.
- Time the activity.
- Move around to supervise and provide help if necessary.
- When the time is over, ask them to exchange their productions and make remarks.
- Tell them to give the productions back to the owners and ask them to take the remarks into account.
- Ask a few students to present their work to the class.
- Tell the class to listen and react when a mistake appears.
- Suggest a model on the board.

Sample of production

My name is Amy. These are my daily activities. On Mondays and Wednesdays, I get up at six o'clock. I take a shower at six forty-five and I have breakfast at half past seven. Then I go to school at quarter to eight.

On Saturday, I am going to study my lessons from nine o'clock to eleven thirty. On Sunday, I am going to watch TV from ten to twelve o'clock. And at twelve-thirty, I am going to have lunch with my family.

Note: Accept any good production coming from the students.

Lesson 3: My class Timetable

Situation d'apprentissage : Pendant un cours d'anglais au Lycée Municipal de Sikensi, le professeur demande à ses apprenants de 6è de rédiger un message à leur correspondant Ghanéen en vue de lui décrire leur emploi du temps de classe.

Ask a few questions about the learning context:

- Où se passe l'action?
- Qui sont les personnes impliquées ?
- Que font-elles?
- Quelle habileté sera-t-elle développée au cours de cette leçon ?
- Sur quoi va porter notre séance du jour ?

Note: This part must be conducted orally. Allow a few minutes for that.

Lesson content overview: Vocabulary related to school subjects and holidays.

Language function focus

- Talking about timetable
- Using the present simple with adverbs of frequency
- Using prepositions of time

Session 1

Time to learn :

✓ Look, Listen and Repeat

Introduce the school subjects to the students. Model the pronunciation and ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ Look, Listen and Repeat

Study the timetable of 6ème1 with your students. This will help them describe a timetable. Insist on the school subjects, the days and the time when they dealt with.

✓ Listen and Repeat

Ask the students to listen carefully. Read the out dialogues to them. Draw their attention on the main structures and lay a focus on them. Explain and give examples to illustrate them. Choose a few pairs to role-play the dialogues if necessary.

Time to practise

Activity 1: Pair work

Ask the students to find nine school subjects hidden in the crossword. They do it with their neighbours.

Expected answers :

Example: 1- English

- 2) Physics
- 3) History
- 4) French
- 5) Geography
- 6) Biology
- 7) Chemistry
- 8) Maths
- 9) Civics

Activity 2 : Group work

Ask the students to look at the timetable and write answers to the questions. They can do it in groups of 4 students.

Expected answers

- 1) Students have English, Maths, Arts, History and Physical Education.
- 2) No, they don't.
- 3) They have Arts on Monday at ten thirty.
- 4) They have one subject on Wednesday.
- 5) They have Maths.
- 6) They have PE at four PM or at sixteen o'clock.

Time to extend

This activity can be used as homework or follow-up if time permits.

Tell the students to look at Akadji's timetable in activity 2 and complete the paragraph. They should use the appropriate words or expressions from the given box. One option is not concerned.

Expected answers

Example: 1- am

- 2 - have
- 3- half past seven or seven thirty
- 4 - from
- 5- nine twenty or twenty past nine

6 - eleven twenty-five or twenty-five past eleven

7- Physical Education

8 - to

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 2

Time to learn :

✓ Look, Listen and Repeat

Tell the students to look carefully at the pictures. Read the description of the pictures to the students and ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ Listen and Repeat

Study the table with the students and teach them adverbs of frequency. Lay the stress on their meaning. Then, ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ Listen and Repeat

Ask the students to listen carefully. Read out the conversations to them. Draw their attention to the main structures and lay a focus on their use. Explain and give examples to illustrate them on the board.

✓ Listen and Repeat

Draw the attention of the students on the use of the prepositions "in", "on" and "at". Explain and give examples to illustrate them on the board.

Time to practise

Activity 1: Pair work

Ask the students to match each holiday in column A with the corresponding date in column B. They do it with a partner.

Expected answers

Example: 1-d

2 -e

3 -a

4 -b

5 -f

6 - c

Activity 2: Group work

Ask the students to reorder the scrambled words or groups of words in order to obtain correct sentences or questions. They can do it in groups of 4 students.

Expected answers

Example: 1-When is Independence Day?

- 2) We celebrate Independence Day on the 7th of August.
- 3) How often do you watch TV at the weekend?
- 4) I usually watch TV at the weekend.
- 5) How often do you go to school on Sundays?
- 6) I never go to school on Sundays.

Time to extend

This activity can be used as homework or follow-up if time permits.

Tell the students to put the verbs in brackets in the present simple to complete the text.

Expected answers

Example: 1 – gets

- 2 -takes
- 3 - leaves
- 4 - goes
- 5 - rides
- 6 - takes

My own notebook : Tell the students to keep in mind the expressions in this section.

Session 3: COMMUNICATION ACTIVITY

- Tell the students to turn to page 84.
- Ask them to read the instruction carefully.
- Read it aloud and explain it to them.
- Time the activity.
- Move around to supervise and provide help if necessary.
- When the time is over, ask them to exchange their productions and make remarks.
- Tell them to give the productions back to the owners and ask them to take the remarks into account.
- Ask a few students to present their works to the class.
- Tell the class to listen and react when a mistake appears.
- Suggest a model on the board.

Sample of production

	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
<u>07:30-08:25</u>	<u>FRENCH</u>		<u>CHEMISTRY</u>	<u>HISTORY</u>	<u>GEOGRAPHY</u>
<u>08:25-09:20</u>	<u>FRENCH</u>	<u>BIOLOGY</u>	<u>CHEMISTRY</u>	<u>FRENCH</u>	<u>MATHS</u>
<u>09:20-10:15</u>	<u>MATHS</u>	<u>ENGLISH</u>	<u>ARTS</u>		<u>MATHS</u>
<u>10:15-10:30</u>	<u>BREAK</u>				
<u>10:30-11:25</u>	<u>PHYSICS</u>	<u>CIVICS</u>			
<u>11:25-12:30</u>					
<u>AFTERNOON</u>					
<u>14:00-15:00</u>					
<u>15:00-16:00</u>					<u>ENGLISH</u>
<u>16:00-17:00</u>		<u>PHYSICAL EDUCATION</u>		<u>BIOLOGY</u>	<u>HISTORY</u>
<u>17:00-18 :00</u>		<u>PHYSICAL EDUCATION</u>		<u>BIOLOGY</u>	

My name is Malika. I am Twelve. I am a pupil in Lycée Moderne 1 Adzopé. This is my timetable. I have French on Mondays from seven-thirty to eight twenty-five. I have English on Tuesdays morning and Fridays afternoon. I have Mathematics on Mondays at nine twenty and on Fridays from nine twenty to ten-fifteen. I have Physical Education once a week. It is on Tuesdays. And I have History twice a week, on Thursdays and Fridays.

Note: Accept any good production from the students.

UNIT SUMMARY

Song

Teach the song to the students and sing with them.

Revision Activities

Activity 1: Ask the students to write the ordinal numbers in words.

Expected answers

- 1) fifth
- 2) first
- 3) thirtieth
- 4) twelfth
- 5) Thirty-first
- 6) Second
- 7) Twenty-fifth
- 8) Twenty-second
- 9) eleventh
- 10) third
- 11) nineteenth
- 12) ninth
- 13) fourteenth
- 14) twenty-third

Activity 2: Ask the students to write their daily activities in their exercise books.

Possible answers

- 1- I get up at half past six.
- 2- Then I have breakfast.
- 3- After breakfast, I get dressed for school.
- 4- I usually go to school on foot.
- 5- After school, I have lunch.
- 6- After that, I study my lessons.
- 7- Later, I go to bed.
- 8- I always go to bed at twenty-two o'clock.

Activity 3: Tell the students to answer the questions.

Possible answers

- 1- I do French, English, Maths, History, Geography, Physics and Chemistry.
- 2- Yes, my favourite subject is English.
- 3- On Mondays, I have got French, Maths and History.

4- I have Geography.

5- No, I don't.

Activity 4: Ask the students to complete the sentences with "in", "on" or "at".

Expected answers

1- on

2- in

3- on

4- on

5- in

6- at

**UNIT 4: PEOPLE'S JOBS AND
OCCUPATIONS
SKILL: WRITING**

Lesson1: Tell me about your father's job

Situation d'apprentissage : Dans le cadre de la journée mondiale du travail, les élèves de la 6è 3 du Lycée Moderne d'Anyama rédigent un paragraphe pour décrire les métiers de leurs parents.

Ask a few questions about the learning context:

- Où se passe l'action?
- Qui sont les personnes impliquées ?
- Que font-elles?
- Quelle habileté sera-t-elle développée au cours de cette leçon ?
- Sur quoi va porter notre séance du jour ?

Note: This part must be conducted orally. Allow a few minutes for that.

Lesson content overview: Vocabulary related to jobs and occupations

Language function focus

- Asking and answering questions about people's jobs
- Describing jobs and occupations

Session 1:

Time to learn :

✓ Look, Listen and Repeat

Tell the students to look carefully at the pictures. Read the descriptions of the pictures related to jobs to the students and ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ Listen and Repeat

Ask the students to listen carefully. Read the dialogue to them. Draw their attention to the main structures and lay a focus on them. Explain and give examples to illustrate them on the board. Choose a few pairs to practise the dialogue if possible.

Time to practise

Activity 1: Pair work

Ask the students to complete the questions about jobs, then practise the conversation with their neighbours.

Expected answers

Example: 1-is

- 2- your sister
- 3- is your brother's
- 4- does your uncle

Activity 2: Pair work

Tell the students to ask and answer questions about the jobs of Anna's family members. They do it in pairs.

Expected answers

Example: 1- A: What does Anna's father do? / What is Anna's father's job?

B: Anna's father is a soldier. / He's a soldier.

- 2- A: What does Anna's uncle do? / What is Anna's uncle's job?
B: Anna's uncle is an engineer. / He's an engineer.
- 3- A: What does Anna's brother do? / What is Anna's brother's job?
B: Anna's brother is an electrician. / He's an electrician.
- 4- A: What does Anna's mother do? / What is Anna's mother's job?
B: Anna's mother is a lawyer. / She's a lawyer.
- 5- A: What does Anna's grandfather do? / What is Anna's grandfather's job?
B: Anna's grandfather is a pilot. / He's a pilot.
- 6- A: What does Anna's cousin do? / What is Anna's cousin's job?
B: Anna's cousin is a plumber / He's a plumber.

Time to extend

This activity can be used as homework or follow-up if time permits.

Tell the students to reorder the words or expressions to obtain appropriate sentences or questions related to jobs.

Expected answers

Example: 1- My father is a soldier

- 2- What is your father's job?
- 3- My uncle is an electrician.
- 4- What does your cousin do?
- 5- My mother is a lawyer.
- 6- This man is a pilot.
- 7- My cousin is an engineer.

My own notebook: Tell the students to keep in mind the sentence in this section.

Session 2:

Time to learn :

✓ Look, Listen and Repeat

Tell the students to look carefully at the pictures. Read the descriptions of the pictures related to jobs to the students and ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ Listen and Repeat

Ask the students to listen carefully. Read the dialogue to them. Draw their attention to the main structures and lay a focus on them. Explain and give examples to illustrate them on the board. Choose a few pairs to practise the dialogue if possible.

Time to practise

Activity 1: Individual work / Pair work

Ask the students to match each job to its corresponding description. They do it individually first, then compare their answers with their neighbours'.

Expected answers

Example: 1- f

- 2- d
- 3- b
- 4- e
- 5- a
- 6- c

Activity 2: Pair work

Tell the students to ask and answer questions like in the example. They do it with their neighbours.

Expected answers

Example: 1- Question: what does a mechanic do?

Answer: he repairs cars.

2- Question: What does an architect do?

Answer: He designs buildings.

3- Question: What does a fireman do?

Answer: He saves people from danger.

4- Question: What does a sailor do?

Answer: He operates and maintains ships' equipment.

5- Question: What does a midwife do?

Answer: She helps women to give birth.

6- Question: What does an accountant do?

Answer: He controls the financial situation of people.

Time to extend

This activity can be used as a homework or follow up if time permits.

Ask the students to make correct sentences or questions about jobs.

Expected answers

Example: 1- What does a mechanic do?

2- A fireman saves people in danger

3- A midwife helps women to give birth

4- What does an architect do?

5- What does a sailor do?

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 3: COMMUNICATION ACTIVITY

- Tell the students to turn to page 92
- Ask them to read the instruction carefully.
- Read it aloud and explain it to them.
- Time the activity.
- Move around to supervise and provide help if necessary.
- When the time is over, ask them to exchange their productions and make remarks.
- Tell them to give the productions back to the owners and ask them to take the remarks into account.
- Ask a few students to present their works to the class.
- Tell the class to listen and react when a mistake appears.
- Suggest a model on the board.

Possible production

My father is an engineer, he designs buildings. My mother is a midwife; she helps women to give birth. And my grandfather is a mechanic; he repairs cars.

Note: Accept any good production from the students.

Lesson 2: Whose plunger is this?

Situation d'apprentissage: Avant de partir pour les vacances scolaires, les élèves de la 6è 2 du Lycée Pierre Gadié rédigent un paragraphe pour parler des outils de travail nécessaires pour leurs occupations de vacances.

Ask a few questions about the learning context:

- Où se passe l'action?
- Qui sont les personnes impliquées ?
- Que font-elles?
- Quelle habileté sera-t-elle développée au cours de cette leçon ?
- Sur quoi va porter notre séance du jour ?

Note: This part must be conducted orally. Allow a few minutes for that.

Lesson content overview: Vocabulary related to work tools

Language function focus

- Asking and answering questions about tools

Session 1

Time to learn :

✓ Look, Listen and Repeat

Tell the students to look carefully at the pictures. Read the descriptions of the pictures related to work tools to the students and ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ Listen and Repeat

Ask the students to listen carefully. Read the dialogue to them. Draw their attention to the main structures and lay a focus on them. Explain and give examples to illustrate them on the board. Choose a few pairs to practise the dialogue if possible.

Time to practise

Activity 1: Individual work / Pair work

Ask students to reorder the letters to obtain appropriate names of work tools. They do it individually first, then compare their answers with their partners'.

Expected answers

Example: 1- Scale ruler

2- Plunger

3- Compass

- 4- Screwdriver
- 5- Lawbook
- 6- wrench

Activity 2: Individual Work / Pair work

Ask the students to complete the sentences with the appropriate tool owner. They do it individually first, then compare their answers with their neighbours.

Expected answers

Example: 1- mechanic's

- 2- architect's
- 3- electrician's
- 4- sailor's
- 5- plumber's
- 6- lawyer's

Time to extend

This activity can be used as homework or follow-up if time permits.

Ask the students to reorder the words to make appropriate sentences about work tools. Number 1 is an example.

Expected answers

Example: 1- Whose tool is this?

- 2- This is the electrician's screwdriver.
- 3- This is the architect's scale ruler
- 4- Whose plunger is this?
- 5- Whose compass is this?
- 6- This is the mechanic's wrench.
- 7- A lawyer uses a law book

Session 2

Time to learn :

✓ **Look, Listen and Repeat**

Tell the students to look carefully at the pictures. Read the descriptions of the pictures to the students and ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ **Listen and Repeat**

Ask the students to listen carefully. Read the dialogue to them. Draw their attention to the main structures used to ask and answer questions about work tools and lay a focus on them. Explain and give examples to illustrate them on the board. Choose a few pairs to practise the dialogue if possible.

Time to practise

Activity 1: Individual / Pair work

Ask the students to reorder the letters to find out the appropriate names of work tools.

Expected answers

Example: 1-bricks

- 2- stethoscope
- 3- firearm
- 4- machete
- 5- headset
- 6- piece of wood

Activity 2: Pair work

Ask the students to practise a conversation with their neighbours.

Expected answers

Example: 1- A: What tool does a carpenter use?

B: He uses a piece of wood.

2- A: What tool does a pilot use?

B: He uses a headset.

3- A: What tool does a midwife use?

B: She uses a stethoscope.

4- A: What tool does a soldier use?

B: He uses a firearm.

5- A: What tool does a farmer use?

B: He uses a machete.

6- A: What tool does a builder use?

B: He uses bricks.

Time to extend

This can be used as homework or follow-up if time permits.

Tell the students to say if the statements are true or false. Write (T) for true and (F) for false. If a statement is false, ask them to correct it.

Expected answers

Example: 1- f A pilot uses a headset

2- T

3- T A mechanic uses a wrench

4- T

5- F A lawyer uses a law book

6- F A sailor uses a compass

7- T

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 3: COMMUNICATION ACTIVITY

- Tell the students to turn to page 98
- Ask them to read the instruction carefully.
- Read it aloud and explain it to them.
- Time the activity.
- Move around to supervise and provide help if necessary.
- When the time is over, ask them to exchange their productions and make remarks.
- Tell them to give the productions back to the owners and ask them to take the remarks into account.
- Ask a few students to present their works to the class.
- Tell the class to listen and react when a mistake appears.
- Suggest a model on the board.

Sample of production

Hello, my friend Appiah. I would like to spend the coming holidays with you in Ghana. I want you to find a job for me. I can be a mechanic. To do my job, I need a screwdriver and a wrench. I can also be a plumber. To do that job, I need a plunger.

I'm waiting for your reply.

Note: Accept any good production from the students.

Lesson 3: Where does your mother work?

Situation d'apprentissage: Pour participer à une compétition organisée par l'ambassade des Etats-Unis dans leur école, , les élèves de la 6è4 du Lycée Moderne d'Abobo rédigent un paragraphe sur les métiers de leurs parents et les endroits où ils travaillent .

Ask a few questions about the learning context:

- Où se passe l'action?
- Qui sont les personnes impliquées ?
- Que font-elles?
- Quelle habileté sera-t-elle développée au cours de cette leçon ?
- Sur quoi va porter notre séance du jour ?

Note: This part must be conducted orally. Allow a few minutes for that.

Lesson content overview: Vocabulary related to workplaces

Language function focus

- Asking and answering questions about workplaces

Session 1

Time to learn :

✓ Look, Listen and Repeat

Read out the sentences to the students. Explain the meaning of the new lexical items. You may bring some pictures into the classroom to reinforce the meaning of the new items. Ask the students to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ Listen and Repeat

Ask the students to listen carefully. Read the dialogue to them. Draw their attention to the main structures and lay a focus on them. Explain and give examples to illustrate them on the board. Choose a few pairs to practise the dialogue if necessary.

Time to practise

Activity1: Individual work / Pair work

Ask the students to complete the table with the appropriate occupations or workplaces. Students work individually first, then compare their answers with their neighbours'.

Expected answers

<u>OCCUPATIONS</u>	<u>WORKPLACES</u>
<u>A FIREMAN</u>	<u>FIRE BRIGADE</u>
<u>A BUILDER</u>	<u>BUILDING SITES</u>
<u>A MIDWIFE</u>	<u>HOSPITAL</u>
<u>POLICEMAN</u>	<u>POLICE STATION</u>
<u>A LAWYER</u>	<u>LAW COURT</u>
<u>AN ACCOUNTANT</u>	<u>OFFICE</u>

Activity 2: Pair work

Tell the students to ask and answer the questions with their neighbours.

Example: 1- A: Where does a lawyer work?

B: He works in a law court.

2- A: Where does a midwife work?

B: She works at a hospital.

3- A: Where does a policeman work?

B: He works at a police station.

4- A: Where does a builder work?

B: He works on building sites.

5- A: Where does a fireman work?

B: He works in the fire brigade.

6- A: Where does an accountant work?

B: He works in an office.

Time to extend

This activity can be used as homework or follow-up if time permits.

Tell the students to reorder the sentences to obtain appropriate questions or answers about workplaces.

Expected answers

Example: 1- Where does a midwife work?

2- A builder works on building sites.

3- Where does a lawyer work?

4- An accountant works in an office.

5- Where does a fireman work?

6- A midwife works at a hospital.

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 2

Time to learn :

✓ **Look, Listen and Repeat**

Read out the sentences to the students. Explain the meaning of the new lexical items. You may bring some pictures in the classroom to reinforce the meaning of the new items. Ask the students to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ **Listen and Repeat**

Ask the students to listen carefully. Read the dialogue to them. Draw their attention on the main structures and lay a focus on them. Explain and give examples to illustrate them on the board. Choose a few pairs to practise the dialogue if necessary.

Time to practise

Activity 2: Pair work

Tell the students to ask and answer questions with their neighbours.

Expected answers

Example: 1-A: Does a sailor work on passenger ships?

B: Yes, he does.

1- A: Does a sailor work on a farm?

B: No, he doesn't. He works on a passenger ship.

2- A: Does a carpenter work in a dental clinic?

B: No, he doesn't. He works in a woodshop.

3- A: Does a baker work on a farm?

B: No, he doesn't. He works in a bakery.

4- A: Does a dentist work in a dental clinic?

B: Yes, he does.

5- A: Does a pilot work at the airport?

B: Yes, he does.

6- A: Does a farmer work in a bakery?

B: No, he doesn't. He works on a farm.

Activity 2: Individual work / Pair work

Ask the students to use the appropriate workplace from the box to complete each sentence. They do it individually first, then compare their answers with their neighbours'.

Expected answers

Example: 1- in a bakery

- 2- at a hospital
- 3- on a farm
- 4- in a fire brigade
- 5- in a woodshop
- 6- at the airport

Time to extend

This activity can be used as homework or follow-up if time permits.

Tell the students to write appropriate sentences related to workplaces.

Expected answers

Example: 1- A dentist works in a dental clinic.

- A dentist doesn't work in a woodshop
- 2- A pilot works at the airport.
A pilot doesn't work on the farm.
- 3- A carpenter works in a woodshop.
A carpenter doesn't work on passenger ships.
- 4- A baker works in a bakery.
A baker doesn't work at the airport.
- 5- A farmer works on a farm.
A farmer doesn't work at a hospital.

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 3: COMMUNICATION ACTIVITY

- Tell the students to turn to page 103
- Ask them to read the instruction carefully.
- Read it aloud and explain it to them.
- Time the activity.
- Move around to supervise and provide help if necessary.
- When the time is over, ask them to exchange their productions and make remarks.
- Tell them to give the productions back to the owners and ask them to take the remarks into account.
- Ask a few students to present their works to the class.
- Tell the class to listen and react when a mistake appears.
- Suggest a model on the board.

Sample of production

My father is a pilot. He uses a headset and he works at the airport. My mother is a midwife. She uses a stethoscope and she works at a hospital. My uncle is a fireman. He uses a drip torch and he works in a fire brigade. My brother is a carpenter. He uses a piece of wood and he works in a woodshop.

Note: Accept any good production from the students

UNIT SUMMARY

Revision game: Ask the students to find out nine (9) names of jobs or occupations from the grid.

<u>A</u>	<u>R</u>	<u>C</u>	<u>H</u>	<u>I</u>	<u>T</u>	<u>E</u>	<u>C</u>	<u>T</u>
<u>F</u>	<u>I</u>	<u>R</u>	<u>E</u>	<u>M</u>	<u>A</u>	<u>N</u>	<u>A</u>	<u>L</u>
<u>P</u>	<u>I</u>	<u>L</u>	<u>O</u>	<u>T</u>	<u>X</u>	<u>G</u>	<u>R</u>	<u>A</u>
<u>L</u>	<u>C</u>	<u>D</u>	<u>O</u>	<u>L</u>	<u>R</u>	<u>I</u>	<u>P</u>	<u>W</u>
<u>U</u>	<u>L</u>	<u>M</u>	<u>W</u>	<u>U</u>	<u>P</u>	<u>N</u>	<u>E</u>	<u>Y</u>
<u>M</u>	<u>I</u>	<u>D</u>	<u>W</u>	<u>I</u>	<u>F</u>	<u>E</u>	<u>N</u>	<u>E</u>
<u>B</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>F</u>	<u>E</u>	<u>T</u>	<u>R</u>
<u>E</u>	<u>S</u>	<u>A</u>	<u>I</u>	<u>L</u>	<u>O</u>	<u>R</u>	<u>E</u>	<u>C</u>
<u>R</u>	<u>S</u>	<u>O</u>	<u>L</u>	<u>D</u>	<u>I</u>	<u>E</u>	<u>R</u>	<u>T</u>

Expected answers

Example: 1- Pilot

- 2- Architect
- 3- Fireman
- 4- Midwife
- 5- Sailor
- 6- Soldier
- 7- Lawyer
- 8- Engineer
- 9- Carpenter

REVISION:

Activity 1: Tell the students to complete the dialogue below, then practice it with their neighbours.

Expected answers

- 1- What does Kwamé do?
- 2- What does a fireman do?
- 3- What does Anna do?
- 4- What does a midwife do?
- 5- What does Paul do?
- 6- What does an architect do?

Activity 2: Ask the students to reorder the words or expressions to obtain appropriate sentences about jobs.

Expected answers

Example: 1- What is your father's job?

- 1- Where does a lawyer work?
- 2- A pilot uses a headset.
- 3- A midwife works at a hospital.
- 4- What tool does a mechanic use?
- 5- What does an accountant do?

Activity 3: Tell the students to complete the table below with the suitable information.

Expected answers

<u>JOBS AND OCCUPATIONS</u>	<u>WORKPLACES</u>	<u>TOOLS</u>
<u>1- FARMER</u>	<u>FARM</u>	<u>MACHETE, HOE</u>
<u>2- POLICEMAN</u>	<u>POLICE STATION</u>	<u>PISTOL, WHISTLE</u>
<u>3- MIDWIFE</u>	<u>HOSPITAL</u>	<u>STETHOSCOPE</u>
<u>4- CARPENTER</u>	<u>WOODSHOP</u>	<u>SAW</u>
<u>5- TEACHER</u>	<u>SCHOOL</u>	<u>PIECE OF CHALK, BOARD</u>
<u>6- LAWYER</u>	<u>LAW COURT</u>	<u>LAWBOOK</u>

Note: Accept any good answer from the students.

Activity 4: Ask the students to write sentences to describe people's jobs.

Expected answers

- 1- This is a carpenter. He works in a woodshop. He uses a piece of wood.
- 2- This is a pilot. He works at the airport. He uses a headset.
- 3- This is a midwife. She works at a hospital. She uses a stethoscope.
- 4- This is a builder. He works on building sites. He uses bricks.
- 5- This is a lawyer. He works in a law court. He uses a law book.
- 6- This is a sailor. He works on passenger ships. He uses a compass.

UNIT 5: CLOTHES AND COLOURS

SKILL: LISTENING

Lesson 1: Let's get dressed!

Situation d'apprentissage : De passage à Monrovia, des élèves de la 6^{ème} 3 du Lycée Moderne d'Azaguié écoutent un commerçant faire la publicité de ses beaux habits en vue d'en acheter pour les prochaines fêtes de fin d'année.

Ask a few questions about the learning context:

- Où se passe l'action?
- Qui sont les personnes impliquées ?
- Que font-elles?
- Quelle habileté sera-t-elle développée au cours de cette leçon ?
- Sur quoi va porter notre séance du jour ?

Note: This part must be conducted orally. Allow a few minutes for that.

Lesson context overview: Vocabulary related to clothes

Language function focus

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

Session 1

Time to learn :

✓ Look, Listen and Repeat

Tell the students to look carefully at the pictures. Read the description of the pictures to the students and ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered. Write the words on the board and illustrate them.

✓ Listen and Repeat

The teacher uses the dialogue to explain how to talk about what people are wearing. He emphasizes the tense (present continuous) used to do so. He makes them repeat the key structures and illustrates them on the board.

Time to practise

Activity 1: Individual work / Pair work

Ask students to do the activity individually, then compare their answers with their neighbours'. They listen to the audio passage and choose the best option in brackets.

Expected answers: Example: 1- jacket 2- coat; 3- shorts; 4- sweater; 5- suit

Audio passage

Jack is wearing a nice **jacket** and trousers. His wife Louise is wearing boots and a **coat**. Fatou, Louise's friend is wearing a T-shirt and **shorts**. The boys over there are wearing shorts and a **sweater** while the teacher is wearing a **suit**.

Activity 2: Pair work

Tell the students to ask and answer questions about what people are wearing. They do it with their neighbours.

Expected answers:

Example: 1- A: What is Ama wearing?

B: She is wearing shorts and a T-shirt.

- 2) A: What is Mina wearing?
B: She is wearing a shirt and a skirt.
- 3) A: What is Sita wearing?
B: She is wearing a dress.
- 4) A: What is Jack wearing?
B: He is wearing a shirt and trousers.

Time to extend

This activity can be used as homework or follow-up if time permits.

Possible answers:

1. He wears a shirt and trousers.
2. He wears a shirt and trousers.
3. He wears a dress.
4. He wears a suit.
5. She wears a blouse and trousers.
6. He wears a shirt and trousers.

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 2

Time to learn:

✓ Look, Listen and Repeat

Tell the students to look carefully at the items. Read the description of each item to the students and ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ Listen and Repeat

The teacher uses the dialogue to explain how to ask and answer questions about frequency. He makes them repeat the key structures and illustrates them on the board.

Time to practise

Activity 1: Individual work / Pair work

Ask students to do the activity individually, then compare their answers with their neighbours'. They listen to the audio passage and write the words they hear.

Expected answers: Example: 1- Gloves; 2- Hat ; 3- Earrings ; 4- Bracelet ; 5- Scarf ; 6- Belt

Audio passage:

- 1- They are wearing gloves.
- 2- The girl is wearing earrings.
- 3- Our teacher is wearing a hat.
- 4- Anna is wearing a bracelet.
- 5- She is wearing a scarf.
- 6- The boy is wearing a belt.

Activity 2: Pair work

Tell the students to ask and answer questions about frequency.

Expected answers:

Example: 1- How often do you wear a bracelet?

- 2- How often does he wear socks?
- 3- How often does she wear a hat?
- 4- How often do you wear a scarf?
- 5- How often does he wear a belt?
- 6- How often do you wear earrings?

7-

Time to extend

This activity can be used as homework or follow-up if time permits.

Expected answers:

Example: 1- A: How often does Lisa wear a hat?

B: She sometimes wears a hat.

2) A: How often does Mrs Ben wear a necklace?

B: She usually wears a necklace.

3) A: How often does Mr Ben wear a tie?

B: He always wears a tie.

4) A: How often does Lindsay wear a scarf?

B: She usually wears a scarf.

5) A: How often does Mrs Smith wear earrings?

B: She always wears earrings.

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 3: COMMUNICATION ACTIVITY

- Tell the students to turn to page 112 and read the instructions.
- Tell them that they are going to listen to a podcast to complete the different tasks.
- Ask them to take their pencils and follow carefully.
- For each task, make them listen twice.
- When it is finished, ask the students to suggest their answers.
- Tell the class to listen and react when there is a mistake.
- Write the expected answers on the board.

Expected answers:

1. **Samantha:** Clothes: Jacket, shirt and trousers

Accessories: belt, hat and bracelet

Ashley: Clothes: skirt and shirt

Accessories: scarf, earrings and bracelet

Lisa: Clothes: shorts, T-shirt and sweater

Accessories: necklace, socks and belt

2. 1- skirt ; 2- scarf ; 3- earrings ; 4- wearing ; 5- socks ; 6- earrings

Audio passage

Samantha: Hello Ashley! How are you?

Ashley: Hello Samantha! I'm fine! What are you wearing?

Samantha: Oh! I'm wearing a **jacket**, a **shirt** and **trousers** and you?

Ashley: I'm wearing a **skirt** and a **shirt**

Samantha: Ashley I like your **scarf**! It's so nice! It goes with your **earrings**.

Ashley: Oh yes! And it goes with my **bracelet** too.

Samantha: You are right! I'm wearing a **belt**, a **hat** and a **bracelet** too.

Ashley: What are you wearing Lisa?

Lisa: I'm wearing **shorts**, a **t-shirt** and a **sweater**.

Samantha: And you look so good in shorts! Are you wearing earrings?

Lisa: No, I'm wearing a **necklace**, **socks** and a **bracelet**

Ashley: Great! We all have the same bracelet! Are your socks from that shop?

Lisa: Yes, Ashley I like your earrings, they are so useful!

Lesson 2: What is your favourite colour?

Situation d'apprentissage : En visite dans l'atelier d'un peintre anglophone, les élèves de la 6^{ème} 3 du Lycée Moderne d'Abengourou l'écoutent décrire les différentes couleurs en vue de maîtriser leurs noms.

Ask a few questions about the learning context:

- Où se passe l'action?
- Qui sont les personnes impliquées ?
- Que font-elles?
- Quelle habileté sera-t-elle développée au cours de cette leçon ?
- Sur quoi va porter notre séance du jour ?

Note: This part must be conducted orally. Allow a few minutes for that.

Lesson context overview: Vocabulary related to colours

Language function focus

- Expressing likes and dislikes
- Describing people's clothes with colours

Session 1

Time to learn :

✓ Look, Listen and Repeat

Tell the students to look carefully at the different colours. Teach them to the students and ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ Listen and Repeat

The teacher uses the dialogue to explain how to express likes and dislikes. He makes them repeat the key structures and illustrates them on the board.

Time to practise

Activity 1: Individual work / Pair work

Ask students to do the activity individually, then compare their answers with their neighbours'. They listen to the audio passage and choose the best option in brackets.

Expected answers: Example: 1- yellow / blue; 2- pink / brown ; 3- purple / green ; 4- orange / black ; 5- purple / green ; 6- black / red

Audio passage

I'm Mira. I like **yellow** and I dislike **blue**. My sister likes **pink**, but she dislikes **brown**. My brother likes **purple** but dislikes **green**. My mother likes **orange** and she dislikes **black**. My father doesn't like **purple** but like **green**. My uncle likes **black** and he doesn't like **red**.

Activity 2: Pair work

Tell the students to ask questions to the answers with their neighbours.

Expected answers:

Example: 1) Which colour does your mother like?

- 2) Which colour does Soro like?
- 3) Which colour do you like?
- 4) Which colour does your sister like?
- 5) Which colour does Ibrahim dislike?

Time to extend

This activity can be used as homework or follow-up if time permits.

Expected answers:

Example: 1- My uncle likes blue.

- 2- Which colour does your mother like?
- 3- I like yellow.
- 4- My sister dislikes green.
- 5- Which colour does your father like?
- 6- My brother likes brown.
- 7- Which colour does your friend dislike?

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 2

Time to learn :

✓ **Look, Listen and Repeat**

Tell the students to look carefully at the clothing items. Read the description of each clothing item to the students and ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ **Listen and Repeat**

The teacher uses the dialogues to explain how to describe people's clothes using colours as adjectives. He makes them repeat the key structures and illustrates them on the board.

Time to practise

Activity 1: Individual work / Pair work

Ask students to do the activity individually, then compare their answers with their neighbours'. They listen to the audio passage and complete the description of the clothes. They then colour suitably the clothes

Expected answers: 1- pink (example); 2- green; 3- red; 4- blue; 5- grey; 6- brown; 7- yellow; 8- white

Audio passage:

1- A **pink** dress 2- **Green** shorts 3- A **red** coat 4- **Blue** trousers
5- A **grey** suit 6- A **brown** sweater 7- A **yellow** skirt 8- **White** socks

Activity 2: Pair work

Tell the students to ask and answer questions about what people are wearing. They do it with their neighbours.

Expected answers:

Example: 1- A: What is Sandra wearing?

B: She is wearing a pink dress.

2) A: What is Aïcha wearing?

B: She is wearing a white T-shirt and a blue skirt.

3) A: What is Rita wearing?

B: She is wearing a green coat and brown boots.

4) A: What is Danielle wearing?

B: She is wearing a blue jacket, a white T-shirt and yellow trousers.

5) A: What is Stéphanie wearing?

B: She is wearing a blue dress.

6) A: What is Rémi wearing?

B: He is wearing a green T-shirt and brown trousers.

Time to extend

This activity can be used as homework or follow-up if time permits.

Possible answers:

- 1) I like yellow coats. (example)
- 2) I like black trousers.
- 3) I like blue shirts.
- 4) I like purple dresses.

Note: Accept any good combination from the students.

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 3: COMMUNICATION ACTIVITY

- Tell the students to turn to page 118 and read the instructions.
- Tell them that they are going to listen to a podcast to complete the different tasks.
- Ask them to take their pencils and follow carefully.
- For each task, make them listen twice.
- When it is finished, ask the students to suggest their answers.
- Tell the class to listen and react when there is a mistake.
- Write the expected answers on the board.

Expected answers:

1) A- black suit ; D- blue sweater ; C- yellow jacket; E- black shorts;
F- orange skirt ;

2) A- orange skirt B- black suit C- sister D- yellow
jacket E- black shorts / blue sweater F- My brother

Audio passage

This is the description of my family's photograph. I'm in front of my sister with my **black shorts** and **blue sweater**. My aunt Sue is wearing an **orange skirt**. My father is standing in the middle in a **black suit**. **My sister** is wearing a yellow skirt. My uncle on the right is smart in his **yellow jacket**. **My brother** is wearing his brown boots as usual.

Lesson 3: Give me the price of your clothing items!

Situation d'apprentissage : De passage dans un magasin d'habits Américains, les élèves de la 6^{ème} 1 du Lycée HKB de Niakara écoutent le commerçant anglophone leur donner les différents prix en vue d'en choisir pour la prochaine fête.

Ask a few questions about the learning context:

- Où se passe l'action?
- Qui sont les personnes impliquées ?
- Que font-elles?
- Quelle habileté sera-t-elle développée au cours de cette leçon ?
- Sur quoi va porter notre séance du jour ?

Note: This part must be conducted orally. Allow a few minutes for that.

Lesson context overview: Vocabulary related to shopping

Language function focus

- Offering help
- Asking for and giving a price

Session 1

Time to learn :

✓ Look, Listen and Repeat

The teacher reads the dialogue to the students. He teaches the vocabulary items in bold to the students. He explains them, makes the students repeat and illustrate them on the board.

✓ Listen and Repeat

The teacher uses the dialogue to explain how to offer and accept help. He makes them repeat the key structures and illustrates them on the board.

Time to practise

Activity 1: Pair work

Ask students to complete the dialogue in pairs.

Expected answers: Example: 1- go shopping ; 2- in fashion ; 3- try on ; 4- need ; 5- small ; 6- fitting

Activity 2: Pair work

Ask the students to complete the dialogue with their neighbours.

Possible answers:

Example: 1) A: Can I help you?

- 2) A: Do you need help?
- 3) A: Can I help you?
- 4) A: Do you have a jacket in medium size?
- 5) A: What size of clothes do you have?

Time to extend

(No activity for this section)

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 2

Time to learn :

✓ **Look, Listen and Repeat**

Tell the students to look at the table. Model the numbers in words to the students and ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ **Listen and Repeat**

The teacher uses the dialogue to explain how to ask and give a price. He makes them repeat the key structures and illustrates them on the board. Choose a few pairs to practise the dialogue.

Time to practise

Activity 1: Individual work / Pair work

Ask students to do the activity individually, then compare their answers with their neighbours'. They listen to the audio passage and choose the correct price for each clothing item.

Expected answers: Example: 1- Suit: 75,000; 2- Dress: 15,000; 3- Shirt: 6,000; 4- Coat: 5,000; 5- Trousers: 8,000; 6- Socks: 1,000

Audio passage

Come and buy! Come and buy! You can have anything you need at a low cost. The suit costs 75,000 F, the dress is 15,000 F. you can have a shirt at 6,000 F, a coat at 5,000 F, trousers at 8,000 F and socks at 1,000 F. Come and buy!

Activity 2: Pair work

Tell the students to ask and answer questions about the price of clothing items.

Possible answers:

- 1) **A: How much are the shorts? / How much do the shorts cost?**
B: They are three thousand francs. / They cost three thousand francs. (example)
- 2) A: How much is the sweater? / How much does the sweater cost?
B: It's four thousand francs. / It costs four thousand francs.
- 3) A: How much is the dress? / How much does the dress cost?
B: It's two thousand francs. / It costs two thousand francs.
- 4) A: How much is the coat? / How much does the coat cost?
B: It's five thousand francs. / It costs five thousand francs.
- 5) A: How much is the scarf? / How much does the scarf cost?
B: It's one thousand francs. / It costs one thousand francs.

- 6) A: How much are the socks? / How much do the socks cost?
B: They're six thousand francs. / They cost six thousand francs.
- 7) A: How much is the tie? / How much does the tie cost?
B: It's eight thousand francs. / It costs eight thousand francs.
- 8) A: How much is the necklace? / How much does the necklace cost?
B: It's nine thousand francs. / It costs nine thousand francs.

Time to extend

This activity can be used as homework or follow-up if time permits.

Possible answers: Example: 1- much; 2- thousand; 3- do; 4- seven; 5- cost; 6- looking for; 7- medium

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 3: COMMUNICATION ACTIVITY

- Tell the students to turn to page 125 and read the instructions.
- Tell them that they are going to listen to a podcast to complete the different tasks.
- Ask them to take their pencils and follow carefully.
- For each task, make them listen twice.
- When it is finished, ask the students to suggest their answers.
- Tell the class to listen and react when there is a mistake.
- Write the expected answers on the board.

Expected answers:

- A.** Clothes: shirt (thirty thousand or 30,000); pair of shoes (twenty-five thousand or 25,000); skirts (fifteen thousand or 15,000); trousers (fifteen thousand or 15,000); socks (two thousand to five thousand or 2,000 to 5,000); jeans (eighteen thousand or 18,000)
- B.** 1- thousand ; 2- shoes / twenty-five thousand ; 3- trousers ; 4- two thousand ; 5- trousers / fifteen thousand ; 6- go shopping

Audio passage

Clothes are very expensive in my country. For example, a man's **shirt** in good quality is **thirty thousand francs**. In my country, a **pair of shoes** is about **twenty-five thousand francs**. In Nigeria, trousers are very expensive. **Skirts** and **trousers** in fashion are around **fifteen thousand**. **Socks** are very expensive too. Prices go from **two thousand** up to **five thousand**. **Jeans** are not cheap either. They're about **eighteen thousand**. In my country, it is difficult to go shopping.

UNIT SUMMARY

- **Revision game**

Expected answers: Ask the students to find the names of colours in the grid.

ACROSS: 1- BLACK; 2- ORANGE; 3- PURPLE; 4- GREEN

DOWN: 1- YELLOW; 2- PINK; 3- GREY; 4- RED

- **Revision activities**

Activity 1: Ask the students to write the numbers in figures or words.

Expected answers:

Example: 1- Five thousand, seven hundred and fifty; 2- 13,000; 3- 1,500; 4- Twenty thousand; 5- 10,300; 6- Fifteen thousand, one hundred and twenty-five

Activity 2: Ask the students to choose the correct option.

Example: 1- a pink dress; 2- grey shorts; 3- a red coat; 4- a red sweater; 5- orange socks

Activity 3: Ask the students to complete the sentences with the appropriate words or expressions from the box.

Expected answers

Example: 1- go shopping; 2- dislike; 3- How much; 4- costs; 5- in fashion; 6- yellow; 7- thousand

Activity 4: Tell the students to complete the dialogue and practise it with their neighbours.

Possible answers

1- blue; 2- I am wearing a blue shirt and grey trousers ; 3- Yes, thank you; 4- They are eight thousand; 5- I sometimes wear a tie.

UNIT 6: FOOD AND DRINKS

SKILL: LISTENING

Lesson 1: Let's go to the restaurant!

Situation d'apprentissage : A l'occasion d'une télé-réalité tournée dans un restaurant anglais, les élèves de la 6^{ème} 3 du Lycée Moderne de Maféré écoutent les clients faire leurs commandes afin d'identifier les différents repas au menu.

Ask a few questions about the learning context:

- Où se passe l'action?
- Qui sont les personnes impliquées ?
- Que font-elles?
- Quelle habileté sera-t-elle développée au cours de cette leçon ?
- Sur quoi va porter notre séance du jour ?

Note: This part must be conducted orally. Allow a few minutes for that.

Lesson context overview: Vocabulary related to meals, drinks and dishes
Language function focus

- Ordering
- Expressing quantity

Session 1

Time to learn:

✓ **Look, Listen and Repeat**

The teacher reads out the dialogue to the students emphasizing the new lexical items. He explains the meanings of the new words or expressions. He makes the students repeat and illustrates them on the board.

✓ **Listen and Repeat**

The teacher uses the dialogue to explain how to order a meal. He makes them repeat the key structures and illustrates them on the board.

Time to practise

Activity 1: Individual work / Pair work

Ask students to do the activity individually, and then compare their answers with their neighbours'. They listen to the audio passage and complete the table.

Expected answers:

Starter: Fruit salad; Tomato soup

Main course: Grilled fish; Roasted chicken; Fried rice with meat; Pounded plantain with palm nuts soup

Dessert: Ice cream; Cakes; Tea

Audio passage

Welcome to Ellis' Food Restaurant. You can have anything you need to eat here. As starters, we have delicious **fruit salad** and **tomato soup**. For the main course, we offer **grilled fish, roasted chicken, fried rice with meat** and **pounded plantain with palm nuts soup**. As for dessert, you can order, **ice cream, cakes** or **tea**. Make your choice!

Activity 2: Pair work

Tell the students to ask and answer questions about the food items.

Possible answers:

Example: 1-A: What would you like to order?

B: I would like to order fruit salad.

2- A: What would you like to order?

B: I would like to order tomato soup.

3- A: What would she like to order?

B: She would like to order roasted chicken.

4- A: What would he like to order?

B: He would like to order pasta.

5- A: What would you like to order?

B: We would like to order grilled fish.

6- A: What would they like to order?

B: They would like to order ice cream.

Time to extend

This activity can be used as homework or follow-up if time permits

Expected answers: 1- menu ; 2- would ; 3- starter ; 4- dessert ; 5- main course ; 6- order ; 7- ice cream

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 2

Time to learn:

✓ Look, listen and Repeat

Tell the students to look carefully at the pictures. Read the description of the pictures to the students and ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered. Write the new items on the board and illustrate them.

✓ Listen and Repeat

Ask the students to listen carefully. Read out the sentences to them. Draw their attention to the main structures and lay a focus on them. Explain and give examples to illustrate them on the board.

Time to practise

Activity 1: Individual work / Pair work

Ask students to do the activity individually, then compare their answers with their neighbours'. They listen to the audio passage and complete the dialogue.

Expected answers: Example: 1- 07:00; 2- coffee and bread; 3- 12:30; 4- tomato soup; 5- 19:30

Audio passage:

Ali: Hello, Bilé! When do you have breakfast?

Bilé: I have breakfast at 07:00.

Ali: What do you drink for breakfast?

Bilé: I drink coffee and bread.

Ali: What time do you have lunch?

Bilé: I have lunch at 12:30.

Ali: What do you eat for lunch?

Bilé: I eat tomato soup.

Ali: What time do you have dinner?

Bilé: I have dinner at 19:30.

Ali: Thanks and goodbye!

Bilé: Bye!

Activity 2: Pair work

Ask the students to complete the sentences with the correct words or expressions.

Expected answers: **Example:** 1- much; 2- have; 3- much; 4- a lot of; 5- has; 6- much; 7- a lot of

Time to extend

This activity can be used as homework or follow-up if time permits.

Expected answers:

- Hot drinks: Cappuccino ; coffee ; tea ; hot chocolate
- Soft drinks: sorrel juice; coke
- Alcohol: wine ; beer ; liquor

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 3: COMMUNICATION ACTIVITY

- Tell the students to turn to page 134 and read the instructions.
- Tell them that they are going to listen to a podcast to complete the different tasks.
- Ask them to take their pencils and follow carefully.
- For each task, make them listen twice.
- When it is finished, ask the students to suggest their answers.
- Tell the class to listen and react when there is a mistake.
- Write the expected answers on the board.

Expected answers:

- 1- Jim: Starter: vegetable salad; Main course: grilled fish; Dessert: fruit salad
Ben: Starter: tomato soup; Main course: pasta; Dessert: a piece of cake
Jack: Starter: tomato soup; Main course: roasted chicken; Dessert: ice cream
- 2- 1- coffee ; 2- lunch ; 3- drink ; 4- ice cream ; 5- a lot of ; 6- breakfast

Audio scripts

Script 1

Jim: Hello Ben and Jack! How are you? Let's order our dinner now.

Ben: Hello Jim! That's a good idea!

Jack: Hello Jim! Yes! **For a starter**, I will have **tomato soup**. And you, Jim?

Jim: I would like **vegetable salad**. Will you have vegetable salad too, Ben?

Ben: No, Jim! I will have **tomato soup** like Jack. It is so tasty! What would you like for the main course and dessert, Jack?

Jack: Oh! I would like **roasted chicken** for the main course and **ice cream** for dessert. Will you have the same menu, Jim?

Jim: No! I prefer **grilled fish** for the main course and **fruit salad** as dessert. And you Ben what would you like for the main course and dessert?

Ben: I would like **a piece of cake** for dessert and **pasta** for main course.

Jack: Ok, let's eat now! Enjoy your meals!

Ben: Thank you, Jack!

Jim: Thank you, Jack!

Script 2

Ben: Hello Jim! Would you like to drink coffee with me?

Jim: Well, I don't drink much **coffee**.

Ben: Oh I see! Are you free for **lunch** tomorrow?

Jack: Would you like to **drink** a lot of coffee Jim?

Jim: No, thanks!

Ben: You have not finished your **ice cream** jack!

Jack: Yes! There is **a lot of** sugar in my ice cream!

Jim: Will you have **breakfast** tomorrow, Ben?

Ben: Not sure! I will be busy

Jack: Ok, let's go!

Lesson 2: Let's eat fruit and vegetables!

Situation d'apprentissage : Lors d'une conférence sur la nutrition en milieu scolaire, les élèves de la 6^{ème} 3 de ton école écoutent les recommandations d'un diététicien anglophone en vue de s'informer sur les bonnes pratiques alimentaires.

Ask a few questions about the learning context:

- Où se passe l'action?
- Qui sont les personnes impliquées ?
- Que font-elles?
- Quelle habileté sera-t-elle développée au cours de cette leçon ?
- Sur quoi va porter notre séance du jour ?

Note: This part must be conducted orally. Allow a few minutes for that.

Lesson context overview: Vocabulary related to fruit and vegetables

Language function focus

- Expressing preferences
- Describing with adjectives

Session 1

Time to learn:

✓ Look, Listen and Repeat

Tell the students to look carefully at the pictures related to vegetables. Read the name of each item to the students and ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ Listen and Repeat

The teacher uses the dialogue to explain how to express preferences. He makes them repeat the key structures and illustrates them on the board.

Time to practise

Activity 1: Individual work / Pair work

Ask students to do the activity individually, then compare their answers with their neighbours'. They listen to the audio passage and complete the table.

Expected answers: Example: 1- mushroom; 2- cucumber; 3- onion; 4- carrot; 5- orange

Audio passage

My mother likes fruit and vegetables a lot. Today, she wants to eat **mushrooms**, mixed vegetables made of **cucumber**, **onion** and **carrot**. As for fruit, she wants to have an **orange**.

Activity 2: Pair work

Ask the students to complete the sentences with “would like to” or “prefer”.

Expected answers: Example: 1- prefer; 2- would like to; 3- would like to; 4- prefer; 5- would like to; 6- would like to; 7- prefer

Time to extend

This activity can be used as homework or follow-up if time permits.

Expected answers: 1- drinking; 2- ordering; 3- cooking; 4- mix

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 2

Time to learn:

✓ Look, Listen and Repeat

Tell the students to look carefully at the pictures related to vegetables. Read the name of each item to the students and ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ Listen and Repeat

Read out the sentences to the students. Draw their attention to the main structures and lay a focus on them. Explain and give examples to illustrate them on the board.

Time to practise

Activity 1: Individual work / Pair work

Ask students to do the activity individually, then compare their answers with their neighbours'. They reorder the letters to get names of fruit.

Expected answers: Example: 1- **Delicious**; 2- Mango; 3- Apple; 4- Juicy; 5- Watermelon; 6- Ripe

Activity 2: Group work

Ask the students to complete the sentences.

Expected answers: 1- fresh oranges; 2- soft pawpaw; 3- delicious apple; 4- ripe mango; 5- delicious pineapple; 6- juicy watermelon

Time to extend

This activity can be used as homework or follow-up if time permits.

Expected answers: 1- mushroom; 2- starter; 3- cucumber; 4- carrots; 5- order

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 3: COMMUNICATION ACTIVITY

- Tell the students to turn to page 140 and read the instructions.
- Tell them that they are going to listen to a podcast to complete the different tasks.
- Ask them to take their pencils and follow carefully.
- For each task, make them listen twice.
- When it is finished, ask the students to suggest their answers.
- Tell the class to listen and react when there is a mistake.
- Write the expected answers on the board.

Expected answers:

- 1- Fruit: watermelon ; pineapple ; orange
Vegetables: carrot; cucumber; tomato; onion
- 2- 1-T ; 2-F ; 3-T ; 4-F ; 5-F

Audio passage

Ladies and gentlemen, it is important for you to know that fruit like watermelons, pineapples, and oranges are juicy and full of vitamins. Carrots, cucumbers, tomatoes and onions are vegetables that you can eat without cooking them. If you want to stay healthy,

- Eat fresh fruit and vegetables
- Don't eat unripe mangoes
- Wash your grapes before eating them
- Cook potatoes before eating.

Thank you for your kind attention!

Lesson 3: Let's cook!

Situation d'apprentissage : Invités à une émission de cuisine au Ghana, les élèves de la 6^{ème} 5 du lycée Moderne de Tiapoum écoutent les instructions et les étapes pour réaliser un plat ghanéen.

Ask a few questions about the learning context:

- Où se passe l'action?
- Qui sont les personnes impliquées ?
- Que font-elles?
- Quelle habileté sera-t-elle développée au cours de cette leçon ?
- Sur quoi va porter notre séance du jour ?

Note: This part must be conducted orally. Allow a few minutes for that.

Lesson context overview: Vocabulary related to recipes and ingredients
Language function focus

- Giving instructions
- Describing a process

Session 1

Time to learn :

✓ Look, Listen and Repeat

The teacher introduces the different ingredients for cooking beef stew. He models their pronunciations and makes the students repeat. Then, he illustrates them on the board.

✓ Listen and Repeat

Use the instructions for cooking potatoes to explain how to give instructions. Make the students repeat the key structures and illustrate them on the board.

Time to practise

Activity 1: Individual work / Pair work

Ask students to do the activity individually, then compare their answers with their neighbours'. They turn the sentences into instructions.

Expected answers:

Example: 1- Peel the potatoes.

- 2- Chop onions and tomatoes.
- 3- Fry chopped onions and tomatoes.
- 4- Boil the piece of beef.
- 5- Add salt and pepper.
- 6- Pour oil into the saucepan.

7- Stir it all for a few minutes.

Activity 2: Group work

Ask the students to reorder the words to get meaningful sentences. They can do it in groups of 4 students.

Possible answers:

Example: 1- Chop tomatoes and onions.

- 2) Peel potatoes.
- 3) Boil the piece of beef.
- 4) Pour oil into the saucepan.
- 5) Add salt and pepper.
- 6) Fry chopped onions and potatoes.
- 7) Stir it all for a few minutes.

Time to extend

This activity can be used as homework or follow-up if time permits.

Possible answers:

To fry an omelette,

- Chop onions and tomatoes;
- Crack eggs and pour them into a bowl;
- Add chopped tomatoes and onions;
- Add salt or any seasoning;
- Mix all;
- Set the frying pan on the fire;
- Pour oil into the frying pan;
- Pour the mixture into the frying pan;

After 2 minutes your omelette is ready.

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 2

Time to learn:

✓ Look, Listen and Repeat

The teacher reads aloud the recipe for cooking Pizza and teaches the key words in bold to the students. He makes the students repeat the new lexical items and illustrates them on the board.

✓ Listen and Repeat

Move from how to cook pizza to explain how to describe a process using connectors. Make the students repeat the key structures and illustrate them on the board.

Time to practise

Activity 1: Individual work / Pair work

Ask students to do the activity individually, then compare their answers with their neighbours'. They reorder the letters to get meaningful words.

Expected answers: **Example:** 1- Pour ; 2- Keep ; 3- Bake ; 4- Scatter ; 5- Roll out ; 6- Slice ; 7- Spread

Activity 2: Pair work

Ask the students to put the sentences in the correct order to describe the process of cooking a pizza.

Possible answers:

- 1) Pour oil, flour, salt, and sugar into a bowl.
- 2) Keep the dough for 30 minutes.
- 3) Roll out the dough into a circle.
- 4) Spread pizza sauce on top.
- 5) Slice onions, tomatoes and mushrooms.
- 6) Scatter sliced tomatoes, onions, mushrooms and grated cheese over the pizza base.
- 7) Bake in an oven.

Time to extend

This activity can be used as homework or follow-up if time permits.

Possible answers: **Example:** 1- salt ; 2- sugar ; 3- pizza sauce ; 4- onions ; 5- tomatoes ; 6- sliced tomatoes ; 7- mushrooms

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 3: COMMUNICATION ACTIVITY

- Tell the students to turn to page 146 and read the instructions.
- Tell them that they are going to listen to a podcast to complete the different tasks.
- Ask them to take their pencils and follow carefully.
- For each task, make them listen twice.
- When it is finished, ask the students to suggest their answers.
- Tell the class to listen and react when there is a mistake.
- Write the expected answers on the board.

Expected answers:

- 1- A piece of beef ; oil ; onion ; garlic ; salt ; pepper ; potatoes ; carrots
- 2- F – D – B – E – C – A

Listening passages

Script 1

Hello! I am Amah from Ghana, and this is a recipe for cooking beef stew with potatoes and carrots.

As ingredients, you need:

- A piece of beef
- Oil
- Garlic and onion
- Potatoes and carrots
- Salt and pepper

Ok ! Let's cook now!

Script 2

First, season the meat with salt and pepper.

Secondly, pour oil into the soup pot and fry the piece of beef.

Next, add onion, garlic, potatoes and carrots.

Then, stir until the vegetables are soft.

Finally, let boil for 2 hours.

UNIT SUMMARY

- **Revision game**

Ask the students to write down one vegetable and one fruit beginning with the given letters.

Possible answers

Example: 1- Cauliflower / Cherry; 2- Mushroom / Mango; 3- Potato / Pineapple; 4- Onion / Orange; 5- Garlic / Grapes

- **Activity revision**

Activity 1: Ask the students to classify the fruit and vegetables in the given table.

Expected answers

FRUIT: Pawpaw; Grapes; Pineapple; Watermelon; Mango

VEGETABLES: Cucumber; Mushroom; Onion; Garlic; Green bean; Carrot; Eggplant

Activity 2: Ask the students to classify the food items in the given table.

Dessert: Example: Ice cream; A piece of cake; Coffee

Main course: Roasted chicken; Pasta; Tomato soup; Grilled fish

Starter: Vegetable salad; Fruit salad; Wine

Activity 3: Ask the students to rewrite the sentences to express preferences.

Example: 1- I would rather drink hot chocolate.

- 2- I prefer eating mushrooms and garlic.
- 3- I would rather order a vegetable salad for a starter.
- 4- I would rather eat my favourite dessert.
- 5- I prefer cooking carrots and green peas.
- 6- I prefer mixing onion and cucumber.

Activity 4: Ask students to use the given sentences to give instructions.

Example: 1- Pour oil, flour, salt and sugar.

- 1- Keep the dough for 30 minutes.
- 2- Roll out the dough into a circle.
- 3- Spread pizza sauce on top.
- 4- Slice onions, tomatoes and mushrooms.
- 5- Scatter sliced tomatoes, onions, mushrooms and grated cheese over the pizza base.
- 6- Bake in an oven.

UNIT 7: HEALTH AND ENVIRONMENT

SKILL: READING

Lesson 1: I take care of my body

Situation d'apprentissage : De passage à Monrovia, des élèves de la 6^{ème} 3 du Lycée Moderne d'Azaguié écoutent un commerçant faire la publicité de ses beaux habits en vue d'en acheter pour les prochaines fêtes de fin d'année.

Ask a few questions about the learning context:

- Où se passe l'action?
- Qui sont les personnes impliquées ?
- Que font-elles?
- Quelle habileté sera-t-elle développée au cours de cette leçon ?
- Sur quoi va porter notre séance du jour ?

Note: This part must be conducted orally. Allow a few minutes for that.

Lesson context overview: Vocabulary related to the parts of the body and hygiene

Language function focus

- Expressing obligation
- Asking and answering questions about obligation

Session 1

Time to learn :

✓ Look, Listen and Repeat

Tell the students to look carefully at the pictures. Read aloud the names of the parts of the body to the students and ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ Listen and Repeat

The teacher uses the sentences to explain how to express obligations and prohibitions. He makes them repeat the key structures and illustrates them on the board.

Time to practise

Activity 1: Individual work / Pair work

Ask students to do the activity individually first, then compare their answers with their neighbours'. They write the names of the different parts of the body.

Expected answers: **Example: 1- hair; 2- eye; 3- ear; 4- nose; 5- mouth**

Activity 2: Pair work

Ask the students to complete the sentences with “must” or “mustn’t”.

Expected answers: Example: 1- must; 2- must; 3- mustn’t; 4- mustn’t; 5- must

Time to extend

This activity can be used as homework or follow-up if time permits.

Expected answers: Example: 1- Nose ; 2- Mouth ; 3- Eye ; 4- Ear ; 5- Hair ; 6- Head ; 7- Foot ; 8- Leg ; 9- Neck

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 2

Time to learn:

✓ Look, Listen and Repeat

Tell the students to look carefully at the pictures. Read the description of the items to the students and ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ Listen and Repeat

Ask the students to listen carefully. Read the dialogue to them. Draw their attention to the main structures and lay a focus on them. Explain and give examples to illustrate them on the board.

Time to practise

Activity 1: Individual work

Ask students to do the activity individually, then compare their answers with their neighbours'. They read and complete the sentences with the missing words

Expected answers: **Example:** 1- brush; 2- nose ; 3- bath ; 4- wash ; 5- hands ; 6- clothes

Activity 2: Individual work / Pair work

The students listen and write the numbers of the obligations they hear. They do it individually first, then compare their answers with their neighbours'.

Expected answers: **Example:** 1- K ; 2- A ; 3- B ; 4- C ; 5- D ; 6- E ; 7- H

Time to extend

This activity can be used as homework or follow-up if time permits.

Expected answers:

1. I must brush my teeth.
2. No, I mustn't.
3. No, I mustn't.

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 3: COMMUNICATION ACTIVITY

- Tell the students to turn to page 154.
- Inform them that they are going to read a text to complete the different tasks.
- Set the timing for each task
- Give them the indicated time to complete the different tasks.
- When it is over, ask the students to give their answers.
- Tell the class to listen and react when there is a mistake.
- Write the correct answers on the board.

Expected answers:

- A)** 1- The consequences of poor personal hygiene
- B)** 1- a: good health (example)
2- a: body odour
3- b: microbes in your mouth
4- a: teeth decay
- C)** 1- must ; 2- take ; 3- have ; 4- hands

Lesson 2: Insalubrity, cause of common diseases

Situation d'apprentissage : Dans le cadre de la campagne de sensibilisation sur le danger du coronavirus organisée par l'ambassade de la Grande-Bretagne, les élèves de 6^{ème} 3 du Collège Moderne de Booko lisent un texte sur les maladies liées à l'insalubrité afin de mener à bien la sensibilisation auprès de leurs camarades.

Ask a few questions about the learning context:

- Où se passe l'action?
- Qui sont les personnes impliquées ?
- Que font-elles?
- Quelle habileté sera-t-elle développée au cours de cette leçon ?
- Sur quoi va porter notre séance du jour ?

Note: This part must be conducted orally. Allow a few minutes for that.

Lesson context overview: Vocabulary related to dirty environment and illnesses

Language function focus

- Giving advice
- Making requests

Session 1

Time to learn :

✓ Look, Listen and Repeat

Tell the students to look carefully at the pictures. Read the descriptions of the pictures to the students and ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ Listen and Repeat

Use the dialogue to explain how to give advice. Make your students repeat the key structures and illustrate them on the board.

Time to practise

Activity 1: Individual work / Pair work

Ask students to do the activity individually, then compare their answers with their neighbours'. They reorder the letters to get names of diseases

Expected answers: **Example: 1- Scabies ; 2- Headache ; 3- Tuberculosis ; 4- Malaria ; 5- Diarrhoea ; 6- Cholera ; 7- Caries ; 8- Covid-19**

Activity 2: Pair work

Ask the students to complete the sentences with “should”, “shouldn’t”, “have” or “has”.

Expected answers: **Example:** 1- has; 2- should; 3- shouldn’t; 4- have; 5- should; 6- should

Time to extend

This activity can be used as homework or follow-up if time permits.

Expected answers:

I should: - **take a shower three times a day (example)** - avoid mosquito bites;
- see a doctor when I am ill; - wash my hands before eating; - wear clean clothes and shoes

I shouldn’t: - **eat with dirty hands (example);** - pick up food and eat it; - walk in the sun; - put things in ears

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 2

Time to learn:

✓ Look, Listen and Repeat

Tell the students to look carefully at the pictures. Read the description of the pictures to the students and ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ Listen and Repeat

Uses the dialogue to explain how to make requests, and accept or refuse permissions. Make your students repeat the key structures and illustrate them on the board.

Time to practise

Activity 1: Individual work / Pair work

Ask students to do the activity individually, then compare their answers with their neighbours'. They complete the descriptions with the missing words.

Expected answers: **Example:** 1- broom ; 2- bathroom ; 3- empty ; 4- mosquito net ; 5- face mask ; 6- toothpaste

Activity 2: Pair work

The students complete the dialogue in pairs.

Expected answers: **Example:** 1- you can ; 2- No ; 3- Can ; 4- Yes ; 5- can ; 6- Can ; 7- No / can't

Time to extend

This activity can be used as homework or follow-up if time permits.

Expected answers: **Example:** 1-f; 2-e; 3-d; 4-c; 5-b; 6-a

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 3: COMMUNICATION ACTIVITY

- Tell the students to turn to page 161.
- Inform them that they are going to read a text to complete the different tasks and ask them to read the instructions.
- Set the timing for each task
- Give them the indicated time to complete the different tasks.
- When it is over, ask the students to give their answers.
- Tell the class to listen and react when there is a mistake.
- Write the correct answers on the board.

Expected answers:

A) b- The prevention of COVID-19

B) 1-T (lines 1-2) (example); 2-T (lines 2-3); 3-F (line 4); 4-F (lines 4-5)

C) 1- public places ; 2- distancing ; 3- hands

Lesson 3: My health depends on water

Situation d'apprentissage : La journée internationale de l'eau est organisée cette année par l'Ambassade des Etats-Unis en Côte d'Ivoire. A cet effet, les élèves de la 6^{ème} 2 du Lycée 3 de Divo lisent des dépliants qui traitent des sources d'eau et des causes de pollution de celles-ci afin d'en discuter avec leurs parents.

Ask a few questions about the learning context:

- Où se passe l'action?
- Qui sont les personnes impliquées ?
- Que font-elles?
- Quelle habileté sera-t-elle développée au cours de cette leçon ?
- Sur quoi va porter notre séance du jour ?

Note: This part must be conducted orally. Allow a few minutes for that.

Lesson context overview: Vocabulary related to the source and the quality of water and water pollution

Language function focus

- Inquiring and giving information
- Expressing causes

Session 1

Time to learn:

✓ Look, Listen and Repeat

Tell the students to look carefully at the pictures. Read the description of the pictures to the students and ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ Listen and Repeat

Use the dialogue to explain how to inquire and give information. Make your students repeat the key structures and illustrate them on the board.

Time to practise

Activity 1: Individual work / Pair work

Tell the students to classify the sources of water in the table. They do it individually first, then compare their answers with their neighbours'.

Expected answers:

DRINKABLE WATER: Example: Mineral water; pump water; tap water; tank water; well water

NON-DRINKABLE WATER: Example: sea water; rain water; river water; lake water

Activity 2: Pair work

The students reorder the words to get meaningful sentences, then practise the dialogue with their neighbours

Expected answers:

Example: 1) A: How can I get to the river, please?

B: Go straight, please.

2) A: Where can I find mineral water, please?

B: Go to the shop, please.

3) A: How can I take water from the well?

B: Take this scoop, please.

4) A: Where can I have drinkable water, please?

B: Go to the kitchen, please.

Time to extend

This activity can be used as homework or follow up if time permits.

Possible answers:

Example: 1- Where can I have fresh water? In the kitchen or in the refrigerator?

2- How can Alidou take water from the well?

3- Where can we wash our clothes? In the river or in the lake?

4- Where can people get drinkable water?

5- How can you cross the river? By canoe or by swimming?

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 2

Time to learn:

✓ **Look, Listen and Repeat**

Tell the students to look carefully at the pictures. Read the descriptions of the pictures to the students and ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ **Listen and Repeat**

Use the dialogue to explain how to express causes. Make your students repeat the key structures and illustrate them on the board.

Time to practise

Activity 1: Pair work

Tell the students to ask and answer questions with their neighbours using the given clues.

Expected answers:

Example: 1- A: What does polluted water lead to / cause?

B: Polluted water leads to waterborne diseases / It causes waterborne diseases.

2- A: What does unclean water lead to / cause?

B: It leads to cholera / It causes cholera.

3- A: What does defecating in the river lead to / cause?

B: It leads to water pollution / It causes water pollution.

4- A: What does swimming in a dirty river lead to / cause?

B: It leads to scabies / It causes scabies.

5- A: What does fishing with chemicals lead to / cause?

B: It leads to many diseases / It causes many diseases.

Activity 2: Group work

Tell the students to reorder the words to get meaningful sentences.

Expected answers:

Example: 1- Human activities lead to water pollution.

2- Drinking dirty water causes diarrhoea.

3- The dry season causes a lack of water.

4- Too much rain leads to floods.

Time to extend

This activity can be used as homework or follow-up if time permits.

Possible answers: **Example: 1-a; 2-b; 3-a; 4-a; 5-b**

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 3: COMMUNICATION ACTIVITY

- Tell the students to turn to page 168.
- Inform them that they are going to read a text to complete the different tasks and ask them to read the instructions.
- Set the timing for each task
- Give them the indicated time to complete the different tasks.
- When it is over, ask the students to give their answers.
- Tell the class to listen and react when there is a mistake.
- Write the correct answers on the board.

Expected answers:

A) The text is about the illnesses caused by water.

B) Example: 1- It is contamination.

2- They are dangerous.

3- It is water pollution.

4- Yes, it can.

C) Possible answers: 1- rain ; 2- sea ; 3- river ; 4- well ; 5- lake ; 6- toxic products ; 7- chemicals ; 8- human actions; 9- filter ; 10- boil

UNIT SUMMARY

- **Revision game**

Invite the students to play the game with you.

- **Revision activities**

Activity 1: Ask the students to identify the different parts of the body.

Expected answers

1- hair ; 2- nose ; 3- chest ; 4- tummy / belly ; 5- hand ; 6- leg ; 7- mouth ; 8- neck ; 9- arm ; 10- finger ; 11- foot ; **12- toes (example)**

Activity 2: Ask the students to give advice according to the given situations.

Example: 1- I think you should mop it.

- 2- We should empty it.
- 3- He should wash them.
- 4- She should sleep under a mosquito net.
- 5- You shouldn't drink it.
- 6- He shouldn't eat with dirty hands.

Activity 3: Ask the students to find five diseases and five sources of water from the grid.

Diseases: Diarrhoea; Caries; Malaria; Cholera; Headache; Scabies

Sources of water: Example: Pump; River; Lake; Sea; Well; Tap

Activity 4: Ask the students to read the text and answer the questions.

- 1- b
- 2- Water is unsafe when it contains germs, worms or toxic chemicals.
- 3- Germs and worms live in human and animal waste (urine and faeces)
- 4- Cholera.

UNIT 8: SPORTS AND GAMES

SKILL: READING

Lesson 1: I practise sports!

Situation d'apprentissage : Désireux de remporter le prix du meilleur lecteur de ton école organisé par le Centre Culturel Américain, tes amis et toi, vous vous entraînez à lire quelques pages d'un livre mettant en exergue la nécessité de pratiquer le sport.

Ask a few questions about the learning context:

- Où se passe l'action?
- Qui sont les personnes impliquées ?
- Que font-elles?
- Quelle habileté sera-t-elle développée au cours de cette leçon ?
- Sur quoi va porter notre séance du jour ?

Note: This part must be conducted orally. Allow a few minutes for that.

Lesson context overview: Vocabulary related to sports

Language function focus

- Asking and answering questions about sports
- Expressing ability

Session 1

Time to learn:

✓ Look, Listen and Repeat

Tell the students to look carefully at the pictures. Read the description of the pictures to the students and ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ Listen and Repeat

Ask the students to listen carefully. Read the dialogue to the class. Draw their attention to the main structures and lay a focus on them. Explain and give examples to illustrate them on the board.

Time to practise

Activity 1: Pair work

Ask the students to ask and answer questions about sports with their neighbours.

Expected answers:

Example: 1- A: What sport do you practise?

B: I practise jogging.

A: Which sport do you prefer?

B: I prefer jogging.

- | | |
|--|--|
| 1. A: What sport do you practise?
A: Which sport do you prefer? | B: I practise cycling.
B: I prefer cycling. |
| 2. A: What sport do you practise?
A: Which sport do you prefer? | B: I practise swimming.
B: I prefer swimming. |
| 3. A: What sport do you practise?
A: Which sport do you prefer? | B: I practise gymnastics.
B: I prefer gymnastics. |
| 4. A: What sport do you practise?
A: Which sport do you prefer? | B: I practise the high jump.
B: I prefer the high jump. |
| 5. A: What sport do you practise?
A: Which sport do you prefer? | B: I practise tennis.
B: I prefer tennis. |

Activity 2: Pair work

Ask the students to reorder the words in order to get meaningful sentences related to sports.

Expected answers:

Example: 1- I practise jogging.

- 2- She prefers swimming.
- 3- He practises cycling.
- 4- They prefer gymnastics.
- 5- Zegbe practises judo.
- 6- Aurelie practises karate.

Time to extend

This activity can be used as homework or follow-up if time permits.

Expected answers:

- | | |
|---|--------------------------------|
| Example: 1- Q: What sport do you practise? | A: I practise cycling. |
| 2- Q: What sport do I practise? | A: You practise jogging. |
| 3- Q: What sport does she prefer? | A: She prefers swimming. |
| 4- Q: What sport do you prefer? | A: We prefer karate. |
| 5- Q: What sport do they practise? | A: They practise table tennis. |

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 2

Time to learn:

✓ **Look, Listen and Repeat**

Tell the students to look carefully at the pictures. Read the description of the pictures to the students and ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ **Listen and Repeat**

Ask the students to listen carefully. Read the dialogue to the class. Draw their attention to the main structures and lay a focus on them. Explain and give examples to illustrate them on the board.

Time to practise

Activity 1: Individual work / Pair work

Ask students to do the activity individually, then compare their answers with their neighbours'. They reorder the letters to get names of sports.

Expected answers: **Example:** 1- Volleyball; 2- Football; 3- Handball; 4- Basketball; 5- Rugby

Activity 2: Pair work

Tell the students to ask and answer questions about abilities with their neighbours.

Expected answers:

Example: 1- Q: Is your mother able to play volleyball? A: No, she is not.

1. Q: Can your father play football? A: Yes, he can.

2. Q: Are girls able to play handball? A: Yes, they are.

3. Q: Can he play rugby? A: No, he can't.

4. Q: Are students able to practise running?
not. A: No, they are

Time to extend

This activity can be used as homework or follow-up if time permits.

Possible answers:

1. The text is about sports.

2. There are individual sports and team sports.

3. Individual sports: javelin throw, gymnastics and cycling /
Team sports: football, basketball, handball.

4. People practise sports to keep in good health.

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 3: COMMUNICATION ACTIVITY

- Tell the students to turn to page 178.
- Inform them that they are going to read a text to complete the different tasks.
- Set the timing for each task
- Give them the indicated time to complete the different tasks.
- When it is over, ask the students to give their answers.
- Tell the class to listen and react when there is a mistake.
- Write the correct answers on the board.

Expected answers:

- 1) The text is about the importance of practising sports.
- 2) Individual sports: jogging, tennis, cycling, judo, karate
Team sports: handball, volleyball, football, rugby
- 3) I prefer team sports because they help develop the skills of cooperation with others.

Lesson 2: My favourite sport is football

Situation d'apprentissage : De retour de l'école avec tes amis, votre attention se porte sur un panneau publicitaire mettant en avant le football comme meilleur sport. Pour mieux vous informer, vous vous rendez à la bibliothèque de l'Ambassade de l'Afrique du Sud pour lire des livres à ce sujet.

Ask a few questions about the learning context:

- Où se passe l'action?
- Qui sont les personnes impliquées ?
- Que font-elles?
- Quelle habileté sera-t-elle développée au cours de cette leçon ?
- Sur quoi va porter notre séance du jour ?

Note: This part must be conducted orally. Allow a few minutes for that.

Lesson context overview: Vocabulary related to football

Language function focus

- Using the past simple of regular and irregular verbs to ask and answer questions
- Expressing purpose

Session 1

Time to learn:

✓ Look, Listen and Repeat

Tell the students to look carefully at the pictures. Read the description of the pictures to the students and ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ Listen and Repeat

Read aloud the text to explain how to use the past simple of regular and irregular verbs to describe past actions. He makes the students repeat the key structures and illustrates them on the board.

Time to practise

Activity 1: Individual work / Pair

Ask students to do the activity individually, then compare their answers with their neighbours'. They write the names of the different parts of the playground.

Expected answers: Example: 1- corner spot; 2- goal post; 3- penalty spot; 4- center spot

Activity 2: Group work

Ask the students to reorder the words to get meaningful sentences.

Expected answers:

Example: 1- I watched a football match last weekend.

- 2- We played a football tournament in the holidays.
- 3- These girls played handball at primary school.
- 4- My father wrote an article about sports last year.
- 5- Some supporters cried when the elephant team lost in 2012.
- 6- Our national team won the cup in 2015.

Time to extend

This activity can be used as homework or follow-up if time permits

Expected answers: 1- stadium; 3- football ground; 4- played; 5- wore; 6- jerseys; 7- pairs of boots

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 2

Time to learn:

✓ Look, Listen and Repeat

Tell the students to look carefully at the pictures related to football. Read the descriptions to them and ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ Listen and Repeat

The teacher can use the dialogue to explain how to express purpose. He makes them repeat the key structures and illustrates them on the board.

Time to practise

Activity 1: Individual work / Pair work

Ask the students to do the activity individually, then compare their answers with their neighbours'. They guess and write the words whose definitions are given.

Expected answers: **Example:** 1- supporter; 2- goalkeeper ; 3- referee ; 4- player ; 5- striker / attacker ; 6- defender ; 7- ball

Activity 2: Pair or group work

The students underline the best option in brackets to get meaningful sentences.

Expected answers: **Example:** 1- for ; 2- in order to ; 3- for ; 4- for ; 5- in order to ; 6- for ; 7- in order to

Time to extend

This activity can be used as homework or follow-up if time permits.

Expected answers: 1- watch (example) ; 2- win ; 3- supporting ; 4- give ; 5- catching ; 6- score ; 7- boost

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 3: COMMUNICATION ACTIVITY

- Tell the students to turn to page 184.
- Inform them that they are going to read a text to complete the different tasks.
- Set the timing for each task
- Give them the indicated time to complete the different tasks.
- When it is over, ask the students to give their answers.
- Tell the class to listen and react when there is a mistake.
- Write the correct answers on the board.

Expected answers:

1- Football

2- a-F (L1) ; b-F (L1-2) ; c-T (L3-4) ; d-F (L5) ; e-F (L5-6)

3- Sample of production

Yesterday, I watched an amazing match opposing Bayern München and Barcelona FC. Barcelona had a higher possession dominating the whole match. Bayern München defended very well. Their goalkeeper Manuel Neuer caught all the shoots of the opponent strikers. In the end, Bayern München scored two goals and won the match. The match was fantastic since I'm a supporter of Bayern München.

Note: Accept any good production from the students.

Lesson 3: Let's have a little fun!

Situation d'apprentissage : A quelques semaines des grandes vacances, ton ami Ghanéen désire te voir passer les vacances avec lui. Il te fait parvenir un texte sur les jeux. Tu le lis afin de te familiariser avec les jeux pratiqués chez lui.

Ask a few questions about the learning context:

- Où se passe l'action?
- Qui sont les personnes impliquées ?
- Que font-elles?
- Quelle habileté sera-t-elle développée au cours de cette leçon ?
- Sur quoi va porter notre séance du jour ?

Note: This part must be conducted orally. Allow a few minutes for that.

Lesson context overview: Vocabulary related to games

Language function focus

- Making suggestions
- Accepting or refusing suggestions
- Expressing future actions
- Using reflexive pronouns

Session 1

Time to learn:

✓ Look, Listen and Repeat

Tell the students to look carefully at the pictures related to games. Read the descriptions to them and ask them to repeat after you (you can use repetition techniques such as rows, girls and boys etc...). Make sure that pronunciation is correct and mastered.

✓ Listen and Repeat

The teacher moves from the dialogue to explain how to make suggestions and how to accept or refuse suggestions. He makes them repeat the key structures and illustrates them on the board.

Time to practise

Activity 1: Pair work

The students complete the words with the missing letters.

Expected answers: **Example**: 1- Awalé; 2- Marbles; 3- Babyfoot; 4- Cards; 5- Video-games; 6- Ludo; 7- Draughts

Activity 2: Pair or group work

The students reorder the words to get meaningful sentences.

Possible answers:

Example: 1-Let's enjoy ourselves!

- 2- What about playing crossword puzzles?
- 3- Of course.
- 4- Let us play video games!
- 5- Let's play scrabble!
- 6- No, I don't like it

Time to extend

This activity can be used as homework or follow-up if time permits.

Expected answers: Example: 1-f; 2-b; 3-a; 4-d; 5-e; 6-c

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 2

Time to learn:

✓ **Look, Listen and Repeat**

Read aloud the dialogue to the students. Introduce the new items in bold related to games. Explain them, make the students repeat after you and illustrate them on the board.

✓ **Listen and Repeat**

Move from the sentences to explain how to express future actions and how to use reflexive pronouns. Make the students repeat the key structures and illustrate them on the board.

Time to practise

Activity 1: Individual work / Pair work

Ask the students to write down the best option to get meaningful sentences. They do it individually first, then compare their answers with their neighbours'.

Expected answers: **Example:** 1- will; 2- will; 3- won't; 4- will; 5- will; 6- will

Activity 2: Pair or group work

The students rewrite the sentences using “will” to express the future.

Expected answers:

Example: 1- I will buy some marbles tomorrow.

- 2- The traditional games will also be attractive.
- 3- I will play sack race and swing with my friends in the afternoon.
- 4- My brothers will play leapfrog tonight.
- 5- The girls will play hopscotch today.
- 6- Koffi will be fast in sack racing game today.

Time to extend

This activity can be used as homework or follow-up if time permits.

Possible answers: **Example:** 1- sack race; 2- leapfrog; 3- tug of war; 4- hide-and-peek; 5- blindman's buff

My own notebook: Tell the students to keep in mind the expressions in this section.

Session 3: COMMUNICATION ACTIVITY

- Tell the students to turn to page 190.
- Inform them that they are going to read a text to complete the different tasks.
- Set the timing for each task
- Give them the indicated time to complete the different tasks.
- When it is over, ask the students to give their answers.
- Tell the class to listen and react when there is a mistake.
- Write the correct answers on the board.

Expected answers:

- 1- The ludo game.
- 2- a) Ludo is a strategy board game.
b) It can be played by two or four players.
c) It originated in India.
d) Yes, it is.
e) Playing ludo contributes to developing your brain. It permits you to remain stress-free and it improves your relationship with friends.

3- Sample of production

I like playing Awalé. It is a strategy game which consists in catching the seeds of your opponent. It helps develop relationships with others. It also helps you develop skills in calculating. I enjoy it because it is a stress-free game.

Note: Accept any good production from the students.

UNIT SUMMARY

- **Revision game**

Ask the students to find three of each kind of sport.

Possible answers

Combat sports: karate; judo; wrestling

Individual sports: tennis; jogging; swimming

Team sports: **Example: football;** basketball; handball

- **Revision activities**

Activity 1: Ask the students to classify the different games into the appropriate box.

Expected answers

- **Educational and mind games:** Crossword puzzle; Scrabble; Draughts
- **Fun games:** **Example: Leapfrog;** Awale ; Cards ; Hide-and-seeK ; Ludo ; Blindman's buff ;

Activity 2: Ask the students to find names from the given clues.

Expected answers

Example: 1- a player; 2- a coach; 3- a playground; 4- a referee

Activity 3: Tell the students to list four games and sports and make sentences to talk about what they can or can't practise.

Possible answers

Jogging – Basketball – swimming – Draughts

I can practise jogging and play basketball. But I can't practise swimming and play draughts.

Activity 4: Ask the students to rewrite the sentences like in the given example.

Example: 1- What about watching a football match?

- 2- What about playing tennis?
- 3- What about buying some marbles?
- 4- What about reading these sports magazines?
- 5- What about going to the stadium?