

**TEACHER'S GUIDE**  
**'ENGLISH FOR EVER'**  
**5<sup>ème</sup>**

# UNIT 1 : AT SCHOOL

## SKILL : SPEAKING

### LESSON 1: VISIT MY SCHOOL

#### SITUATION D'APPRENTISSAGE

Les élèves de la 5<sup>e</sup>1 reçoivent la visite de leurs correspondants libériens. Lors d'une visite guidée, ils échangent sur les différents lieux visités afin de présenter leur établissement.

#### Learning Context Comprehension Check :

- 1- Make the students read the learning context silently in the book or on a roll-up board
- 2- Ask one or all of these two questions
  - D'où viennent les correspondants ?
  - Pourquoi visitent-ils l'école ?

**Note: This part must be conducted orally. Allow about 3 minutes for that.**

### LESSON CONTENT OVERVIEW

#### VOCABULARY RELATED TO SCHOOL PLACES

## LANGUAGE FUNCTION FOCUS

- Showing things
- Locating things

## ILLUSTRATION PICTURE EXPLOITATION (for Lead-in Activity)

Make the students describe the picture by asking the question:

- What do these pictures represent?

## SESSION 1

### TIME TO LEARN

#### ✓ **Look, listen and repeat**

Here the students must master some vocabulary words linked **the school environment**, particularly buildings, objects and other important places: a secondary school, a gate, an office, a staffroom, a classroom, a school uniform, a laboratory, a Library etc. The list is not exhausted. The teacher can add his own words according to the realities of his area.

There are many methods of teaching vocabulary words:

- |                           |                                 |
|---------------------------|---------------------------------|
| 1- meanings               | 5- visuals                      |
| 2- Illustration sentences | 6- situations, gestures, miming |
| 3- Pictures               | 7- synonyms                     |
| 4- Realia                 | 8- antonyms                     |

#### ✓ **Listen and repeat**

This part involves with language function or grammar point. Through suitable situations, gestures and miming, the teacher must teach students how to **show**

**objects, buildings and places of a school.** This session can also be done outside, going from one place to another.

**Example:** at the entrance of school, the teacher shows the GATE and says: **it's the Gate.** He makes the students repeat and then he asks the question: **What's this?** Students: It's a **gate.** The same with the other places.

## **TIME TO PRACTISE**

Here are some suggestions of steps to be followed to conduct the exercises.

- Reading the activity
- Explanation of the instruction
- An example together with students
- Practice in given time (individual, pair or group work)
- Feed-back by students or the teacher himself if the answer is not coming from the students
- Correction in the workbooks

## **Expected ANSWERS**

**Activity 1:** Vocabulary. Ask students do the activity individually, then compare their answers with their neighbours'

1- Secondary    2- gate    3- uniforms    4- offices    5- school yard

**Activity 2:** language function, an oral pair work activity

**Picture 1:** A: What's this?                      B: It's a gate

**Picture 2:** A: What are these?                B: They are books

**Picture 3:** A: What's this?                      B: It is a school bag.

## **TIME TO EXTEND**

According to the time availability, it can be done as the third activity. Otherwise, it can serve as homework.

1- B: LABORATORY    2 – B: LIBRARY    3- B: GATE    4- B:  
CLASSROOM

## MY OWN NOTEBOOK

It contains some suggestions of student's classroom language. Make students learn and use the given expressions during communication situations.

## SESSION 2

### TIME TO LEARN

- **Look, listen and repeat**

Here the students must master some vocabulary words linked to **the school environment**, particularly buildings, objects and other important places: **a grade, an infirmary, a canteen, a restroom, a playground, a school yard** etc. The list is not exhausted. The teacher has the possibility to choose his own words according to the realities of his area.

- **Listen and repeat**

This part involves with language function or grammar point. Through suitable situations, gestures and miming, the students with the help of their teacher must be able **to locate objects, buildings and places** of a school. This session can also be done outside, going from one place to another.

To introduce this grammar point, the teacher goes through the dialogue between DAPHNE and RAYAN at page 14. As they practice the dialogue, the pictures are observed carefully to get the meaning of the different prepositions.

**OR**

**Example:** at the entrance of school, the teacher shows the GATE and says: the Gate is **in front of** the office. He makes students repeat the sentence. Then he asks the question: **Where is** the gate? (**Can you show me** the gate?) Students:

It's **in front of** the office. Then he makes students interact using **behind, between, in, on, under, near etc.**

### **TIME TO PRACTISE**

Here are some suggestions of steps to be followed to conduct the exercises.

- 1- Read the activity
- 2- Explain the instruction
- 3- Give an example together with students
- 4- Practice in a given time (individual, pair or group work)
- 5- Students or the teacher himself give feed-back

### **ANSWERS**

**Activity 1: Vocabulary** Ask students do the activity individually, then compare their answers with their neighbours'

- 1- classroom    2- restroom    3- staffroom    4- infirmary    5- garden  
6- school yard

**Activity 2: Language function, an oral pair work activity**

- |  |   |
|--|---|
| 2 - A: Can you show me the Library?    | B : It's near the headmaster's office       |
| 3 - A: Can you show me the playground? | B : It's behind the classroom               |
| 4 - A: Can you show me the canteen?    | B : It's on the right side of the garden.   |
| 5-A: Can you show me the staffroom?    | B: It's on the first floor of the building. |

### **TIME TO EXTEND**

According to the time availability, it can be done as the third activity. Otherwise, it can serve as homework. The answers will depend on the position of the buildings or places of each school. Here is the example of Lycee Jean Piaget in Abidjan.

- 1- A: where is the playground?      B: It's behind the building B.

- 2- A: where is the canteen?                      **B:** It's near the building B.  
3- A: where is the garden?                      **B:** It's behind the 6<sup>e</sup> classroom.  
4- A: where is the restroom?                    **B:** It's under the Library.

### **MY OWN NOTEBOOK**

It contains some suggestions of students' classroom language. Make students learn and use the given expressions during communication situations.

### **SESSION 3 COMMUNICATION ACTIVITY**

**Here are some suggestions to succeed in this activity.**

- Revise the vocabulary words and the language function studied during the two sessions
- Make the students read the whole exercise
- Ask one or two questions on the topic and the task
- Do one example together
- Practice: individual, pair or group work
- Feed-back and performance

### **Suggested answer for COMMUNICATION ACTIVITY**

- 1- Hi, my friend. It's in front of the educator's office
- 2- It's behind the classrooms
- 3- It's in front of Library
- 4- It's on the first floor of the building B
- 5- It's near the forest
- 6- Thank you and see you next time!

**Make students role play the dialogue.**

**NB: Accept any correct sentences that locate places.**

## **LESSON 2: LIFE IN MY SCHOOL**

### **SITUATION D'APPRENTISSAGE**

Les élèves de la 5<sup>e</sup>1 du collège Moderne de Karakoro reçoivent la visite de leur ami anglophone. Ils discutent des actions que les élèves accomplissent à l'école en vue d'échanger des expériences sur leurs systèmes scolaires.

#### **Learning Context Comprehension Check:**

- 1- Make the students read the learning context silently in the book or on a roll-up board
- 2- Ask one or all of these two questions
  - Quelle langue parle l'ami ?
  - De quoi discutent les élèves ?

**Note: This part must be conducted orally. Allow about 3 minutes for that.**

## **LESSON CONTENT OVERVIEW**

### **VOCABULARY RELATED TO SCHOOL LIFE**

### **LANGUAGE FUNCTION FOCUS**

- Describing actions
- Asking for permission

### **ILLUSTRATION PICTURE EXPLOITATION (for Lead-in Activity)**

Make the students describe the picture by asking the question:

- What do these pictures represent?

## **SESSION 1**

### **TIME TO LEARN**

- **Look, listen and repeat**

Here the students must master some vocabulary words linked **to life at school**: to line up, to be late, to receive, a report, to mark, to put on, to write, to clean, to listen etc. The list is not exhausted. The teacher can add his own words according to the realities of his area.

### ✓ Listen and repeat

This part involves with language function or a grammar point. Through suitable situations, gestures and miming, the teacher must teach students how to **describe actions in progress**.

**Example:** the teacher writes on the board. At the same time, he says: **I am writing** on the board. Then, he makes the students repeat. Then, he uses the same method for the dialogue at p18. **What are the students doing?**

### TIME TO PRACTISE

Here are some suggestions of steps to be followed to conduct the exercises.

- Reading the activity
- Explanation of the instruction
- An example together with students
- Practice in given time (individual, pair or group work)
- Feed-back by students or the teacher himself if the answer is not coming from the students
- Correction in the workbooks

### ANSWERS

**Activity 1:** Vocabulary. Ask students to do the activity individually, then compare their answers with their neighbours'.

2- are cleaning    3- is marking    4- are lining up    5- are receiving    6- are listening

**Activity 2:** Language function, an oral pair work activity

**Picture 1: A:** What are they doing?

**B :** They are writing( in their copy books).

**Picture 2: A:** What are the students doing?

**B :** They are cleaning (the school yard).

**B :** He is marking papers.

**B :** They are lining up.

**B :** They are receiving their papers.

**Picture 3: A:** What is the teacher doing?

**Picture 4: A:** What are the students doing?

**Picture 5: A:** What are the students doing?

**Picture 6: A:** What are the students doing?

**Make students role play the dialogue.**

### **TIME TO EXTEND**

According to the time availability, it can be done as the third activity. Otherwise, it can serve as homework.

- 2- **B:** Yes, he is writing on the board    3- **B:** They are copying the lesson    4-  
**B:** Yes, they are reading books.

### **MY OWN NOTEBOOK**

It contains some suggestions of student's classroom language. Make students learn and use the given expressions during communication situations.

## **SESSION 2**

### **TIME TO LEARN**

- **Look, listen and repeat**

Here, the students must master some vocabulary words linked **to life at school: to revise, to play, to draw, to play a guitar, to wake up, to sing, to work hard, to go up, to stay down** etc. The list is not exhausted. The teacher has the possibility to choose his own words according to the realities of his area. Here the teacher has a possibility to use a storyline with all the words included.

- **Listen and repeat**

This part involves with language function or grammar point. Through suitable situations, gestures and miming, the teacher must teach his students **how to ask for and give permission**. Here the teacher can ask the students to recall what they say when they want to go out. 'May I go out?' Elicit the name for this way of speaking.

**Or:** the picture of Page 20 can be use to elicit the grammar point.

### **TIME TO PRACTICE**

Here are some suggestions of steps to be followed to conduct the exercises.

- Reading the activity
- Explanation of the instruction
- An example together with students
- Practice in given time (individual, pair or group work)
- Feed-back by students or the teacher himself if the answer is not coming from the students
- Correction in the workbooks

### **ANSWERS**

**Activity 1: Vocabulary.** Ask students do the activity individually, then compare their answers with their neighbours

2- on time    3- late    4- getting in    5- ask for    6- work hard

**Activity 2: language function** (an oral activity done in pairs)

2 – May /Can I go to the toilets, please?    5- Sir, Can you repeat the word, please?

3 – Can / May I ask you a question?    6- Can / May I play with you, please?

4 – Can / May I use your pen please?

**Make students role play the dialogue.**

### **TIME TO EXTEND**

According to the time availability, it can be done as the third activity. Otherwise, it can serve as homework. The answers will depend on the position the buildings or places of each school. Here is example of Jean Piaget.

- 1- To work hard    2 - To stay down    3 – To go up    4 – To wake up    5- To sing    6- To draw

## **MY OWN NOTEBOOK**

It contains some suggestions of students' classroom language. Make students learn and use the given expressions during communication situations.

### **SESSION 3**

**Here are some suggestions to succeed in this activity.**

- Revise the vocabulary words and the language function studied during the two sessions
- Make the students read the whole exercise
- Ask one or two questions on the topic and the task
- Do one example together
- Practice: individual, pair or group work
- Feed-back and performance

### **COMMUNICATION ACTIVITY**

#### **DIALOGUE**

**Suggested answer for COMMUNICATION ACTIVITY**

- 2- I am having my breakfast.  
3- They are queueing up.  
4- They students are copying the lesson /They are copying the lessons. Or These students are copying the lessons.  
5- They are copying the lessons. They are cleaning the school yard.  
6- Sir, May I go out?

## **LESSON 3: MY SCHOOL SUBJECTS p23**

### **SITUATION D'APPRENTISSAGE**

Les élèves de la 5<sup>e</sup>1 du Collège Moderne d'Alépé reçoivent les emplois du temps de leurs correspondants Ghanéens. Curieux, ils en discutent avec leur Professeur d'Anglais pour mieux connaître les matières enseignées au Ghana.

#### **Learning Context Comprehension Check :**

- 1-** Make the students read the Learning Context silently in the book or on a roll-up board
- 2-** Ask one or all of these two questions
  - Qu'est-ce que les élèves ivoiriens ont-ils reçu de leurs correspondants Ghanéens ?
  - Que font - ils après ?

**Note: This part must be conducted orally. Allow about 3 minutes for that.**

## **LESSON CONTENT OVERVIEW**

### **VOCABULARY RELATED TO SCHOOL SUBJECTS**

### **LANGUAGE FUNCTION FOCUS**

- Asking and giving opinions
- Naming school subjects

## **TEXT AND PICTURE EXPLOITATION (for Lead-in Activity)**

Make the students describe the picture by asking the question:

- What do these pictures represent?

## **SESSION 1 p24**

### **TIME TO LEARN**

- **Look, listen and repeat**

This session deals with some vocabulary words linked **the school subjects: school subjects, Maths, English, French, Geography, History, easy, Break, Form, to learn, favorite, etc.** The list is not exhausted. The teacher can choose other words according to the realities of his area.

- **Listen and repeat**

This part involves with language function or grammar point. Through suitable situations, gestures and miming, the teacher must teach students **how to ask and give opinion.**

**Example:** the teacher asks a good student the following question: Is English difficult or easy for you? **Student:** It's easy to me. **Teacher:** you can say: I find English easy. Then, the question '**How do you find English?**' is introduced

### **TIME TO PRACTISE**

Here are some suggestions of steps to be followed to conduct the exercises.

- Reading the activity
- Explanation of the instruction
- An example together with students
- Practice in given time (individual, pair or group work)
- Feed-back by students or the teacher himself if the answer is not coming from the students
- Correction in the workbooks

### **ANSWERS**

**Activity 1: Vocabulary.** Ask students do the activity individually, then compare their answers with their neighbours'.

1-Arts                      2- Geography              3- History              4- Maths              5- Physics **and**  
Chemistry              6-Biology

**Activity 2: language function.** Ask students do the activity individually, then compare their answers with their neighbours'.

1-timetable    2- English    3- Maths    4- History    5- Geography    6-Physics  
7-Wednesday    8- two    9-Arts    10-Biology

## **TIME TO EXTEND**

According to the time availability, it can be done as the third activity. Otherwise, it can serve as homework.

The answers will depend on timetable of the class.

## **MY OWN NOTEBOOK**

It contains some suggestions of students' classroom language. Make students learn and use the given expressions during communication situations.

## **SESSION 2**

### **TIME TO LEARN**

- **Look, listen and repeat**

Here the students must master some vocabulary words linked to **Timetable: O'clock, Half past, a quarter past, To, to start class, to end class, to resume class, favorite etc.** The list is not exhausted. The teacher has the possibility to choose his own words according to the realities of his area.

- **Listen and repeat**

This part involves with language function or a grammar point. Through suitable situations, gestures and miming, the students with the help of their teacher must be able **to name the school subjects.**

**Example:** the teacher can work with his students' timetable. He can ask them to name the subjects they have on a particular day. **Teacher:** you have English every Monday. Then, he teaches the question: **Teacher:** what subject do you have on Tuesday? The students repeat the answer and the question. The students interact on some communicative situations to use and master the structures.

### **TIME TO PRACTISE**

Here are some suggestions of steps to be followed to conduct the exercises.

- Reading the activity
- Explanation of the instruction
- An example together with students
- Practice in given time (individual, pair or group work)
- Feed-back by students or the teacher himself if the answer is not coming from the students
- Correction in the workbooks

## ANSWERS

**Activity 1: Vocabulary.** Ask students do the activity individually, then compare their answers with their neighbours'

**a-** Arts **b-** French **c-** break **d-** half past seven **e-** Physical Training **f-** Maths

**ERRATUM:** la reponse de la question d a été déjà donnee dans le livre (d)

**Activity 2: language function.** (an oral activity done in pairs)

**1 - A:** What subject does Kouakou have on Mondays at 8: 45? **B:** He has Maths.

**2- A:** What subject does Kouakou have on Tuesdays at 13 :15? **B:** He has Geography

**3- A:** What subject does Kouakou have on Tuesdays at 11 :25? **B:** He has French.

**4- A:** What subject does Kouakou have on Wednesday at 10:30? **B:** He has English

**5- A:** What subject does Kouakou have on Friday at 11 :15? **B:** He has Arts.

**Make students role play the dialogue.**

## **TIME TO EXTEND**

According to the time availability, it can be done as the third activity. Otherwise, it can serve as homework.

1- dislike    2- difficult    3- marks    4- favorite    5- interesting    6-dangerous.

## **MY OWN NOTEBOOK**

It contains some suggestions of students' classroom language. Make students learn and use the given expressions during communication situations.

## **SESSION 3**

**Here are some suggestions to succeed in this activity.**

- Revise the vocabulary words and the language function studied during the two sessions
- Make the students read the whole exercise
- Ask one or two questions on the topic and the task
- Do one example together
- Practice: individual, pair or group work
- Feed-back and performance

## **COMMUNICATION ACTIVITY**

Here is a proposal of the conversation. But the teacher together with the students can produce their own conversation that the students will copy in their copybooks.

**Aline is Maruis penfriend from Liberia. They are talking about the school subjects Maruis studies here in Côte d'Ivoire.**

**Aline:** Hello, Maruis

**Maruis:** Hi, Aline

**Aline:** Can you show me your timetable?

**Marius:** Yes. Here It is.

**Aline:** What subjects do you study here in Côte d'Ivoire?

**Marius:** We study French, English, Maths, Geography etc.

**Aline:** How do you find English?

**Marius:** I find English interesting

**Aline:** What is your favorite subject?

**Marius:** My favorite subject is Maths because I want to become an ingeneer.

**Aline:** That's a good aim. I hope, you will reach it.

**Marius :** Thank you.

## UNIT SUMMARY

- **REVISION GAME**

2-a School uniform    3- a chair    4- an infirmary    5- a garden    6- a laboratory

- **REVISION**

### EXERCISE 1 :

1- Mathematics    2- English    3- to sleep    4- break    5- Chemistry  
6-school yard

### EXERCISE 2 :

2- Mathematics    3- Biology    4- History    5- Chemistry    6- English

### EXERCISE 3 :

1-Sir, May I go to the infirmary? 2- Sir, can I sit down, please? 3- Can I use your red pen, please?

4-Sir, May I get in? 5- Sir, can I talk to my brother, please?

### EXERCISE 4:

2-The student (he) is writing; 3- The students (they) are lining up; 4- The boy is drawing on the board

5-the students (they) are listening to the teacher/ they are having class; 6- They are cleaning the garden.

- **WHAT CAN I DO ?**
- **EVALUATION**

Here, each student will answer according to his own appreciation of the UNIT 1.

## **UNIT 2 : AT HOME**

### **SKILL : SPEAKING**

#### **LESSON 1: THE MEMBERS OF MY EXTENDED FAMILY**

##### **SITUATION D'APPRENTISSAGE**

En vue de montrer leur connaissance des relations entre les membres d'une famille élargie, les élèves de la 5<sup>ème</sup> de l'Etablissement d'Application Jean PIAGET échangent avec leurs amis ghanéens sur les membres de leurs familles respectives.

##### **Learning Context Comprehension Check:**

- 1- Make the students read the learning context silently in the book or on a roll-up board

- 2- Ask two or three questions including the following ones.
- D'où viennent les correspondants ?
  - Pourquoi parlent-ils de leurs familles ?

**Note: This part must be conducted orally. Allow 3 minutes for that.**

## **LESSON CONTENT OVERVIEW**

### **VOCABULARY RELATED TO MEMBERS OF AN EXTENDED FAMILY**

#### **LANGUAGE FUNCTION FOCUS**

- Expressing relations between family members
- Expressing future plans

### **TEXT AND PICTURE EXPLOITATION (for Lead-in Activity)**

Make the students describe the picture by asking the question:

- What do these pictures represent?

## **SESSION 1**

### **TIME TO LEARN**

- **Look, listen and repeat**

The teacher can choose his own words according to the realities of his area.

**Example:** The teacher can show a picture of an extended family in which there is an old man with white hair etc.

- **Listen and repeat**

This part involves with language function or a grammar point. Through suitable situations, gestures and miming, the teacher must teach students how to **express** relations between family members

### **TIME TO PRACTISE**

Here are some suggestions of steps to be followed to conduct the exercises.

- Reading the activity
- Explanation of the instruction
- An example together with students
- Practice in given time (individual, pair or group work)
- Feed-back by students or the teacher himself if the answer is not coming from the students
- Correction in the workbooks

### **ANSWERS**

**Activity 1:** Vocabulary. The students work individually, then in pairs.

1-grandparents    2- grandchildren    3- granddaughter    4- grandson    5-  
father    6- daughter  
7- son    8- children

**Activity 2:** language function, an oral pair work activity

Example: **1-a: What relation is Issa to Jean?  
grandfather**

**1-b: Issa is Jean's**

2-a: What relation is Bakary to Alain?

2-b: Bakary is Alain's father.

3-a: What relation is Alain to Issa?

3-b: Alain is Issa's grandson.

4-a: What relation is Martine to Rokia?  
granddaughter.

4-b: Martine is Rokia's

5-a: What relation is Rokia to Alain?  
grandmother.

5-b: Rokia is Alain's

6-a: What relation is Martine, Jean, Alain to Issa?  
grandchildren.

6-b: They are Issa's

## TIME TO EXTEND

According to the time availability, it can be done as the third activity. Otherwise, it can serve as a homework activity.

Example 1: grandfather 2- grandparents 3- grandson 4- granddaughter 5- daughter 6- son

## MY OWN NOTEBOOK

It contains some suggestions of the students' classroom language. Make students learn and use the given expressions during communication situations.

## SESSION 2

### TIME TO LEARN

- **Look, listen and repeat**

Here the students must master some vocabulary words related to the family, particularly an aunt, uncle, nephew, wife, husband, son-in-law, daughter-in-law etc. The list is not exhausted.

To teach these vocabulary words, going from a real family tree would be of great help.

- **Listen and repeat**

This part involves with language function or a grammar point. Through suitable situations, gestures and miming, the teacher with the participation of students must be able to

For example: The teacher can say: I **plan** to travel next Friday or I **am travelling** next Friday. He makes students repeat. Then he asks the question: What **are** you **doing** next Friday? I **am travelling** next Friday. Then he makes students interact using He, we etc

Make sure the students know that I **plan** is the present simple and I **am travelling** is the present continuous.

### TIME TO PRACTISE

Here are some suggestions of steps to be followed to conduct the exercises.

- Reading the activity
- Explanation of the instruction
- An example together with students
- Practice in given time (individual, pair or group work)
- Feed-back by students or the teacher himself if the answer is not coming from the students
- Correction in the workbooks

### **ANSWERS**

**Activity 1:** The students work individually, then in pairs.

nephew    2- grandfather    3- husband    4- daughter-in-law    5- uncle    6- father

**Activity 2:** language function, an oral pair work activity

1- **example:** Q: What are you doing next week?

A: I am visiting my mother next week.

2 - Q: What is he doing tomorrow?

A: He is going to church tomorrow.

3 - Q: What are they doing next Sunday afternoon?

A: They are playing football next Sunday afternoon

4 - Q: What are you doing next week?

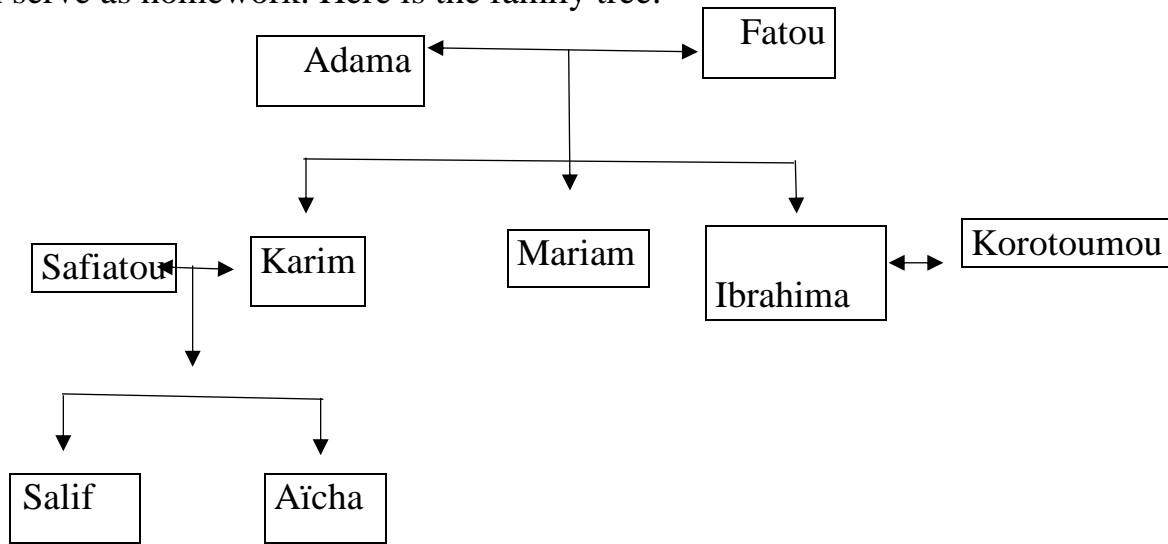
A: I am travelling with my father to France next week.

5- Q: What are we doing this night?

A: We are having a party between friends this night.

### **TIME TO EXTEND**

According to the time availability, it can be done as the third activity. Otherwise, it can serve as homework. Here is the family tree.



## MY OWN NOTEBOOK

It contains some suggestions of students' classroom language. Make students learn and use the given expressions during communication situations.

## SESSION 3

**Here are some suggestions to succeed in this activity.**

- Revise the vocabulary words and the language function studied during the two sessions
- Make the students read the whole exercise
- Ask one or two questions on the topic and the task
- Do one example together
- Practice: individual, pair or group work
- Feed-back and performance

## COMMUNICATION ACTIVITY

## **Suggested answer for COMMUNICATION ACTIVITY**

1-Hi, my friend. Here is a picture of my family. In this picture there are (give at random 5, 6 etc members of the family).

2-In the picture you can see Jacques (grandfather), Madeleine (grandmother), Benson (father), Bill (uncle), Koss (aunt) and Kate (mother).

3-Example family relationship

Jacques is Benson and Kate's father. Bill is Benson's brother etc.

**NB: Accept any correct sentences related to family relationship.**

## **LESSON 2: A SUNDAY IN MY FAMILY**

### **SITUATION D'APPRENTISSAGE**

Les élèves de la 5<sup>e</sup>1 du Lycée Classique de Bouaké échantent avec leurs correspondants nigériens sur les activités menées par les membres de leurs familles respectives pendant les week-ends.

#### **Learning Context Comprehension Check :**

- 3- Make the students read the learning context silently in the book or on a roll-up board
- 4- Ask one or two questions including the following ones.
  - D'où viennent les correspondants ?
  - De quoi doivent-ils parler avec les correspondants ?

**Note: This part must be conducted orally. Allow 3 minutes for that.**

### **LESSON CONTENT OVERVIEW**

#### **VOCABULARY RELATED TO DAILY ACTIONS**

#### **LANGUAGE FUNCTION FOCUS**

- Expressing daily actions

- Expressing past actions

### **TEXT AND PICTURE EXPLOITATION** (for Lead-in Activity)

Make the students describe the picture(s) by asking them one or two questions

## **SESSION 1 p40**

### **TIME TO LEARN**

- **Look, listen and repeat**

Here the students must master some vocabulary words linked to domestic activities, including, objects and other important domestic activities: a bedsheet, a mosque, a church etc. The list is not exhausted. The teacher can choose his own words. In addition to the pictures in the textbook, the teacher can come in class with pictures or poster to illustrate the words.

- **Listen and repeat**

This part involves with language function or a grammar point. Through suitable situations, gestures and miming, the teacher must teach students how to **show** objects, religious buildings and domestic activities.

**Example:** the teacher can show a house and says: it's a house. Every morning, I **brush my teeth** before going to school He makes the students repeat and then he asks the question: What **do** you **do every morning** before going to school? Students: I **brush my teeth**. The teacher can do the same thing with other activities like to go to church every Sunday, to go to the mosque every Friday...

### **TIME TO PRACTISE**

Here are some suggestions of steps to be followed to conduct the exercises.

- Reading the activity
- Explanation of the instruction
- An example together with students
- Practice in given time (individual, pair or group work)
- Feed-back by students or the teacher himself if the answer is not coming from the students
- Correction in the workbooks

## ANSWERS

**Activity 1:** Vocabulary. The students work individually, then in pairs.

1- rides    2- wash    3- cooks    4- eat    5- doesn't like    6- play

**Activity 2:** language function, an oral pair work activity

1-Q: What does Jacques do every week-end?                      A: Jacques / He goes to the cinema.

2-Q: What do the students of form 2 do every Wednesday morning?    A: They do physical training

3-Q: What does my father do early in the morning?    A: He watches TV.

4-Q: What do the pupils do after the course?                      A: They copy the lessons after the course.

5-Q: What does our teacher do every day?                              A: He buys a newspaper every day.

## TIME TO EXTEND

According to the time availability, it can be done as the third activity. Otherwise, it can serve as homework.

1-clean    2 – sing    3- goes    4-rest    5-writes    6-rises

## MY OWN NOTEBOOK

It contains some suggestions of students' classroom language. Make students learn and use the given expressions during communication situations.

## SESSION 2

### TIME TO LEARN

- **Look, listen and repeat**

Here the students must master some vocabulary words linked to domestic activities, particularly domestic activities: to switch on, to read, to switch off, to iron etc. The list is not exhausted. The teacher can choose his own words. Teaching these can suit with miming, by demonstrating the actions to be taught.

- **Listen and repeat**

This part involves with language function or a grammar point. Through suitable situations, gestures and miming, the teacher with the participation of students must be able to talk about past actions. This session can also be done in a house.

For example: the teacher can write time markers and says: **last Friday, I ironed** the clothes. He makes students repeat. Then he asks the question: What **did** the teacher **do last Friday**? Students: He ironed the clothes last Friday. Then he makes students interact using **last week, last year, two days ago** etc.

At home, students will learn the small dialogue on page 42 for next class as role- play activity.

### TIME TO PRACTISE

Here are some suggestions of steps to be followed to conduct the exercises.

- Reading the activity
- Explanation of the instruction
- An example together with students
- Practice in given time (individual, pair or group work)
- Feed-back by students or the teacher himself if the answer is not coming from the students
- Correction in the workbooks

## ANSWERS

**Activity 1:** Vocabulary. The students work individually, then in pairs.

1-An iron    2- to switch on    3- to switch off    4- to clean    5- a newspaper    6- to lay down

**Activity 2:** language function, an oral pair work activity.

- 1- Q: What did you do last Saturday?      A: I went to the cinema.  
2 - Q: What did Rose do Yesterday?      A: She ironed her clothes yesterday.  
3 - Q: What did Beugré do this morning?      A: He brushed his teeth this morning.  
4-Q: What did they do during the last holidays? A: They went to Abidjan mall and played games.  
5-Q: What did I do last month?      A: Last month, I visited my aunt.  
6-Q: What did she do last Sunday?      A: She learned her lessons last Sunday.

### **TIME TO EXTEND**

According to the time availability, it can be done as the third activity. Otherwise, it can serve as homework.

1-stayed 2- watched 3- started 4- ended 5- studied 6- went

### **MY OWN NOTEBOOK**

It contains some suggestions of students' classroom language. Make students learn and use the given expressions during communication situations.

## **SESSION 3**

**Here are some suggestions to succeed in this activity.**

- Revise the vocabulary words and the language function studied during the two sessions
- Make the students read the whole exercise
- Ask one or two questions on the topic and the task
- Do one example together

- Practice: individual, pair or group work
- Feed-back and performance

## COMMUNICATION ACTIVITY

### Suggested answer for COMMUNICATION ACTIVITY

#### Dialogue

Francky: What do you do at the week-end at home?

You: I (1) clean the house...

Francky: (2) Does your father work every day?

You: Yes, my father works every day.

Francky: What does your mother do every evening?

You: She (3) washes the dishes...

Francky: What did you do last week at school?

You: We (4) took a test in English...

Francky: (5) Did you get a good mark?

You: yes, I got a very good mark.

**NB: Accept any correct sentences that locate places.**

## LESSON 3: A LOCAL SOUP p 45

### SITUATION D'APPRENTISSAGE

Salimata, une élève de la 5<sup>e</sup> 1 du Collège Moderne de Kanzra se rend chez son amie ghanéenne Andou le week-end pour lui apprendre à préparer un repas local : la sauce d'arachide. Elles discutent des ingrédients et des étapes afin de réussir la confection de cette sauce.

### **Learning Context Comprehension Check:**

- 1- Make the students read the learning context silently in the book or on a roll-up board
- 2- Ask one or two questions including the following ones.
  - What is the text about?
  - Who is going to cook the soup?

## **LESSON CONTENT OVERVIEW**

### **VOCABULARY RELATED TO FOOD**

### **LANGUAGE FUNCTION FOCUS**

- Giving instruction
- Describing a process
- Expressing an obligation

### **TEXT AND PICTURE EXPLOITATION (for Lead-in Activity)**

Make the students describe the picture by asking them one or two questions

## **SESSION 1**

### **TIME TO LEARN**

- **Look, listen and repeat**

Here the students must master some vocabulary words linked to soup cooking, particularly the different ingredients and steps actions: groundnut, soup, to chop, add, bean leaves etc. The list is not exhausted. The teacher can choose his own words.

- **Listen and repeat**

This part involves with language function or a grammar point. Through suitable situations, gestures and miming, the teacher must teach students how to **give** instructions about the different steps to cook a local soup.

**Example:** the teacher can show a picture and says: in the picture we have the different steps of cooking a peanut soup. To cook a groundnut soup **first**, buy the ingredients, **second**, chop ingredients, **next**.... He makes the students repeat. The teacher can do the same thing with the other steps...

## **TIME TO PRACTISE**

Here are some suggestions of steps to be followed to conduct the exercises.

- Reading the activity
- Explanation of the instruction
- An example together with students
- Practice in given time (individual, pair or group work)
- Feed-back by students or the teacher himself if the answer is not coming from the students
- Correction in the workbooks

## **ANSWERS**

**Activity 1:** Vocabulary. The students work individually, then in pairs.

- 1- Groundnut soup
- 2- first
- 3- then
- 4- third
- 5- next
- 6- add
- 7- onions
- 8- taste

**Activity 2:** Language function, an oral pair work activity

- 1- Abibata, wash the beans!
- 2- Mom, add some potash!
- 3- Ousman, roast the chicken!
- 4- Antou, cook the afternoon meal!
- 5- Mariam, sweep the kitchen!
- 6- Karine, chop the bean leaves!

## **TIME TO EXTEND**

According to the time availability, it can be done as the third activity. Otherwise, it can serve as homework.

- 1- First, boil the spaghetti in a cooking pot for 5 min!
- 2- Secondly, drain it!
- 3- Then, cook the sauce with ingredients
- 4- Fourthly, add the spaghetti to the sauce and mix them!
- 5- And finally, cook the mixture for 5 min!

## **MY OWN NOTEBOOK**

It contains some suggestions of students' classroom language. Make students learn and use the given expressions during communication situations.

## **SESSION 2**

### **TIME TO LEARN**

- **Look, listen and repeat**

Here the students must master some vocabulary words linked to soup cooking, particularly to soup ingredients actions: pepper, okra, meat, to keep, oil, fried plantain etc. The list is not exhausted. The teacher can choose his own words. The teacher, in addition to the pictures in the book can come with real objects in class for demonstration.

- **Listen and repeat**

This part involves with language function or a grammar point. Through suitable situations, gestures and miming, the teacher with the participation of students must be able to talk about cooking steps. This session can also be done in a house.

**Example:** the teacher can show a picture and says: in the picture we have the different steps of cooking a peanut soup. To cook a groundnut soup: you **must** buy the ingredients, **you must** chop ingredients, **you mustn't** stay far from the soup on the fire... He makes the students repeat. The teacher can do the same thing with the other steps...

At home, students will learn the small dialogue on page 48 for next class as role- play activity.

### **TIME TO PRACTISE**

Here are some suggestions of steps to be followed to conduct the exercises.

- Reading the activity
- Explanation of the instruction
- An example together with students
- Practice in given time (individual, pair or group work)
- Feed-back by students or the teacher himself if the answer is not coming from the students
- Correction in the workbooks

### **ANSWERS**

**Activity 1:** Vocabulary. The students work individually, then in pairs.

1-sleep 2- sugar 3- palm nuts 4- rice 5- tomatoes

**Activity 2:** language function, an oral pair work activity

1-mustn't 2- must 3- must 4- mustn't 5- must 6- must

### **TIME TO EXTEND**

According to the time availability, it can be done as the third activity. Otherwise, it can serve as homework.

1-palm nuts 2- groundnut 3- meal 4- tomato 5- okra 6- ingredients 7- fried plantain

## **MY OWN NOTEBOOK**

It contains some suggestions of students' classroom language. Make students learn and use the given expressions during communication situations.

## **SESSION 3**

**Here are some suggestions to succeed in this activity.**

- Revise the vocabulary words and the language function studied during the two sessions
- Make the students read the whole exercise
- Ask one or two questions on the topic and the task
- Do one example together
- Practice: individual, pair or group work
- Feed-back and performance

## **COMMUNICATION ACTIVITY**

### **Suggested answer**

- The name of the soup to cook (Ex: palm nuts soup...)
- Give the different ingredients (palm nuts, pepper, meat...)
- Give the different steps (First, you must... You mustn't...)

**NB: Accept any correct sentences that locate places.**

## UNIT SUMMARY (UNIT 2 5e) p51

### Revision game

1. Tomato (example)
2. Carrot
3. Pepper
4. Okra
5. Yam/Plantain/Cassava
6. Plantain
7. Meat
8. Oil

**ERRATUM 1:** For clue 2, precise that it could be 'a long and orange vegetable, as the expected answer is carrot .

**ERRATUM 2:** Le 7 et le 8 n'ont pas de rapport avec la consigne : Guess the hidden fruits and vegetables behind these definitions. Le professeur pourrait se passer de ces deux options.

### Revision

#### Exercise 1 :

1. Tomato (example)
2. Okra
3. Onion leaves
4. To sleep
5. Fish

#### Exercise 2: The kind of soup you can cook. Write a paragraph to explain it.

1. Name the soup (palm nuts soup...)
2. Give the different ingredients (palm nuts, pepper, onion...)
3. Give the different steps to cook it (first, put the palm nuts into a pot. Then put it on a fire...)

#### Exercise 3:

1. Must
2. Must
3. Mustn't
4. Must
5. Must
6. Must

#### Exercise 4:

1. Cleaned
4. Speaks

2. Wake up

5. Had

3. Taught

6. Washes

- WHAT I CAN DO

ERRATUM: Put a cross(x) in front of what you can and WHAT not  
WANT you can't do

- EVALUATION

\

**UNIT 3 : TIME AND DATE**

**SKILL : WRITING**

## LESSON 1: WHAT IS THE WEATHER LIKE?

### SITUATION D'APPRENTISSAGE

Les élèves de la 5<sup>e</sup>2 du collège Moderne de Dabakala redigent un paragraphe à leurs correspondants anglais pour se renseigner sur les saisons en Angleterre afin de connaître les périodes propices pour des vacances.

#### Learning Context Comprehension Check:

- 1- Make the students read the learning context silently in the book or on a roll-up board
- 2- Ask one or two questions including the followings
  - Qu'est ce **que** les élèves de la 5<sup>e</sup> 2 écrivent ?
  - Pourquoi se renseignent-ils sur les saisons en Angleterre ?

### LESSON CONTENT OVERVIEW

#### VOCABULARY RELATED TO THE WEATHER

#### LANGUAGE FUNCTION FOCUS

- Asking and answering questions about the weather
- Identifying seasons in a country

#### TEXT AND PICTURE EXPLOITATION (for Lead-in Activity)

Make the students describe the picture by answering the question asked 'what's the weather like?'

#### SESSION 1 (p54)

#### TIME TO LEARN

- **Look, listen and repeat**

Here the students must master some vocabulary words linked **to the weather: the weather, the sun, the cloud, the wind, the rain, the snow, an umbrella, it's fine/bad etc.** The list is not limited. The teacher can choose his own words

according to the realities of his area. In addition to the pictures in the book, the teacher can take the students out and show them the sun, the sky, tree etc...

- **Listen and repeat**

This part involves with language function or a grammar point. Through suitable situations, gestures and miming, the teacher must teach students how to **ask and answer question about the weather**.

**Example:** the teacher takes the opportunity of the weather outside that day and says (if it is sunny): **It's sunny today**. He makes his students repeat the sentence. Then, he teaches the question: **what's the weather like today?** His students repeat the question too? At the end the students interact on some weather pictures by asking and answering questions.

### **TIME TO PRACTISE**

Here are some suggestions of steps to be followed to conduct the exercises.

- Reading the activity
- Explanation of the instruction
- An example together with students
- Practice in given time (individual, pair or group work)
- Feed-back by students or the teacher himself if the answer is not coming from the students
- Correction in the workbooks

### **ANSWERS**

**Activity 1:** Vocabulary. The students work individually, then in pairs.

Rain → **rainy** ; cloud → **cloudy** ; wind → **windy** ; Snow → **snowy** ; sun → **sunny**

**Activity 2:** language function, an oral pair work activity

**Picture 1:** **A:** What is the weather like today?      **B:** It is windy

**Picture 2:** **A:** What is the weather like today?      **B:** it's sunny

**Picture 3:** A: What is the weather like today?      B: it's snowy

**Picture 4:** A: What is the weather like today?      B: it's rainy

**Picture 5:** A: What is the weather like today?      B: it's cloudy

### **TIME TO EXTEND**

According to the time availability, it can be done as the third activity. Otherwise, it can serve as homework.

2-It's sunny    3- It's snowy    4- It's rainy    5- It's windy    6- It's rainy/sunny.

### **MY OWN NOTEBOOK**

It contains some suggestions of students' classroom language. Make students learn and use the given expressions during communication situations.

## **SESSION 2**

### **TIME TO LEARN**

- **Look, listen and repeat**

Here the students must master some vocabulary words linked **to the weather: Season, rainy season, Dry season, Winter, Summer, Autumn, Spring, it's hot, it's cold, it's fine, it's bad etc.** The list is not limited. The teacher can choose his own words according to the realities of his area

- **Listen and repeat**

This part involves with language function or grammar point. Through suitable situations, gestures and miming, the teacher must teach his students **how to identify seasons in a country.**

**Example:** Working on the first chart of Page 56, the teacher asks the students to count the number of seasons in Europe: students: **there are four seasons in Europe.** They repeat the sentence. Then he teaches the question: **How many**

**seasons are there in Europe?** They also repeat the question. Then, they interact with the second chart on the seasons in Côte d'Ivoire.

### **TIME TO PRACTISE p57**

Here are some suggestions of steps to be followed to conduct the exercises.

- Reading the activity
- Explanation of the instruction
- An example together with students
- Practice in given time (individual, pair or group work)
- Feed-back by students or the teacher himself if the answer is not coming from the students
- Correction in the workbooks

### **ANSWERS**

[

**Activity 1: Vocabulary.** The students work individually, then in pairs.

2- Summer 3- Spring 4- winter 5-Summer 6- Dry season

**Activity 2: language function.** The students work individually, then in pairs.

2 – F: the weather is warm and fine

4- T

6- T

3 – F: Winter is from <december to Febuary

5- T

### **TIME TO EXTEND P57**

According to the time availability, it can be done as the third activity. Otherwise, it can serve as homework.

1- In; 2 – **from** December **to**; 3 – On; 4 – In ; 5- **From** July **to** ; 6- On

### **MY OWN NOTEBOOK**

It contains some suggestions of students' classroom language. Make students learn and use the given expressions during communication situations.

### **SESSION 3**

**Here are some suggestions to succeed in this activity.**

- Revise the vocabulary words and the language function studied during the two sessions
- Make the students read the whole exercise
- Ask one or two questions on the topic and the task
- Do one example together
- Practice: individual, pair or group work
- Feed-back and performance

### **COMMUNICATION ACTIVITY**

**The Ivorian student is responding to his English penfriend who is coming to visit Côte d'Ivoire at a given period.**

#### **PROPOSAL OF MESSAGE**

Good morning Johnson. I receive your message. You want to visit my country during your holidays. Let me give some information about our weather. Now, it is the rainy season. It starts in April and ends in October. The weather is humid and cold. It looks like Summer in Europe. I think it is the best period to come. After that, the dry season will appear. It will be difficult for you because it is too hot and sunny. Now you know more about the seasons in my country. I'm waiting for you. Goodbye.

## **LESSON 3: MY SCHOOL SUBJECTS**

### **SITUATION D'APPRENTISSAGE**

Les élèves de la 5<sup>e</sup>1 du Lycée Moderne de Napié écrivent à leurs correspondants anglais pour leur donner les disciplines qu'ils étudient à l'école et ce qu'ils envisagent faire dans un futur proche.

#### **Learning Context Comprehension Check :**

- 1- Make the students read the learning context silently in the book or on a roll-up board
- 2- Ask one or two questions
  - Que font les élèves de Napié ?
  - Pourquoi écrivent-ils à leurs correspondant Anglais ?

### **LESSON CONTENT OVERVIEW**

#### **VOCABULARY RELATED TO SCHOOL SUBJECTS**

#### **LANGUAGE FUNCTION FOCUS**

- Talking about future plan
- Describing sequences

#### **TEXT AND PICTURE EXPLOITATION (for Lead-in Activity) P 59**

- ✓ Make the students describe the picture by asking them one or two questions
- ✓ Ask one or two questions on the text

### **SESSION 1 P60**

#### **TIME TO LEARN**

- **Look, listen and repeat**

Here the students must master some vocabulary words linked **to the school subjects: (Arts, Biology, Gardening, etc) ICTs, to have class, to resume class.** The list is not limited. The teacher can choose his own words according to the realities of his area.

- **Listen and repeat**

This part involves with language fonction or grammar point. Through suitable situations, gestures and miming, the teacher must teach students how to **talk about future plan.**

**Example:** Working on his students Timetable, the teacher asks the students to notice the subject of the afternoon. According to their schedule, they can say: **students: french.** And the teacher says: **you are going to have French this afternoon.** The students repeat the sentence. Then, he teaches the question: **What are you going to have/do this afternoon?** The students also repeat the question. Then, they interact on some regular activities proposed by the teacher.

## **TIME TO PRACTISE**

Here are some suggestions of steps to be followed to conduct the exercises.

- Reading the activity
- Explanation of the instruction
- An example together with students
- Practice in given time (individual, pair or group work)
- Feed-back by students or the teacher himself if the answer is not coming from the students
- Correction in the workbooks

## **ANSWERS**

**Activity 1:** Vocabulary. The students work individually, then in pairs.

1-History    3- Arts    4- Biology    5- Maths    6- physics and chemistry    7- Geography

**Activity 2:** language function, an oral pair work activity

2: We are going to play Tennis with Barry and Diallo this afternoon.

3: Maruis is not going to the beach tomorrow.

4: It is going to rain in the morning.

5: They are going to eat at the restaurant tonight.

### **TIME TO EXTEND**

According to the time availability, it can be done as the third activity. Otherwise, it can serve as homework.

2-gardening 3- have class 4- French 5-Biology 6- geography

### **MY OWN NOTEBOOK**

It contains some suggestions of students classroom language. Make students learn and use the given expressions during communication situations

## **SESSION 2**

### **TIME TO LEARN**

- **Look, listen and repeat**

Here the students must master some vocabulary words linked **to the school subjects: Messy, to take an exam, to plan, a quiz, a test, before, after, first, second, third, then, next etc.** The list is not exhausted. The teacher has the possibility to choose his own words according to the realities of his area. For the words related to process such as **after, first, second, third**, the teacher can teach them referring to a real action that requires steps.

- **Listen and repeat**

This part involves with language function or grammar point. Through suitable situations, gestures and miming, the students with the help of their teacher must be able **to describe sequences**

**Example:** the teacher uses the students' schedule and focus on their activities and says: **tell me what do you do at home before you come to school.** They put the activities in the order with **first, second, first, then.**

## **TIME TO PRACTISE**

Here are some suggestions of steps to be followed to conduct the exercises.

- Reading the activity
- Explanation of the instruction
- An example together with students
- Practice in given time (individual, pair or group work)
- Feed-back by students or the teacher himself if the answer is not coming from the students
- Correction in the workbooks

## **ANSWERS**

**Activity 1: Vocabulary.** The students work individually, then in pairs.

2- Test 3-plan 4-Tidy 5- 6-marks

**ERRATUM : Cinq (5) mots proposés pour six (6) blank spaces le (5) n est pas une option.**

**Activity 2: language function:** an oral pair work activity

Example: 1-first 2- second 3- before 4- after 5- finally

**ERRATUM: Six(6) mots proposés pour cinq(5) blank spaces. Il faut préciser que 'third' est un distractor**

## **TIME TO EXTEND**

According to the time availability, it can be done as the third activity. Otherwise, it can serve as homework. The answers will depend on the position of the buildings or places of each school. Here is example of Lycee Moderne Kafine.

1-d 2-c 3- e 4-d 5-a 6-f.

## **MY OWN NOTEBOOK**

It contains some suggestions of students' classroom language. Make students learn and use the given expressions during communication situations.

### **SESSION 3**

**Here are some suggestions to succeed in this activity.**

- Revise the vocabulary words and the language function studied during the two sessions
- Make the students read the whole exercise
- Ask one or two questions on the topic and the task
- Do one example together
- Practice: individual, pair or group work
- Feed-back and performance

### **COMMUNICATION ACTIVITY**

**An Ivorian student sends an e-mail to his Australian penfriend about his timetable and what he plans to do in the future.**

#### **A PROPOSAL OF PRODUCTION**

Good morning Adams. This year, I go to school to Collège Moderne Napié. I intend the second form. My timetable is very interesting. We start class every school day at 7 :30 and we go back home at 17 :15. In my country, we learn many subjects such mathematics, physics, English, spanish, Geography, French, Arts etc. My favorite language is English because It an international and business language. Every week-end I play Football with my friends and we are going to have a match with a team from another city.

**NB: The teacher can design his own production with his student's participation.**

**UNIT SUMMARY p71**

- **REVISION GAME**

2-a quiz 3- a test 4- to have a test 5- to be late

- **REVISION**

**EXERCISE 1 :**

2-history 3- Geography 4- Biology 5- Mathematics

**EXERCISE 2 :**

1-I am going to see a new TV show tonight.

2-We are going to meet the teacher today.

3-The students of 5<sup>e</sup> are going to have a quiz this morning.

4-This Monday, the pupils are going to sing the national Anthem.

**EXERCISE 3:**

1-are 2-sweep 3- am 4- are going 5- going

**EXERCISE 4:**

2-late 3-on time 4-shower 5-waste time

- **WHAT CAN I DO**

- **EVALUATION**

The student expresses his feelings about his understanding of the UNIT lessons and activities. It is a feed-back for the teacher. Through this, he can ameliorate his teaching

# **UNIT 4 : JOBS AND OCCUPATIONS**

## **SKILL : WRITING**

### **LESSON 1: WHAT DOES YOUR FATHER DO? p73**

#### **SITUATION D'APPRENTISSAGE**

Pour le compte du journal du club d'anglais de l'école, les élèves de la 5<sup>e</sup> 1 du Lycée Moderne du Divo écrivent un paragraphe pour parler des métiers de leurs parents.

#### **Learning Context Comprehension Check:**

- 1-Make the students read the learning context silently in the book or on a roll-up board
- 2-Ask one or two questions including the followings.
  - Qu'est ce que les élèves du de 5<sup>e</sup> écrivent ils ?
  - Pourquoi écrivent-ils un paragraphe ?

#### **LESSON CONTENT OVERVIEW**

#### **VOCABULARY RELATED TO JOBS AND OCCUPATIONS**

#### **LANGUAGE FUNCTION FOCUS**

- Talking about Jobs and occupations

- Expressing possession

### **TEXT AND PICTURE EXPLOITATION** (for Lead-in Activity) p73

Make the students describe the picture by asking them one or two questions including the one suggested on the page.

### **SESSION 1 p74**

#### **TIME TO LEARN**

- **Look, listen and repeat**

Here the students must master some vocabulary words related **to Jobs and occupations: a greengrocer, a cook, a blumber, a barber, a cashier, a waitress, a housemaid, a tailor, a mechanic, a carpenter, a hairdresser, a bricklayer, etc.** The list is not exhausted. The teacher can choose his own words according to the realities of his area. In addition to the picture, the teacher can teach the words using names of famous people who do these jobs.

- **Listen and repeat**

This part involves with language function or a grammar point. Through suitable situations, gestures and miming, the teacher must teach students how to **talk about Jobs and occupations**

**Example:** the teacher says: I teach you English. So, I am an English Teacher. **Teacher** is my occupation or Job. So, **Mr OUATTARA is a Teacher.** The students repeat the sentence. Then he teaches the question: **What is Mr. OUATTARA?** They also repeat the question and he ask them their parents' job. Then, the students interact through other communication situations.

#### **TIME TO PRACTISE**

Here are some suggestions of steps to be followed to conduct the exercises.

- Reading the activity
- Explanation of the instruction
- An example together with students
- Practice in given time (individual, pair or group work)

- Feed-back by students or the teacher himself if the answer is not coming from the students
- Correction in the workbooks

## ANSWERS

**Activity 1:** Vocabulary. The students work individually, then in pairs.

2-J    3-h    4-g    5-e    6-i    7- d    8- f    9- c    10- l    11- k    12-a

**Activity 2:** language function, an oral pair work activity.

**2: A:** What is Soro? / what is Soro's job?

**B:** He is a bricklayer

**A:** What does a bricklayer do?  
walls

**B:** He makes bricks and build

**3: A:** What is Sam? / what is Sam's job?

**B:** He is a barber

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

**B:** He cuts men's hair

**4: A:** What is Ama? / what is Ama's job?

**B:** She is a housemaid

**A:** What does a housemaid do?  
people's house

**B:** She does domestic work in

NB: the questions 5 to 8 follow the same feature of the dialogue.

### TIME TO EXTEND

According to the time availability, it can be done as the third activity. Otherwise, it can serve as homework.

2- waitress    3- cashier    4- tailor    5- plumber    6- hairdresser

### MY OWN NOTEBOOK

It contains some suggestions of students classroom language. Make students learn and use the given expressions during communication situations.

## SESSION 2

### TIME TO LEARN

- **Look, listen and repeat**
- Here the students must master some vocabulary words linked to **Jobs and occupations: a pilot, a Journalist, a judge, a lawyer, an Architect, a Doctor, a Nurse, a midwife, a Dentist, a fireman, a Policeman, etc.** The

list is not exhausted. The teacher can choose his own words according to the realities of his area.

**In addition to the picture, the teacher can teach the words using names of famous people who do these jobs.**

- **Listen and repeat**

This part involves with language function or grammar point. Through suitable situations, gestures and miming, the teacher must teach his students how **to express possession**.

For example: The teacher asks some questions to his students about their relatives Jobs and occupations: what is **your** father's job? Student: **my** father is a doctor. Teacher: What is His/her father's job? Student: **His/her** Father is a Doctor. Then, the students interact through some communicative situation using **our, their**, etc.

### **TIME TO PRACTISE**

Here are some suggestions of steps to be followed to conduct the exercises.

- Reading the activity
- Explanation of the instruction
- An example together with students
- Practice in given time (individual, pair or group work)
- Feed-back by students or the teacher himself if the answer is not coming from the students
- Correction in the workbooks

### **ANSWERS**

**Activity 1: Vocabulary.** The students work individually, then in pairs.

2-j 3- c 4- d 5- e 6-h 7-i 8-a 9- b 10-g 11-f

**Activity 2: language function** (an oral pair work activity)

2 – my 3- our 4- her 5- their 6- your

## **TIME TO EXTEND**

According to the time availability, it can be done as the third activity. Otherwise, it can serve as homework.

**2** - policeman   **3** – lawyer   **4** – pilot   **5**- journalist   **6**- nurse

## **MY OWN NOTEBOOK**

It contains some suggestions of students classroom language. Make students learn and use the given expressions during communication situations.

## **SESSION 3**

**Here are some suggestions to succeed in this activity.**

- Revise the vocabulary words and the language function studied during the two sessions
- Make the students read the whole exercise
- Ask one or two questions on the topic and the task
- Do one example together
- Practice: individual, pair or group work
- Feed-back and performance

## **COMMUNICATION ACTIVITY**

**An Ivorian student of 5<sup>e</sup> is participating to writing competition organized by the USA. He is writing a paragraph to describ his parents occupations and job and his future job.**

## **A PROPOSAL OF PRODUCTION**

I am Ibahim. I go to school to Collège Moderne M'bemgué. I am in the second form. My parents both work in the civil administration. My father treats patients in the city central hospital. He is a doctor. My mother presents the News on a TV

channel. She is a Journalist. My elder brother repairs cars. He is a mechanic. As for me, my favorite job is teacher. I want to be an English teacher.

**NB: the teacher can design his own production with his students' participation.**

## **LESSON 2: THIS IS YEO'S HAMMER p79**

### **SITUATION D'APPRENTISSAGE**

A la réunion du Club d'Anglais, les élèves de la 5<sup>e</sup>1 du Collège Moderne de Ferkéssédougou écrivent un paragraphe sur les outils de travail de leurs parents en vu d'échanger sur les métiers et les professions.

#### **Learning Context Comprehension Check :**

- 1- Make the students read the Learning Context silently in the book or on a roll-up board
- 2- Ask one or two questions
  - Qu'est-ce que les élèves écrivent ils ?
  - Sur quoi porte le paragraphe ?

### **LESSON CONTENT OVERVIEW**

#### **VOCABULARY RELATED TO work tools**

#### **LANGUAGE FUNCTION FOCUS**

- Talking about work tools
- Expressing possession

#### **TEXT AND PICTURE EXPLOITATION (for Lead-in Activity) p79**

Make the students describe the pictures by asking them one or two questions

### **SESSION 1**

#### **TIME TO LEARN**



5: A: Whose tools are the hammer and the saw?    B: They are the carpenter's tools  
6: A: Whose tool is wrench?                            B: It's the mechanic's tool

### **TIME TO EXTEND**

According to the time availability, it can be done as the third activity. Otherwise, it can serve as homework.

2-tape measure    3- comb    4- plumber    5- scissors    6- shearer

### **MY OWN NOTEBOOK**

It contains some suggestions of students classroom language. Make students learn and use the given expressions during communication situations.

## **SESSION 2**

### **TIME TO LEARN**

- **Look, listen and repeat**

This session deals with some vocabulary words linked **the work tools: a dental chair, a broom, a cash register, a syringe, a stethoscope, a cooker, a thermometer, a microphone, to make, to repair, to sweep, to cut, to collect, to measure etc.** The list is not exhausted. The teacher can choose his own words according to the realities of his area. For this lesson realias would be appropriate in addition to the use of pictures.

- **Listen and repeat**

This part involves with language function or grammar point. Through suitable situations, gestures and miming, the teacher must teach students **how to talk about the use of work tools.**

**Example:** the teacher some tools in the classroom. He shows the wrench and says: **The mechanic uses the the wrench for repairing cars.** He makes the students repeat the sentence. He also teaches the question: **What does a mechanic uses a**

**wrench for?** Then, they repeat the question and interact in other situation using other tools.

### **TIME TO PRACTISE**

Here are some suggestions of steps to be followed to conduct the exercises.

- ✓ Reading the activity
- ✓ Explanation of the instruction
- ✓ An example together with students
- ✓ Practice in a given time (individual, pair or group work)
- ✓ Feed-back by students or the teacher himself if the answers are not coming from the students.
- ✓ Correction in the workbooks

### **ANSWERS**

**Activity 1: Vocabulary.** The students work individually, then in pairs.

2-g 3- e 4- f 5- a 6- b 7- d 8 h

**Activity 2: language function,** an oral pair work activity

**2- A:** What is a cash register used for?

**B:** It's used for collecting money

**3- A:** What is a cooker used for?

**B:** It's used for cooking meals

**4- A** What is a wrench used for?

**B:** It's used for repairing cars

**5-A:** What is a floor cloth used for?  
house

**B:** It's used for cleaning the

**6-A:** What is a broom used for?  
house

**B:** It's used for sweeping the

### **TIME TO EXTEND**

According to the time availability, it can be done as the third activity. Otherwise, it can serve as homework. The answers will depend on the position the buildings or places of each school. Here is example of Jean Piaget.

- 2-A:** What does a journalist use a microphone for?      **B:** He uses it for presenting the news.
- 3-A:** What does a cashier use a cash register for?      **B:** He uses it for collecting customers' payments.
- 4-A:** What does a nurse use a thermometer for?      **B:** He uses it for measuring temperature.
- 5-A:** What does a dentist use a dental chair for?      **B:** He uses it for treating people's teeth.
- 6-A:** What does a housemaid use a broom for?      **B:** He uses it for sweeping the house.

### **MY OWN NOTEBOOK**

It contains some suggestions of students classroom language. Make students learn and use the given expressions during communication situations.

### **SESSION 3**

**Here are some suggestions to succeed in this activity.**

- ✓ Revise the vocabulary words and the language function studied during the two sessions
- ✓ Make the students read the whole exercise
- ✓ Ask one or two questions on the topic and the task
- ✓ Make one example together
- ✓ Practice: individual, pair or group work
- ✓ Feed-back and performing

### **COMMUNICATION ACTIVITY**

**A student of 5<sup>e</sup> is participating to a writing competition organized by his school. He is writing a paragraph to describe his parents occupations and jobs and the work tools they use.**

### **A PROPOSAL OF PRODUCTION**

My name is Salif. I go to school to Collège Moderne Man. I intend the second form. My parents both work. My father is a mechanic. He uses a wrench and screwdriver for repairing people's cars. My mother uses a cash register for collecting customers' payments in a supermarket. She is a cash register. My uncle Badou is an architect. He makes houses plans.

**NB: the teacher can design his own production with his student's participation**

### **LESSON 3: WHERE DOES SHE WORK? p85**

#### **SITUATION D'APPRENTISSAGE**

Pour le journal du Club d'Anglais, les élèves de la 5<sup>e</sup>1 du Collège Moderne d'Ogoudou écrivent un paragraphe sur les lieux de travail de leurs parents en vue d'échanger sur les métiers et les professions.

#### **Learning Context Comprehension Check :**

- 3-** Make the students read the learning context silently in the book or on a roll-up board
- 4-** Ask one or two questions including the followings.
  - Qu'écrivent les élèves ?
  - Sur quoi porte le paragraphe ? Pourquoi ?

#### **LESSON CONTENT OVERVIEW**

##### **VOCABULARY RELATED TO WORK PLACES**

##### **LANGUAGE FUNCTION FOCUS**

- Talking about work places
- Describing work places

##### **TEXT AND PICTURE EXPLOITATION (for Lead-in Activity)**

- ✓ Make the students describe the picture by asking them one or two questions
- ✓ Ask one or two questions on the text
- ✓ The text and picture exploitation aim to discover the title on the new lesson

#### **SESSION 1**

##### **TIME TO LEARN**

- **Look, listen and repeat**

Here the students must master some vocabulary words linked **work places: a law court, a hospital, a radio station, a restaurant, a building site, a barber shop, a grocery store, a car workshop, a supermarket, a hairdresser's etc.** The list is not exhausted. The teacher can choose his own words according to the realities of his area.

- **Listen and repeat**

This part involves with language function or a grammar point. Through suitable situations, gestures and miming, the teacher must teach students how to **talk about work places.**

**Example:** the teacher brings some **workplace pictures** in the classroom. He shows the picture of a **Hospital** and says: **The Doctor works in a Hospital.** He makes the students repeat the sentence. He also teaches the question: **where does a Doctor work?** Then, they repeat the question and interact in other communication situation using other workplaces.

### **TIME TO PRACTISE**

Here are some suggestions of steps to be followed to conduct the exercises.

- Reading the activity
- Explanation of the instruction
- An example together with students
- Practice in given time (individual, pair or group work)
- Feed-back by students or the teacher himself if the answer is not coming from the students
- Correction in the workbooks

### **ANSWERS**

**Activity 1:** Vocabulary. The students work individually, then in pairs.

2-b   **3- h**   4- a   **5- e**   **6- i**   7- c   8-d   9-g   10- f   11- l   12- k

**Activity 2:** language function, an oral pair work activity

The teacher organizes the oral activity like in the example.

### **TIME TO EXTEND**

According to the time availability, it can be done as the third activity. Otherwise, it can serve as homework.

2-grocery stores 3-hospital 4-law court 5-restaurant 6- office

## MY OWN NOTEBOOK

It contains some suggestions of students' classroom language. Make students learn and use the given expressions during communication situations.

## SESSION 2

### TIME TO LEARN

- **Look, listen and repeat**

Here, the students must master some vocabulary words linked **to workplaces: crowded, noisy, cool, nice, big, smelly, fragrant, dusty, dirty etc.** The list is not exhausted. The teacher has the possibility to choose his own words according to the realities of his area.

- **Listen and repeat**

This part involves with language function or grammar point. Through suitable situations, gestures and miming, the teacher must teach his students **how to describe work places.**

Example: the teacher shows the picture a market with many people and says: **the market is crowded.** The students repeat the sentence. He teaches the question: **What's the market like?** They also repeat the question and interact by describing other workplaces.

### TIME TO PRACTISE

Here are some suggestions of steps to be followed to conduct the exercises.

- Reading the activity
- Explanation of the instruction
- An example together with students
- Practice in given time (individual, pair or group work)

- Feed-back by students or the teacher himself if the answer is not coming from the students
- Correction in the workbooks

## **ANSWERS**

**Activity 1: Vocabulary.** The students work individually, then in pairs.

2-nice 3- dirty 4- dusty 5- crowded

**Activity 2: language function,** an oral pair work activity

2 – noisy 3 – smelly 4 – fragrant 5- cool

## **TIME TO EXTEND**

According to the time availability, it can be done as the third activity. Otherwise, it can serve as homework. The answers will depend on the position of the buildings or places of each school. Here is example of Jean Piaget.

**Delicious; fragrant; big; crowded; cool; noisy; dirty; smelly**

## **MY OWN NOTEBOOK**

It contains some suggestions of students' classroom language. Make students learn and use the given expressions during communication situations.

## **SESSION 3**

**Here are some suggestions to succeed in this activity.**

- Revise the vocabulary words and the language function studied during the two sessions
- Make the students read the whole exercise
- Ask one or two questions on the topic and the task
- Do one example together
- Practice: individual, pair or group work
- Feed-back and performance

## COMMUNICATION ACTIVITY

**An Ivoirian student of 5<sup>e</sup> is writing a paragraph to his Sierra leonese penfriend to describe his parents' workplaces.**

### A PROPOSAL OF PRODUCTION

My name is Adeline from Côte d'Ivoire. I attend Collège Moderne Akakro. I am in second form. My parents both work. My mother is a secretary. She works in a nice and cool office. My father is a trader. He works in noisy and crowded market. There are many dirty and smelly places around that market.

**NB: The teacher can design his own production with his student's participation.**

### UNIT SUMMARY p91

- **REVISION GAME**

The students play the game to find the hidden words.

- **REVISION**

#### **EXERCISE 1 :**

2-dentist 3- greengrocer 4- barber 5- lawyer 6- mechanic 7- housemaid

#### **EXERCISE 2:**

2-micophone 3- syringe 4- cooker 5- cash register 6- dental chair 7- plan

#### **EXERCISE 3:**

2-car workshop 3- carpentry 4- grocery store 5- supermarket 6- hospital 7- barber shop

#### **EXERCISE 4:**

**2-A:** What does a mechanic use a wrench for?  
car.

**B:** He uses it for repairing

**3-A:** What does a cook use a cooker for?  
meals.

**B:** He uses it for cooking

**4-A:** What does a barber use a shearer for?  
men's hair.

**B:** He uses it for cutting

**5-A:** What does a cashier use a cash register chair for?  
customer's payments.

**B:** He uses it for collecting

- **WHAT CAN I DO**
- **EVALUATION**

They express the students understanding of the UNIT

## UNIT 5: CLOTHES AND COLOURS

### SKILL: LISTENING

#### **LESSON 1: WHAT ARE YOU WEARING?**

##### **LEARNING CONTEXT:**

**The teacher draws students' attention and voices the learning context.**

A student of 5e 1 from Lycée Moderne 3 Divo, visiting his Ghanaian pen-friend, goes to the market of Accra to buy some clothes. He listens to a seller promoting clothes in order to make a good choice.

**He asks the following questions:**

- Where is the student of 5e 1?
- What does he want to buy in the Accra market?

-Who does he listen to?

**Note: This part must be conducted orally. Allow 3 minutes for that.**

**Lesson context overview : Vocabulary related to clothes**

**Language function focus**

- Talking about what people are wearing
- Describing what people wear

**Illustration pictures .**

**The teacher asks the following question and students answer**

-What do these pictures represent?

## SESSION 1

**Time to learn:**

### ✓ Look, Listen and Repeat

The teacher can come in class with real clothing items. He makes the students repeat the new lexical items and illustrate them on the board.

### ✓ Listen and Repeat

The teacher asks the students to observe the pictures. Then the dialogue is used to explain the grammar point. He makes them repeat the key structures and illustrates them on the board.

**Time to practise**

**Activity 1. P.95**

The teacher draws students' attention, asks them to work individually. He tells them to fill in the gaps while listening to the audio. After the listening, he tells them to compare their answers with their neighbours'

**Expected Answers**

**Example:1- sweater**

- 2- T-shirt
- 3- blouse
- 4- dress

**(Listening passage) p 95**

Every day, my friends and I wear different clothes. Today, I am wearing a sweater and trousers. Soro is wearing a T-shirt and trousers. Aya is wearing a skirt and a blouse. Her sister Afua is wearing a dress.

**Activity 2. Pair work P 95**

The teacher asks the students to work in pairs. They complete the dialogue and practise it

**Expected Answers**

**Example: 1-A: What is Paul wearing?**

**B: He's wearing a jacket.**

2-A: What is Marta wearing?

B: She's wearing a blouse.

3-A: What is Mrs Jones wearing?

B: She's wearing pyjamas.

4-A: What is Soro wearing?

B: He's wearing a suit.

5-B: What are Afue and Ama wearing?

B: They're wearing dresses.

**Time to extend. p 95**

**Expected answers**

A: 1-What is Yéo wearing?

A: 2- What am I wearing?

A: 3- What is he wearing?

A:4-What is Anita wearing?

A:5-What are they wearing?

A:6-What is she wearing?

**MY OWN NOTEBOOK**

This is the polite way to address your classmate when you cannot hear them. Keep it in mind.

**-Can you speak louder, please?**

## SESSION 2

### Time to learn:

#### ✓ Look, Listen and Repeat

In addition to the pictures in the book, the teacher can come in class with real clothing items. He makes the students repeat the new lexical items and illustrate them on the board.

#### ✓ Listen and Repeat

The teacher asks the students to observe the pictures. Then the dialogue is used to explain the grammar point. The teacher makes them repeat the key structures and illustrates them on the board.

### Time to practise

#### Activity 1                      P 97

The teacher asks students to do the activity individually, and then compare their answers with their neighbours'.

#### Expected answers

##### Example: 1-true

2-False

3-True

4-True

5-False

6-True

#### Listening passage

Men and women wear different clothes and accessories. Men usually wear a **belt** on their trousers. Old men often wear a **hat** while young men wear a **cap**. Women also wear various items. Old women wear a **headscarf** with a traditional **necklace** and young women prefer nice **earrings**.

#### Activity 2. P 97 pair work

The teacher asks students to complete the dialogue and practise it with their neighbours.

#### Expected answers

**Example: A: 1- What does Afoua wear on Sundays?**

A: 2-What does Jack wear at home?

A: 3-What do I wear on Saturdays?

A: 4- What do schoolgirls wear?

A: 5-What does Ama wear at night?

A: 6- What do pilots wear?

**Time to Extend. Pairs work P 97**

The teacher asks his students to look at the pictures and describe the clothing.

**Possible answers:**

-On Sundays, Jack wears sweaters, trousers and trainers.

-On Sundays, Mary wears a shirt, a skirt and high-heeled shoes.

**MY OWN NOTEBOOK**

This is the polite way to address your teacher when you want him to give an explanation again. Keep that in mind.

**-Please sir, Can you explain it once more?**

**SESSION 3**

**Communication activity. P 98**

Tell the students to turn to page 98.

- Ask them to read the instructions carefully.
- Read it aloud and explain it to them.
- Give the timing of the activity.
- Play the audio
- Ask students to answer the questions
- Ask a few students to present their works to the class.
- provide feedback

(Listening passage)

Ladies and gentlemen, gather round! Gather round! Come and buy! I have nice clothes for you. I have beautiful T-shirts and shirts for you, gentlemen. I have nice skirts, dresses and blouses for you beautiful ladies. Come and see! Come and buy. I also have trousers, shorts and jackets. I have different sorts of shoes, trainers, sandals, caps and hats. Come and buy! Come and buy!

## **Suggested answers**

**Selling clothes:** -T-shirt; shirts; skirts; dresses; blouses; trousers; shorts; jackets; shoes; trainers; sandals; caps; hats; sandals.

-**Boys:** T-shirt; shirt; trousers; shorts; jackets; shoes; trainers; caps/ **Girls:** skirts; dresses; blouses; trainers; sandals.

-**Parents:** shirts; dresses; blouses; shoes; sandals; jackets; hats.

## **LESSON 2: MY TIE IS BLUE (p99)**

### **Learning context:**

**The teacher draws students' attention and voices the learning context.**

Visiting Accra with their chairman, the students of 5e 1 from the English club of Lycée Moderne Abengourou listen to a seller promoting his colourful clothes in order to buy some.

**The teacher asks the following questions:**

-Where are the students?

-What is the seller promoting?

**Note: This part must be conducted orally. Allow 3 minutes for that.**

## **LESSON CONTENT OVERVIEW: Vocabulary related to clothes and colours**

### **Language function focus**

- Asking and answering questions about colours
- Expressing likes and dislikes

### **Illustration picture (p99)**

-What can you see in the picture?

-How many colours are there in the picture?

## Session 1 (p100)

### Time to learn

#### ✓ Look, listen and repeat

The teacher can use coloured pencils to teach these different colours. He makes the students repeat and illustrates them on the board.

#### ✓ Listen and repeat

He draws students' attention. If you want to know the colour of things, you say:

-**What colour is** the... ? **It is...** (singular).

-**What colours are** these... ? **They are...**(plural)

Students repeat the focused structures and illustrate them on the board.

### Time to practise

#### Activity 1. P 100

The teacher asks students to work in pairs following the example.

#### Expected answers

**Example: 1: A-What colour is the shirt?**

**B- It is golden**

2: A- What colour is the T-shirt?

B- It is dark red.

3: A- What colour are the trousers?

B- They are navy.

4: A- What colour is the uniform?

B- It is spring green.

5: A- What colour are the socks?

B- They are teal.

#### Activity 2. P 101

The teacher asks the students to look at the colour of the clothing to ask and answer questions orally. Each pair of students practises the dialogue.

#### Expected answers

**Example: 1-A: What colour is the shirt?**

**B- It is dark red.**

2-A: What colour is the T-Shirt?

B- It is dark.

3- A: What colour is the shoe?

B- It is blue.

4-A: What colour is the hat?

B- It is salmon.

5- A: What colour is the short? B- It is green.

6- A: What colour is the tie? B- It is an orchid tie.

**Time to extend. P 101**

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

The teacher asks the students to look at the pictures and describe the colours of their clothes. They work individually then in pairs.

**Expected answers**

**Example: 1-He wears a yellow T-shirt, dark red trousers and white trainers.**

2-He wears a dark blue suit, white shirt, salmon tie and black shoes.

3-She wears a blue dress, dark bracelets, white earrings and salmon sandals.

4- She wears a blue shirt, a green skirt and high-heeled shoes.

**MY OWN NOTEBOOK**

Use this expression to ask for your classmates' permission before cleaning the blackboard after a lesson. Keep it in mind!

**-Can I clean the blackboard now?**

**SESSION 2**

**Time to learn (p 102)**

**✓ Look, listen and repeat**

The teacher can use colour chalks and the black board to present the vocabulary dealing with colours. He makes the students repeat and illustrates them on the board.

**✓ Listen and repeat**

In a story line, the teacher can first use "I love...." Since it's an expression known to all. It may look like this: Class look! (Showing the brown colour) **I love brown**

T-shirts or **I like** brown T-shirts or **I'm fond of** brown T-shirts But, **I don't love** pink T-shirts or **I dislike** pink T-shirts or **I'm not fond of** pink T-shirts. He illustrates the focused structures on the board.

**Time to practise**

**Activity 1. P 103**

**Listening passage:**

I am Tom. I like nice colours and clothes. I like **light green** caps. I also like **grey** hats. I'm fond of **dark green** T-shirts and **light blue** shorts. Finally, I love **brown** shoes. But I don't love **pink** clothes. I also dislike **khaki** trousers.

The teacher draws students' attention. He asks them to work individually then, tells them to fill in the table while listening to the audio. After the listening, he calls some students to present their works.

**Expected answers**

Tom likes	Tom dislikes
- Light green -grey -dark green -light blue -brown	-pink -khaki

**Activity 2. P 103**

The teacher voices the instruction and gives the example. Then, he asks them to work individually first. After a while, he asks them to compare their answers.

**Expected answers:**

1	I love white caps.	I like white caps.	I am fond of white caps.
2	I love yellow ties.	I like yellow ties.	I am fond of yellow ties.

<b>3</b>	We don't love this black suit.	We don't like this black suit.	We are not fond of this black suit.
<b>4</b>	They dislike grey socks.	They don't like grey socks.	They are not fond of grey socks.
<b>5</b>	He doesn't love shorts.	He doesn't like shorts.	He is not fond of shorts.
<b>6</b>	She is fond of black skirts.	She loves black shirts.	She likes black skirts

**Time to extend P 103**

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

The teacher asks the students to look at the clothing and identify their colours.

**Expected answers**

**Example: 1-Khaki trousers**

2-pink gown

3-dark green T-shirt

4-Dark blue sleeve shirt

6-White sleeve shirt

7-Light green T-shirt

8- Brown shoes

9-Grey cap

**MY OWN NOTEBOOK**

Use this expression to ask for permission when you go shopping and you want to try on clothing. Keep it in mind.

**-Can I try this cap on, please?**

### Session 3: COMMUNICATION ACTIVITY

The teacher draws students' attention and asks them to read carefully the production context. He explains it.

#### Listening passage

Ladies and gentlemen, Come and buy! Come and buy! I am the rainbow man. All the colourful clothes you want are here. You can have red T-shirts and orange T-shirts. You can also have white shirts and blue shirts too. I also sell black trousers, dark blue and dark green shorts for you, gentlemen. I have green and light blue skirts, pink dresses and yellow blouses for you beautiful ladies. Come and see! Come and buy.

#### Task A: Clothes he sells and their colours.

The teacher voices task A, asks them to fill in the table while listening to the audio. After the listening he asks them to compare their answers with their neighbours'. He calls some students to present their work to the class. He provides feedback and praises them.

#### Expected answers

Clothes	Colours of the clothes
1-T-shirts	Red/orange
2-Shirts	White/ blue
3-trousers	Black
4-Shorts	Dark blue/ dark green
5-Skirts	Green/light blue
6-Dresses	Pink

7-blouses	Yellow
-----------	--------

**Task B: I like**

The teacher asks students to list the clothes they like.

**Possible answers:**

**Boys:** Blue shirts; black trousers; dark blue shorts.

**Girls:** Blue skirts; pink dresses;

**Task C: I don't like**

The teacher asks students to list the clothes they don't like.

**Possible answers:**

**Boys:** Red T-shirt/ dark green shorts.

**Girls:** Yellow blouses/ green skirts

**LESSON 3: COME AND BUY (p105)**

**LESSON CONTENT OVERVIEW: - Vocabulary related to shopping and cardinal**

**numbers above 100**

**-Language function**

Asking for and giving prices

Expressing preferences

**Learning context:**

**The teacher draws students' attention and voices the learning context**

Visiting Monrovia (Liberia), the students of 5e 1 of the English club from Lycée Moderne Man listen to a Liberian clothes seller to know the prices of his clothing articles in order to buy some.

**He asks the following questions**

-Where are the students?

-Who do they listen to?

-What information do they want to know?

**Note: This part must be conducted orally. Allow 3 minutes for that.**

### **Illustration picture**

The teacher instructs the students to look at the picture and then asks the following questions:

- What can you see in the picture?
- Where are they?
- What does the buyer give to the cashier?

## **SESSION 1**

### **Time to learn**

#### **✓ Look, listen and repeat**

After learning context, the teacher asks the students to go to page 106 of their textbook. They look at the picture which will help them to set the context once again. The teacher uses the dialogue to present the new vocabulary words. He makes them repeat and rehearse as they go along. He illustrates them with sentences, drawings, synonyms or antonyms.

#### **✓ Listen and repeat**

The teacher sets the context (At the shoe store). He uses the dialogue on page 106 to present the structures. He makes them repeat in chorus and individually the focused structures and illustrate them on the board.

### **Time to practice**

#### **Activity 1: p. 107**

#### **Listening passage:**

**Jill:** Hello, Jack!

**Jack:** Hello, Jill!

**Jill:** Let's go shopping.

**Jack:** Ok! But what are you exactly **looking for**?

**Jill:** They **sell** different clothes in this store. I want to **buy** a shirt.

**Jack:** Do you have some money to **pay in cash**?

**Jill:** No, I usually **pay by card**

The teacher voices the instruction and explains it. He asks them to work individually then, makes them listen to the audio. After the first listening, he asks to compare their answers with their neighbours’.

### **Expected answers**

#### **Example: 1-go shopping**

2-looking for?

3-sell

4- buy

5-pay in cash

6- pay by card

### **Activity 2: P.107**

The teacher voices the instruction and chooses two students to role play the example. He then calls some students to do the rest orally.

### **Expected answers**

**Example :1-A: Do you have blue caps? / Have you got blue caps?**

**B: Yes, we do. / Yes, we have.**

2-A: Do you have grey blouses? / Have you got grey blouses?

B: No, we don’t / No, we haven’t.

3-A: Do you have orange ties? /Have you got orange ties?

B: Yes, we do. / Yes, we have.

4-A: Do you have trainers? /Have you got trainers?

B: Yes, we do. / Yes, we have.

5-A: Do you have a green hat? /Have you got a green hat?

B: Yes, we do. / Yes, we have.

6-A: Do they have yellow dresses? / Have they got yellow dresses?

B: No, they don’t. / No, they haven’t.

### **Time to extend P 107**

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

The teacher asks the students to match the words or expressions to their synonyms or definitions. He tells them to work individually and then, they compare their answers.

**Expected answers:**

**Example: 1-c**

2-d

3-g

4-a

5-e

6-h

7-f

8-b

## **MY OWN NOTEBOOK**

The teacher tells the students to keep in mind the expressions in this session.

**-Work in silence!**

**-Don't disturb your mates.**

## Session 2: (p108)

### **Time to learn**

#### **✓ Look, listen and repeat**

The teacher can bring coins and banknotes. He presents the banknote and/or the coin to the students. He gives the correct pronunciation and asks students to repeat after him. He illustrates the new vocabulary words on the board.

Or he can ask students to go to the page 108 of their textbook then, he asks them to listen and repeat after him the figures in the table.

#### **✓ Listen and repeat**

The teacher sets the context then, he can role play the dialogue on page 108 with one of his best students. Then, to allow them to master the structures, he holds an object in one hand and a sum of money in the other. He asks for the price and gives the price. He makes them repeat the focused structures and illustrates them on the board.

## **Time to practise.**

### **Activity 1. P 109**

The teacher reads the instruction and asks students to work individually first and then, they compare their answers with their neighbours’

#### **Expected answers:**

**Example: a-351**= Three hundred and fifty-one

**b- 400**= Four hundred

**c- 560** = Five hundred and sixty

**d- 950** = Nine hundred and fifty

**e- 1,200** = One thousand and two hundred

**f- 1,550** =One thousand five hundred and fifty

**g- 2,000** = Two thousand

### **Activity 2: P. 109**

The teacher asks the students to read the example and then tells them to work in pairs.

#### **Expected answers:**

**Example: 1-A: How much is the tie?**

B: It is two thousand francs.

2- A: How much is the dress?

B: It is nine hundred francs.

3- A: How much are the trousers?

B: They are five thousand francs.

4- A: How much is the blouse?

B: It is six hundred francs.

5- A: How much is the jacket?

B: It is seven thousand and five hundred francs.

6- A: How much are the shorts

B: They are five hundred francs.

### **Time to extend: P. 109**

The teacher reads the instruction and asks students to work individually first and then, they compare their answers with their neighbours’.

**Expected answers:**

**Example: a-550**

b-600

c-185

d-7,000

e-2,225

f-375

g-900

h-9,999

**MY OWN NOTEBOOK**

When you hear the following expression, it means the allotted time has passed.

Keep it in mind.

**-Time is up/ it's over**

**SESSION 3: COMMUNICATION ACTIVITY. (P. 110)**

**Listening passage:**

Ladies and gentlemen, gather round! Gather round! Come and buy! You can have these **T-shirts** for **five hundred francs**. These **shirts** cost only **one thousand francs**. You can also have **some black trousers** for **two thousand**. I also sell **dresses**. They cost **seven hundred and fifty francs**. You can also have some nice **shoes**. They are **just two thousand, five hundred**. Gather round! Come and buy!

**Task A: The different clothes and their prices.**

The teacher asks students to read carefully the evaluation context. He explains it and voices task A, asks them to work individually then, makes them listen to the audio. He times the tasks. He monitors and provides help when necessary. After the allotted time, he calls some students to present their work to the class. He provides feedback and praises them.

**Expected answers:**

<b>Clothes</b>	<b>Prices</b>
<b>1-T-shirts</b>	<b>500f</b>
<b>2-Shirts</b>	<b>1,000f</b>
<b>3-Black trousers</b>	<b>2,000f</b>
<b>4-Dresses</b>	<b>750f</b>
<b>5-Shoes</b>	<b>2,500f</b>

### **Task B: Clothes I can buy:**

The teacher voices task B and explains it. Students are asked to work in groups of 4. The task is given. THE teacher monitors and provides help when necessary. After the allotted time, two or three groups are called to present their work to the class. He provides feedback and praises them

### **Possible answers**

I can buy a T-shirt, a dress and a shirt

## **UNIT SUMMARY**

- **Revision game**

The teacher asks the students to solve the crossword puzzle.

Expected answers:

Example: **COLOURFUL**

1-ORANGE

2-GREY

3- PURPLE

4- YELLOW

5- RED

6-KHAKI

7- GREEN

8- BLUE

9- WHITE

10- PINK

- **Revision**

**Exercise 1. P 111**

**Expected answers**

**Example: 1- A hat**

2- A shirt/ A T-shirt/ A blouse/ A sweater/A jacket/ A vest/ A dress

3-Trousers/ shorts

4-Socks/shoes/ sandals/high-heeled shoes/trainers

**Exercise 2. P 111**

The teacher asks the students to look at the rainbow and say which colours they like.

**Possible answers:**

I like the orange, green and purple colours.

I dislike the red, yellow and blue colours.

**Exercise 3: P 111**

The teacher asks the students to write in letters the figures below.

**Expected answers**

**Example: 1**

1	399	Three hundred and ninety-nine
2	488	Four hundred and eighty- eight
3	790	Seven hundred and ninety
4	1,950	One thousand nine hundred and fifty
5	1,888	One thousand eighty hundred and eighty-eight
6	1,777	One thousand seven hundred and seventy-seven
7	2,021	Two thousand twenty-one
8	9,009	Nine thousand nine

**Exercise 4**

The teacher and another student give the example then, students work in pairs. After the allotted time, he calls students to present their work to the class.

**Expected answers:**

**Example: 1-A:** How much does a T-shirt cost?

B: It costs five hundred francs.

2-A: How much do trainers cost?

B: They cost two thousand five hundred francs.

3-A: How much does a headscarf cost?

B- It costs eight hundred and seventy-five francs.

4-A: How much do shorts cost?

B: They cost two hundred francs.

5-A: How much do socks cost?

B: They cost five hundred francs.

6-A: How much does a blouse cost?

B-It costs seven hundred and fifty francs.

## UNIT 6: **FOOD AND DRINKS**

### SKILL: LISTENING

LESSON 1: AT THE RESTAURANT (p113)

**LESSON CONTENT OVERVIEW:** - Vocabulary related to food and drinks

- **Language function focus**

Expressing preferences

Offering to help

Ordering a meal

**LEARNING CONTEXT:**

**The teacher draws students' attention and voices the learning context**

The students of 5e 1 of Lycée Moderne Bondoukou are visiting Ghana with their English teacher. At a restaurant for dinner, they listen to the waitress describing the menu in to order their meals.

**The teacher will ask the following questions about the learning context:**

- Where are the students visiting?
- Where are they for dinner?
- Why do they listen to the waitress? Why?

**Note: This part must be conducted orally. Allow 3 minutes for that.**

**Illustration picture:**

- What can you see in the picture?

**SESSION 1 (p113)**

**Time to learn**

✓ **Look, listen and repeat**

The teacher reminds them that they are at the restaurant. (At the restaurant you can find all kinds of foods. There are.....) With flashcards and real food, he shows them the foods.

✓ **Listen and repeat**

The teacher uses real food (a cake and bread). He draws students' attention. He presents the two kinds of food: Class look! There are bread and cake, **which** food **do you prefer?** I **prefer** bread. Or: I **prefer to eat** bread. Or: I **prefer eating** bread. Or: I'd **rather eat** bread. He makes students repeat and he illustrates on the board.

**Time to PRACTISE**

**Activity 1.**

**P 115**

The teacher voices the instruction and explains it. Students work individually and then, listen to the audio. The tasks are timed. The teacher monitors and provides

help when necessary. After the allotted time, (s)he calls two or three students to present their work to the class. (S)he provides feedback and praises them

**Listening text:**

My name is Yao. My mother is a good cook. We all love her meals. Dad prefers pounded plantain and peanut sauce. I'd rather eat mixed salad. My sister Afua prefers to eat fried plantain with grilled fish. My brother Koffi prefers eating roast chicken and fried potato.

**Expected answers:**

**Example: 1-Pounded yam**

- 2-peanut sauce
- 3-mixed salad
- 4-fried plantain
- 5-grilled fish
- 6-road chicken
- 7- fried potatoes

**Activity 2.**

**P 115**

The teacher can do a short revision of the three ways to express preferences before asking the students to do this exercise. (S)he then reads the instruction, and calls two plus him to practice the example. Three other students are called to do number 2, and so on.

**Expected answers:**

**Example: 1-A:** I prefer cakes.

**B:** I prefer to eat cakes.

**C:** I prefer eating cakes.

**2-A:** I prefer fried potatoes.

**B:** I prefer to eat fried potatoes.

**C:** I prefer eating fried potatoes.

**3-A:** We prefer caps.

**B:** We prefer to wear caps.

**C:** We prefer wearing caps.

**4-A:** They prefer football.

**B:** They prefer to play football.

**C: They prefer playing football.**

**5-A: He prefers books.**

**B: He prefers to read books.**

**C: He prefers reading books.**

**6-A: She prefers English.**

**B: She prefers to speak English.**

**C: She prefers speaking English.**

**Time to extend: P: 115**

The teacher reads aloud the instruction explains it and asks the students to work individually and then, they compare their answers with those of their classmate

**Example: 1- Meat**

**Expected answers:**

2- Sandwich

3- Fries

4- Bread

5- Cake

6- Peanut sauce

7- Fried potato

8- Fried rice

**My own notebook**

(Use this expression to tell your classmate that he must be interrogated before speaking)

**-Raise your Hand!**

## **SESSION 2**

**Time to learn**

**✓ Look, listen and repeat**

The teacher asks the students to go to page 116 of their textbooks. He asks them to look at the pictures, listen and repeat after him the new lexical items. He then illustrates them on the board.

**✓ Listen and repeat**

Teacher draws students' attention and tells them that they are in a restaurant. He asks them to look at the picture on page 117. The teacher role-plays the dialogue

with another student. He makes the students repeat the focused structures. (S)he illustrates them on the board.

**Time to practise**

**Activity 1.**

**P.117**

The teacher voices the instruction; and explains it. He tells them to work individually first and then, they compare their answers with their neighbors'

**Expected answers:**

**Example: 1- appetizer**

<b>Appetizers</b>	<b>Starters</b>	<b>Main courses</b>	<b>Drinks</b>	<b>Desserts</b>
4	8; 10	6; 3	9; 5; 7	2;

**Activity 2: P. 117**

The teacher asks the students to fill in the gaps in pairs. After the allotted time, a few groups of two students are called to perform the dialogue.

**Expected answers: 1-Can**

2-How

3-Help

4-Do

5-Have

**Time to extend. P 118**

The teacher voices the instruction, and asks the students to work in pairs. After the allotted time, some students are asked to perform the dialogue.

**Expected answers:**

1-Can I help you?

2-How can

3-Do you

4-Can I have

**My own notebook**

(Use these expressions to tell your classmate to stop cheating and making noise)

**Don't cheat!**

**Stop making noise.**

### SESSION 3 (p118)

#### COMMUNICATION ACTIVITY PAGE 118

The teacher asks students to read carefully the evaluation context. He explains it and voices task A, asks them to work individually then, makes them listen to the audio. He times the tasks. He monitors and provides help when necessary. After the allotted time, he calls some students to present their work to the class. He provides feedback and praises them.

#### Listening passage:

**Waitress:** Welcome Ladies and gentlemen! Here is the menu. Unfortunately, we don't have all the food and drinks today.

For starters and appetizers, we have mixed vegetables and popcorn.

For the main course, we have Fries with fried chicken and fried plantain with fried fish.

For drinks, we propose ginger and lemon juices.

And for dessert, we just have cake and ice cream.

You can make your choice!

#### Expected answers:

##### Task A: The menu

<b>Starter</b>	<b>Main course</b>	<b>Drink</b>	<b>Dessert</b>
-Mix vegetables -popcorn	-Fried chicken -fried plantain -Fried fish	-Ginger juice -Lemon juice	-cake -ice-cream

##### Task B: My choice and what I order:

###### Possible choice

###### For starter

-Mix vegetables

###### Main course

- Fried chicken

###### Drink

-Lemon juice

###### Dessert

-Cake

## LESSON 2: I LIKE FRUIT AND VEGETABLES (p119)

**LESSON CONTENT OVERVIEW: - Vocabulary related to fruit and vegetables**

### **-Language function focus**

Making comparisons

Expressing quantities

### **LEARNING CONTEXT:**

**The teacher draws students' attention and voices the learning context:**

A group of students of 5e 5 of Lycée Moderne Alphonse Assamoi of Divo is invited by the American embassy for a vegetarian dinner. They listen to the cook describing the menu in order to choose their meals.

**He puts the following questions:**

- Where are the students of 5e 5 invited?
- Who do they listen to? For what reason?

**Note: This part must be conducted orally. Allow 3 minutes for that.**

### **Illustration picture**

The teacher asks the students to go to page 125. He asks them to look at the picture. Then he asks the following question:

- What can you see in the picture?

He introduces the day's lesson

## SESSION 1 (p120)

**Time to learn**

- ✓ **Look, listen and repeat**

The teacher can bring all the fruit from home to teach the lexical items mentioned in this session. He makes them repeat and illustrates the new words on the board.

### ✓ Listen and repeat

The teacher can use the same fruit brought to teach comparison structures. He uses the examples that are in the students' books to illustrate them on the board.

### Time to practise

#### Activity 1: P 121

The teacher voices the instruction, asks them to work individually then, makes them listen to the audio. (S)he times the tasks. (S)he monitors and provides help when necessary. After the allotted time, (S)he calls two or three students to present their work to the class. (S)he provides feedback and praises them.

#### Listening passage:

I am Tom. I like to eat fruit every day. I like **guava** and **cherry**. I also like **grape**, **mandarin** and **apple**. But I am not fond of **banana**. I also dislike **apricot** and **mango**.

#### Expected answers:

**Example: 1-Tom likes guava**

2-cherry

3-grape

4-mandarin

5- apple.

#### Activity 2: P 121

The teacher reads, goes through the instruction and asks students to work individually and then, they compare their answers with their neighbours'.

#### Expected answers:

**Example: 1-A watermelon is bigger than a guava.**

2-cherries are smaller than a pineapple.

3-A mandarin is more delicious than a lemon.

4- Banana is longer than strawberry.

5-Coconut is heavier than grape.

6-Apple is more expensive than lemon.

**Time to extend:****P 121**

The teacher voices the instruction and asks students to work individually and then, compare their answers with their neighbours’.

**Expected answers:****Example: 1-Soursop**

2-Watermelon

3-Tangerine

4- Strawberry

5- Pineapple

6- Avocado

7- Coconut

8- Grapefruit

**My own notebook**

(You can use this expression to ask your friend who is playing to follow the teacher)

**-Put down your pen and listen!****Session 2****Time to learn****✓ Look, listen and repeat**

The teacher can bring all the vegetables from home to teach the lexical items mentioned in this session. He makes them repeat and illustrates the new words on the board.

**✓ Listen and repeat**

The teacher can form groups of students in front of the class. (S)He counts them first and then, uses “**How many students are there here?** (S)He makes them repeat the structure. Then he provides the answer “**There are two students**”. (S)He makes them repeat the structure. He does the same for one student. (S)He illustrates the structures on the board.

**Time to practise****Activity1. P 123**

The teacher voices the instruction, asks them to work individually then, makes them listen to the audio. (S)He times the tasks. (S)He monitors and provides help when

necessary. After the allotted time, (S)He calls some students to present their work to the class. (S)He provides feedback and praises them.

### Listening passage:

My name is Mary. I am a cook. I work in my cousin's restaurant. I like fruits but I prefer vegetables. I use them to make mixed vegetables. I'm fond of cabbage. I'm also fond of tomatoes and carrots. But I don't like some vegetables. I don't like garlic and pepper. I also dislike okra.

### Expected answers:

#### Example

- 1-Cabbages
- 2-tomato
- 3-carrot
- 4-garlic
- pepper
- 6-okra

### Activity 2:

The teacher reads aloud the instruction and asks students to work individually.

### Expected answers:

#### Example: 1- There is

- 2-There is
- 3-There are
- 4-There are
- 5-There is
- 6-There are
- 7-There is

### Time extend: P 123

The teacher voices the instruction and asks students to work in pairs.

### Expected answers:

- |  |                              |
|--|------------------------------|
| <b>Example: 1-A: How many plantains are there?</b> | <b>B: There are five.</b>    |
| <b>2-A: How many mushrooms are there?</b>          | <b>B: There are fifteen.</b> |
| <b>3-A: How many garlic is there?</b>              | <b>B: There is one.</b>      |
| <b>4-A: How many tomatoes are there?</b>           | <b>B: There are three.</b>   |
| <b>5-A: How many cucumbers are there?</b>          | <b>B: There is one.</b>      |

**6-A:** How many Okras are there?

**B:** There is none.

**My own notebook**

(Use this expression to address politely to your classmate who is chatting)

**-Could you speak slowly?**

**SESSION 3:**

**UNIT 6: FOOD AND DRINKS**

**LESSON 2: I LIKE FRUIT AND VEGETABLES**

**SESSION 3: COMMUNICATION ACTIVITY: PAGE 124**

**Lening passage:**

Waiter: Welcome, dear friends! We have all you need. You can have different sorts of mixed fruits and mixed vegetables.

Apple, Apricot and strawberry

Banana, mango and watermelon

Avocado, tomato and carrot

Cabbage, onion and cucumber

Boiled potato, carrot and garlic

**Task A: List of fruit and vegetables**

The teacher asks students to read carefully the evaluation context. (S)He explains it and voices task A, asks them to work individually then, makes them listen to the audio. (S)He times the tasks. He monitors and provides help when necessary. After the allotted time, (S)He calls some students to present their work to the class. (S)He provides feedback and praises them.

**Expected answers:**

<b>Fruit</b>	<b>Vegetables</b>
-Apple	-Tomato
-Apricot	-Cabbage
-strawberry	-Carrot
-banana	-Onion
-Mango	-Boiled tomato
-Watermelon	-Garlic
-Avocado	

**Task B: Which ones I would rather eat.**

The teacher voices task B. (S)He times it and asks them to work individually. (S)He monitors and provides help when necessary.

After the allotted time, (S)He calls two or three students to present their works. (S)He provides feedback and praises students

**Possible answers**

I would rather eat apple and watermelon as mixed fruit.

I would rather eat tomato, carrot, garlic and onion as mixed vegetables.

**LESSON 3: A GREAT COOK**

**- Vocabulary related to meals recipe**

**-Language function focus**

Giving instructions

Describing a process

**LEARNING CONTEXT:**

### **The teacher draws students' attention and voices the learning context:**

The American Embassy is organizing a cooking contest among the cooking clubs of the schools of Abidjan to promote American dishes. To get prepared, the students of College Moderne Plateau follow a cooking programme on CNN.

### **He puts the following questions:**

- What is the American Embassy organizing?
- Why do students of College Moderne Plateau follow CNN TV programme?

### **Illustration picture**

The teacher asks the students to go to page 125. He asks them to look at the picture. Then he asks the following questions:

- Where is the woman in the picture?
- What is she doing?
- What is she doing?

## **SESSION 1**

### **Time to learn**

#### **✓ Look, listen and repeat**

The teacher can bring real things to teach all the lexical items mentioned in this session except "An oven". For this last one, he can use a poster. He makes them repeat and illustrates the new words on the board.

#### **✓ Listen and repeat**

To teach this structure, the teacher can use instructions such as: Stand up! Sit down! Then, he explains to them that when you give instructions, the verb is not preceded by a subject. He makes them repeat and, illustrates the structures on the board.

### **Time to practise**

#### **Activity 1: P. 127**

Teacher reads aloud the instruction, explains it then, asks students to work individually and then, in pairs to compare their answers.

#### **Expected answers**

**Example:** 1-oil

2-egg

3-oven

4-milk

The teacher

6-butter

### **Activity 2: P.127**

Teacher reads aloud the instructions, then, asks students to work in pairs.

#### **Expected answers:**

**Example:** 1-Wear some gloves before working in the kitchen!

2-Sweep the kitchen!

3-Collect the rubbish!

4-Put the rubbish in the dustbin!

5-Wash your works!

6-Wash the recipients!

### **Time to extend. P.127**

The teacher voices the instruction and asks students to work individually.

#### **Expected answers**

**Example: 1-Wash your clothes.**

2-Wash the fruits before eating them!

3-Keep quiet in class!

4-Respect your teachers!

6-Study your lessons!

### **My own notebook**

“Work on your own” and “work individually” are synonyms. Keep it in mind.

**-Work on your own!**

**-Work individually!**

## **SESSION 2:**

**Erratum:** Une erreur d’infographie s’est glissée dans le «**Learning points**», partie « Structure » Page **128**. La phrase “Add **two spoonfuls** of salt” ne fait pas partie des structures à enseigner.

**Time to learn:**

**✓ Look, listen and repeat**

The teacher can bring real items from home to teach some vocabulary words (A cooking pot; A sauce pan; A frying pan). Demonstrations can also be resorted to for actions. (S)He makes them repeat and illustrates them on the board.

**✓ Look and repeat**

After presenting the vocabulary teacher can use the same objects to describe the process for cooking omelette. He makes them repeat and illustrates the structures on the board. Or he can use the text on page 128 as a story line to teach a process.

**Time to practise**

**Activity 1: P. 129**

The teacher asks the students to look at the pictures and complete the sentences.

**Expected answers**

**Example: 1-storyline** the vegetables.

2-**pour** water in the bowl.

3-**peel** a cucumber.

4- **cut up** an onion.

5-**add up** sugar on the flour.

**Activity 2. P 129**

The teacher asks students to read the instruction carefully and do the activity individually.

**Expected answers**

**Examples: 1-Firstly**

2-Secondly

3-Then

4-After that

5-Finally

**Time to extend: P. 129**

The teacher goes through the instruction. He asks students to work individually first, and then they compare their answers.

**Expected answers:**

**1-d Firstly, crack the eggs in a bowl.** 1-b Secondly, add the onion, tomatoes and pinch of salt. 1-e Then, put the frying pan on fire and add oil. 1-c After that, pour the mixture in the frying pan and cook it for 2 min. 1-a Finally, serve with a piece of bread.

## **Ma y OWN NOTEBOOK**

Use his expression to ask about what is happening.

**-What's the matter?**

### **SESSION 3: COMMUNICATION ACTIVITY. P 130**

#### **Listening passage:**

For the Californian cake, you need:

A glass of oil

Four full glasses of water

1 kg of flour

Ten spoonfuls of sugar

A pinch of salt.

Three eggs

To cook the Californian cake:

Crack three eggs in a bowl.

Pour four full glasses of water in the bowl.

Add half a glass of oil.

Add ten spoonful of sugar and a pinch of salt.

Add 1 kg of flour.

Mix the content of the bowl.

Put the mixture in the oven for 45 minutes.into

**Task A -Reordering the instructions of the spoonful** the teacher asks the students to read the evaluation **context carefully**. (S)He explains it and voices task A, asks them to work individually then, makes them listen to the audio. (S)He times the tasks. He monitors and provides help when necessary. After the allotted time, (S)He calls

some students to present their work to the class. (S)He provides feedback and praises them.

### **Expected answers**

- Firstly, crack three eggs in a bowl.
- Secondly, pour full glasses of water in a bowl.
- Then, add half a glass of oil.
- Then, add ten spoonfuls of sugar and a pinch of salt.
- First 1 kg of flour.
- After that, mix the content of the bowl.
- Finally, put into the mixture in the oven for 45 minutes.

### **Task B -The process of a recipe I know.**

The teacher voices task B. (S)He times it and asks them to work in groups of 4. (S)He monitors and provides help when necessary.

After the allotted time, (S)He calls two or three groups to present their works. He provides feedback and praises students

### **Possible answer**

To cook the fried rice

- Firstly, wash vegetables: tomatoes, onion, peppers, Garlic; carrots, cabbage and the meat.
- Secondly, blend tomatoes and peppers.
- Then, cut up the rest of the vegetables.
- Then, pour a quarter of oil into a cooking pot and put it on the cooker.
- Then, cut-up vegetables in the cooking pot for 5 minutes
- Then, add the meat and add a liter of water.
- After that, add a pinch of salt, wait for 15 minutes and pour 1 kg of rice in the boiling water.
- Finally, after 15 minutes, mix up the 5 minutes and wait for 30 min before putting out the fire.

## **UNIT SUMMARY      P. 131**

### **● Revision game**

The teacher asks students to find as many fruits and vegetables as they can.

### **Expected answers**

**Example: onion**

cabbage; potato; cucumber; tomato; apple; avocado; carrot; pepper; cherry; grape; apricot; mango; grapefruit; strawberry; yam; okra; mushroom.

- **Revision**

**Exercise 1**

The teacher asks the students to put the letters in the correct order.

**Expected answers**

**Example: 1-Ice cream**

2-Roast chicken

3-Deviled eggs

4-Yoghurt

5-Ginger juice

6-Sorrel juice

7-Palmtree sauce

8-Fried plantain

9-Fried rice

10-Coffee

**Exercise 2**

The teacher asks the students to classify the food items.

**Expected answers**

**Example: Mixed vegetable = Starter**

<b>Appetizer</b>	<b>Starters</b>	<b>Main course</b>	<b>Drinks</b>	<b>Desserts</b>
-cake -Croquettes -popcorn	<b>-Mixed vegetable</b> -Mixed salad	-Pounded plantain -peanut sauce -Roast chicken -Fried rice	-Coffee -Lemon juice -Milk -Tea	-Ice cream -Yoghurt

**Exercise 3**

The teacher asks students to use the information to make a comparison

**Expected answers**

**Example: 1-Yeo is taller than Yao.**

2-Marta is more intelligent than Am

3-Coconut is heavier than guava.

4-Apple is more expensive than lemon.

5-Yao is shorter than Yeo.

**Exercise 4**

The Teacher asks to complete the passage

**Expected answers**

**Example: 1-There are**

2-There is

3-there is

4-there are

5-There are

6-There is

7-there are

**ERRATUM : le NUMERO 7 vient avant le NUMERO 6.**

## UNIT 7: HEALTH AND ENVIRONMENT

### SKILL: READING

#### LESSON 1: I CLEAN AND PROTECT MY ENVIRONMENT

**LESSON CONTENT OVERVIEW:-Vocabulary related to environmental problems**

### **-Language function focus**

Expressing causes

Giving advice

Expressing prohibitions

### **LEARNING CONTEXT:**

On the Environmental Day, the 5<sup>e</sup> 1 students of Lycée Moderne 3 Divo read leaflets given by the USA Embassy in order to have more information about environmental problems today and how to cope them.

The teacher asks one or two questions about the learning context.

-On what occasion do the students of 5e 1 read the leaflets?

-Why do they read the leaflets?

**Note: This part must be conducted orally. Allow 3 minutes for that.**

### **Dialogue:**

-What are Alidou and Akossia talking about?

-What are the causes of environmental problems according to Akassia?

### **Illustration picture:**

-What can you see in the picture?

### **Session 1**

#### **Time to learn:**

##### **✓ Look, listen and repeat**

The teacher asks his students to go to page 134. He asks the students to look and repeat after him. They repeat in chorus then, individually the new lexical items. The teacher illustrates them on the board.

##### **✓ Listen and repeat**

The teacher asks his students to go to page 134. With the dialogue, he can teach the possibilities to express causes: Environmental problems **are due to** human activities. / Human activities **lead to** environmental problems. / Environmental problems **are caused by** human activities. (S)He makes students repeat and illustrate them on the board.

### **Time to practise**

#### **Activity 1: P.135**

The teacher reads the instruction, and then asks students to work in pairs.

#### **Expected answers**

**Example:** 1-Soil pollution

2-pollution

3-Deforestation

4-waste

5-pesticides

6-bushfire

7-fumes

8-global warming

#### **Activity 2: P.153**

The teacher reads the instructions, and (s)he asks students to work individually first and then, they compare their answers with their classmates.

#### **Expected answers**

**Example: 1-Deforestation is due to overexploitation of the forests.**

2-Air pollution is caused by factory fumes.

3-Many illnesses are caused by water pollution.

4-The disappearance of fish species is due to the use of chemical in fishing.

5-The destruction of the flora and desertification are cause by bushfire.

### **Time to extend: p.135**

#### **Expected answers**

**Example: 1-c**

2-a

3-b

4-f

5-g

6-e

7-d

### **MY OWN NOTEBOOK**

Keep these expressions in mind.

**-What's the English word for global warming?** (Use this expression to ask for the corresponding word in English of a French word.)

**-Sir, I have finished.** (This is the answer to: “have you finished?”)

**-Wait for your turn!** (Use this when your classmate speaks without being interrogated)

## Session 2 (p136)

### Time to learn:

#### ✓ Look, listen and repeat

The teacher can bring real objects to teach “dustbin, biodegradable bags, compost.” He can demonstrate for “to pour, to clean” and use flashcards or posters for “to replant, renewable energy, to recycle”. He makes them rehearse as they go along. Finally, (s)he illustrates the new words on the board.

#### ✓ Listen and repeat

The teacher asks the students to go to page 136. Through the dialogue, he highlights the structures and makes them repeat. (S)He illustrates on the board.

### Time to practise

#### Activity 1: p.137

The teacher voices the instruction in the students’ books and asks them to work individually first and then compare their answers with their neighbours’.

#### Expected answers

##### Example: Recycling waste

Using renewable sources of energy; cleaning your living place; using composts in agriculture; using biodegradable bags, recycling waste.

#### Activity 2: p.137

The teacher voices the instruction in the students’ books and asks them to work in pairs.

#### Expected answers

##### Example: 5-d

1I-a

2-b

3-e

4-c

**Erratum:** Une erreur d’infographie s’est glissée dans la partie « **example** » de l’activité 2 à la page **137**. Il faut plutôt considérer : **Example : 5-d** et non **5-f**

### Time to extend. p 137

## **Expected answers**

**Example: 1-Everyone should plant a tree every year.**

2-For Konan, people mustn't pour toxic waste into the lagoon.

3-Villagers shouldn't set fire in the bush for hunting.

4-Timber companies mustn't cut small trees.

5-Farmers shouldn't use chemical fertilizers.

6-Students shouldn't throw away papers everywhere.

7-Fishers mustn't use chemical to fish.

**ERRATUM:** Une erreur de choix de vocabulaire au niveau de l'expression **5** à la page **137. Agricultures / use chemical fertilizers. Il faut plutôt considérer: Farmers / use chemical fertilizers.**

## **MY OWN NOTEBOOK**

You can use the first two phrases to ask for your classmate's favourite subject., Use the last one to tell your friend who is preventing you from concentrating or follow, to stop disturbing you. Keep them in mind

**-Are you good at English?**

**-Yes, I am.**

**-Please don't disturb me.**

## **SESSION 3: COMMUNICATION ACTIVITY**

Teacher draws students' attention to listen carefully to the evaluation context, then (S)he voices it and asks the following questions:

✓ On which occasion you are asked to read a leaflet?

✓ What will you have after reading the leaflet?

### **A-General idea**

The teacher asks students to read silently the text and do the first task individually, then gives the timing (3 min). After the allotted time, (S)he asks them to give their answers

**Expected answer:**

a) Solutions to environmental problems.

**B-Short answers to the questions**

He praises them, voices task B, asks them to work individually first and then, compare their answers with their neighbours'. (S)He times it (10 min), goes through the rows to give help if necessary. After the allotted time, (S)he calls volunteers to give their answers and gives feedback.

**Expected answers:**

- 1-Global warming is the augmentation of the temperature of the earth's near-surface, air and oceans.
- 2-Concentrations of greenhouse gases lead to global warming.
- 3-People should plant trees and use smaller cars.

**C-Paragraph writing**

The teacher praises the class, voices task C, and asks them to work individually. (S)he times the tasks (15 min). (S)he goes through the rows to give help if necessary. After the allotted time, he calls volunteers to read their paragraphs. (S)he provides feedback, proposes a model and praises the class.

**Possible paragraph**

Our life depends on the environment. So to keep it safe, first, people should clean their living place every day and shouldn't throw rubbish everywhere. Secondly, people should plant trees to renew the forest and stop the deforestation. Then, people shouldn't pour chemicals in the rivers and oceans. Finally people should use composts to fertilize soils.

**LESSON 2: I MUST PREVENT DISEASES**

**LESSON CONTENT OVERVIEW: - Vocabulary related to diseases and health**

**-Language function focus**

Expressing sufferings

Expressing obligations

**LEARNING CONTEXT:**

During an English class, the students of 5e1 from Lycée Moderne 3 Divo are asked to read a text about diseases in order to sensitize their fellow students and help them take care of their health at the next English club meeting.

- What are the students asked to do?
- Why do they read the text?

**Note: This part must be conducted orally. Allow 3 minutes for that.**

### **Illustration picture**

- What can you see in the picture?
- According to you, what is the occupation of the woman in the picture?

### **SESSION 1:**

#### **Time to learn**

##### **✓ Look, listen and repeat**

The teacher asks the students to open their books to page 148, (S)he asks them to look at the pictures and repeat after him.  
He illustrates them on the board.

##### **✓ Listen and repeat**

The teacher asks the students to go to page 140. Through the dialogue, (S)he highlights the structures and makes them repeat. However for a better use of the dialogue, it is necessary to start with the question.

**Erratum:** Une erreur d'infographie s'est glissée a la page **140 (listen and repeat)**  
Pour une meilleur utilisation de ces images pour enseigner les structures concernées, il serait souhaitable de commencer par la question du jeune homme :  
« Ketsia, **what's wrong with you ?** » L'image du jeune garçon devrait venir avant celle de la jeune fille.

#### **Time to practise**

##### **Activity 1.p.141**

##### **Expected answers**

##### **Example1-Malaria**

2-Headache



		E						C	O	V	I	D	1	9
	D	I	A	R	R	H	E	A						
			S					Y						
			E					T						
								O						
								O						
								T						
	S	T	O	M	A	C	H	A	C	H	E			

**Erratum:** Une erreur d'infographie s'est glissée lors de reprise du **crossword puzzle:**

- le mot «**DIARRHEA** » à la 3<sup>e</sup> ligne, en lieu et place de la lettre **A**, c'est la lettre **E** comme présenté dans la correction ci-dessus. Le professeur devra reprendre le schema au tableau en tenant compte de la nouvelle donne.

## MY OWN NOTEBOOK

You can use these expressions to exchange with one of your friends who doesn't feel well. Keep them in mind.

**-How do you feel today?**

**-I feel better**

**-Speedy recovery**

## SESSION 2:

### Time to learn

✓ **Look, listen and repeat**

The teacher can bring real objects to teach vocabulary items. For "to prevent a disease" and "decay food" (S)he can draw on the board or use posters. (S)he makes students repeat the new vocabulary items and illustrates them on the board.

## ✓ Listen and repeat

The teacher can call one of the best students to perform the dialogue. (S)he makes them repeat the focused structures and illustrates them on the board.

### Time to practise

#### Activity 1: P.144

The teacher voices the instruction, asks students to work alone first and then, compare their answers with their neighbours'

#### Expected answers:

#### Example: 1-to prevent

2-have a rest; 3-mosquito net; 4-toothpaste(toothbrush); 5-toothbrush (tooth decay); 6-clean water; 7-toothpaste; 8-decayed food; 9-face mask; 10-insecticide

#### Activity 2: p. 145

The teacher goes through the instruction and asks the students to work in pair for 6min

#### Expected answers

#### Example: a-must

b-malaria

c-mosquito net

d-tooth decay

e-Fatigue

f-clean water

g-Covid 19

### Time to extend.p.145

The teacher asks students to do the activity individually and then compare their answers with their neighbours'.

#### Expected answers:

#### Example: 1-f

2-e

3-d

4-c

5-g

6-b

7-a

## **MY OWN NOTEBOOK**

Tell students to use these expressions to interact when they are given a pair or group work. They must keep them in mind.

**-What is the answer for number 3? /It's.....**

**-Are you sure? / Yes ....**

**-What about number 5?**

## **SESSION 3: COMMUNICATION ACTIVITY**

The teacher draws students' attention to listen carefully to the evaluation context, then he voices it a the following questions:

- ✓ What is celebrated?
- ✓ Where is the competition organized?
- ✓ What will you do after reading the text?

### **A-General idea**

The teacher asks students to read silently the text and do the first task individually, then gives the timing (3 min). After the allotted time, (S)he asks them to give their answers

**Expected answer:** The text is about prevention of diseases.

### **B-True or false statements**

He praises them, voices task B, asks them to work individually first, and then, compare their answers with their neighbours'. (S)he times it (10 min), goes through the rows to give help if necessary. After the allotted time, (S)he calls volunteers to give their answers.

**Expected answers:**

-1-F (L1); 2-T (L 2); 3-T (L 4); 4-T (L 4-5); 5-F (L 6); 6-F (L 6); 7-F (L 8)

### **C-Paragraph writing**

The teacher praises the class, voices task C, asks them to work individually. (S)he times the tasks (15 min). He goes through the rows to give help if necessary. After the allotted time, (S)he calls volunteers to read their paragraphs. (S)he provides feedback, proposes a model and praises the class.

**Possible paragraph:**

Covid-19 is a dangerous disease. But we can avoid it by simple precautionary measures: We must regularly wash our hands, wear a face mask and respect the barrier measures. We must keep a distance of one meter when we are in public. When we want to cough or sneeze, we must do it in the elbow or in a handkerchief that we throw in a dustbin. It is also important to ventilate our living environment. We must also get vaccinated.

### LESSON 3: MY HEALTH DEPENDS ON WATER

#### **LESSON CONTENT OVERVIEW: Vocabulary related to water-related diseases**

##### **Language function focus**

Expressing possibility and impossibility

Expressing probability

#### **LEARNING CONTEXT:**

On the occasion of “Water Day “celebrated in Divo, the students of 5e1 from Lycée Moderne 3 Divo read an article on WATER AND HEALTH published by the New York Time. They read it in order to see how health depends on water.

The teacher voices the learning context and asks the questions that follow.

-What do the 5è 1 students read?

-Why do they read the article?

**Note: This part must be conducted orally. Allow 3 minutes for that.**

#### **Illustration picture**

-What can you see in the picture?

-What is the boy doing?

-Is it clean water?

#### **Session 1:**

##### **Time to learn**

✓ **Look, listen and repeat**

The teacher asks the students to open their books on page 148, then he asks them to look at the pictures and repeat after him.  
He illustrates them on the board.

**✓ Listen and repeat**

To teach possibility and impossibility, the teacher makes the students read the dialogue. He reinforces the comprehension with gestures, makes them repeat and illustrates them on the board.

**Time to practise**

**Activity 1: P.149**

The teacher goes through the instruction and asks the students to work individually.

**Expected answers:**

**Example:** 1-Dirty water

2-viruses

3-faeces

4-parasites

5-filter water

6-defecate

7-stagnant

**Activity 2: P.149**

The teacher reads the instruction to the students, asks them to work individually first and then, they compare their answers with their neighbours'

**Expected answers**

**Example: 1-You can filter river water before drinking it.**

2-You can be infected if you swim in a polluted river.

3-You can't be sick if you drink clean water.

4-You can't catch malaria if you sleep under a mosquito net.

5-You can swallow parasites if you drink infected lagoon water.

6-You cannot avoid skin diseases if you don't wash your body every day.

**Time to extend: P. 149**

**Expected answers**

1-F; 2-F; 3-T; 4-T; 5-F; 6-F

## **MY OWN NOTEBOOK.**

Use this expression to ask for permission. Keep in mind.

**-Please Sir, may I go out?**

## **SESSION 2**

### **Time to learn**

#### **✓ Look, listen and repeat**

The teacher can use a story line to teach the water-related diseases in the vocabulary focus. Then, (S)he makes the students read the dialogue in their books to reinforce pronunciation. (S)he illustrates them on the board.

#### **✓ Listen and repeat**

The teacher makes students read the dialogue on page 151, makes them repeat the key structures. (S)he illustrates on the board.

### **Time to practise**

#### **Activity 1: P 151**

The teacher goes through the instructions, then asks students to work individually first. (S)he times the task (6 min). After the allotted time, (S)he gives them 2 min to compare their works with their neighbours'.

#### **Expected answers**

##### **Example: 1-Onchocerciasis**

2-Typhoid fever

3-Hepatitis

4-Scabies

5-Dengue

6-Diarrhea

**Erratum.** Une erreur d'infographie s'est glissée sur la page **150**, ce qui a rendu le tableau incomplet et du coup rendant impossible le traitement de l'activité **1 (page 151)** et l'activité de '**Time to extend**'. Voici ci-après le tableau complet. Le professeur devra alors reproduire le tableau et le distribuer aux élèves.

<b>DISEASES</b>	<b>SYMPTOMS</b>	<b>PREVENTIONS</b>
<b>Typhoid fever</b>	High fever, headache, stomach pain and constipation or diarrhea.	-wash your hands before eating -drink clean water -avoid coming in contact with an infected person
<b>Hepatitis</b>	dark urine, abdominal pain, yellow skin and eyes, loss of appetite.	-wash your hands before preparing food and eating -avoid unclean food and water -get vaccinated
<b>Onchocerciasis</b>	Loss of vision, cataract, skin rashes, and changes of pigmentation.	-empty stagnant water near the house -avoid being bitten by infected blackflies
<b>Diarrhea</b>	liquid faeces, weakness, abdominal pain.	-wash your hands with soap after going to the toilet -use hand sanitizer -drink clean water avoid eating decay food
<b>Dengue</b>	eye pain, fever, muscle pain, headache, bone pain, joint pain,	-empty stagnant water inside or outside the house

	nausea and vomiting.	-large- scale spraying of endemic areas
<b>Scabies</b>	itching on the buttocks and between fingers	-avoid swimming in dirty rivers -wash your body with clean water and soap
<b>Cholera</b>	Diarrhea in very large quantities, vomiting, leg cramp, weakness	-wash your hands with soap -drink clean water - avoid coming in contact with an infected person

## Activity 2: 151

### Answer keys:

- 1-It may be typhoid fever.
- 2-It may be diarrhea.
- 3-It may not be dengue.
- 4-It may not be diarrhea.
- 5-It may be hepatitis.

### Time to extend. P. 151

The teacher goes through the instruction. He calls volunteers students to come and check orally their knowledge about symptoms of some diseases.

### Expected answers

**Example: 1-B: high fever and stomach pain.**

2-B: Itching on the buttocks and between fingers.

3-B: eye pain and muscle pain

4-B: dark urine and yellow skin.

5-B: liquid faeces and weakness

### SESSION 3: COMMUNICATION ACTIVITY

Teacher draws students' attention to listen carefully to the evaluation context, then (S)he voices it and asks the following questions:

- ✓ What is celebrated?
- ✓ What about the article you decide to read?
- ✓ Why do you read the article?

He asks students to read silently the text and do the first task individually, then (S)he gives the timing (6min). (S)he provides help when necessary. After the allotted time, (S)he asks them to give their answers. (S)he provides feedback and praises the students.

#### **A-Causes of water-diseases diseases**

##### **Expected answers:**

Poor hygiene; microorganisms; weak immunity and contaminating agents.

The teacher praises the students and asks them to do task B. (6min)

#### **B-Answers to the questions**

##### **Expected Answers:**

- 1-Children are the most exposed.
- 2-cholera; diarrhea; scabies

#### **C-Precautions**

##### **Expected answers:**

- Cholera:** wash the hands with soap; drink clean water; avoid coming in contact with an infected person.
- Diarrhea:** wash the hands after going to toilet.
- Scabies:** avoid swimming in dirty river; wash your body with clean water and soap.

### UNIT SUMMARY

**P.153**

- **Revision game**

- 1-headache
- 2-decaytooth
- 3- diarrhea

4-covid-19

5-malaria

6-stomachache

● **Revision**

**Exercise: 1**

**Expected answers**

**Example: 6-tooth decay**

1-caughing

2-diarrhea

3-headache

4-skin disease

5-stomachache

**Exercise 2**

**Expected answers**

**Example: 1-shouldn't**

2-should

3-shouldn't

4-should

5-should

6-should

**Exercise 3**

**Expected answers**

**Example: 1-We must save water**

2-People can't urinate in the river.

3-Students have to clean their school yard.

4-People mustn't throw waste in the river.

5-Pupils have to drink safe water to avoid water-related diseases

6-People must replant trees.

**Exercise 4**

**Expected answers:**

1-tiger

2-snake

3-bottle

4-shoes

# UNIT 8: SPORTS AND GAMES

## SKILL: READING

### LESSON 1: LET'S TALK ABOUT SPORTS AND GAMES

#### LEARNING CONTEXT:

On national sport Day in Accra (Ghana), you are invited by your Ghanaian friend. Once there, (S)he gives you a brochure to read in order to inform you about the different sports and games that are practised in his country.

- Where are you invited?
- What does your friend give you to read?
- Why do you read this brochure?

**Note: This part must be conducted orally. Allow 3 minutes for that.**

**LESSON CONTENT OVERVIEW:** -Vocabulary related to sports and games

-Language function focus

- Talking about the practice of sports
- Expressing likes and dislikes

#### SESSION: 1

#### Time to learn

- ✓ Look, listen and repeat

The teacher can use a flashcard to show the picture of the sport/game (class look, wrestling, class repeat, row 1, row 2, row three, Koné, Jeane....) then; (S)he writes the new word on the board and sticks the picture in front of. At the end of the lesson, (S)he gives out the pupils the reduced images in order to paste them in their copybook.

### ✓ Listen and repeat

The teacher takes an example of sport or game and the appropriate verb to practise it.

#### **Example:**

-Gymnastics. To **do** gymnastics, class repeat!

-Swimming. To **go** swimming, class repeat!

-Tennis. To **play** tennis, class repeat!

Then, (S)he illustrates them with full sentences on the board.

#### **Time to practise**

##### **Activity 1: P.157**

The teacher goes through the instruction in the student's book. (S)he asks them to work individually first, then to compare their answers with their neighbours'.

#### **Expected answers**

##### **Example: 1= Wrestling**

2= Gymnastics

3= Tennis

4= Racing

5= Basketball

6= Football

7= Soccer

8= Swimming

##### **Activity 2: P. 157**

The teacher goes through the instruction in the student's book. (S)he asks the students to work in pairs.

#### **Expected answers**

##### **Example: To go swimming**

- To go racing
- To play handball/ baseball/soccer/tennis
- To do karate/judo/gymnastics

### **Time to extend. P 157**

This activity can be used as homework or reserve activity depending on time availability.

#### **Expected answers**

##### **Example: 1- is going**

2- are playing

3-is doing

4-are going

5-is doing

6- are playing

**Erratum:** Une erreur d'infographie s'est glissée dans la 'box' (Time to extend) à la page 157. Les verb forms dans le box sont plutôt: **is doing; is doing; are playing; are playing; is going; are going. Are doing and is doing** ne sont pas concernés.

Reprendre au tableau la liste et demander aux apprenants de le corriger dans le livre.

### **MY OWN NOTEBOOK**

**-Do you allow me to use your....** (use this expression when you want to use your neighbours' work tool)

**-Which page are we on?** (Use this expression when you don't follow)

### **SESSION: 2**

#### **Time to learn**

##### **✓ Look, listen and repeat**

The teacher can use flashcards to show the picture of the sport/game then, he writes the new word on the board and sticks the picture in front of it. At the end of the lesson, he gives out the pupils the reduced images in order to paste them in their copybook.

##### **✓ Listen and repeat**

The teacher can use a dialogue to highlight the structures and make the students repeat then, he illustrates on the board.

## **Time to practise**

### **Activity 1: P. 158**

The teacher goes through the instruction in the student's book. He asks them to work individually first, then to compare their answers with their neighbours'.

#### **Example: 1-e**

2-d

3-f

4-c

5-b

6-a

### **Activity 2: P.159**

The teacher goes through the instruction in the student's book. He asks the students to work in pairs.

#### **Example:1- A: What does Baky like?**

**B: Baky likes football, racing, basketball and cycling, but he dislikes wrestling, gymnastics, swimming and boxing.**

2- **A: What does Koly dislike?**

**B: Koly dislikes football, racing, basketball and cycling.**

3- **A: What do Abenan and Jane like**

**B: Abenan and Jane like gymnastics, racing, swimming and cycling.**

**Erratum:** Dans l'exemple de cette activité<sup>2</sup> de la page 159, On lit : **Baky likes playing football** , racing , basketball and cycling. Il faut plutôt considérer : **Baky likes football**, racing , basketball and cycling. Le professeur doit donc le signifier aux élèves afin qu'ils le corrigent.

## **Time to extend. P.159**

This activity can be used as homework or reserve activity depending on time availability.

### **Expected answers**

#### **Example: 6-like**

1-dislikes

2-like

3-likes

4-dislike

5-likes

## MY OWN NOTEBOOK

They can use these expressions when they want to invite their(s) friend(s) to practise a sport or game. Tell the students to keep it in mind.

**-Let's go and play tennis!**

**-Are you good at tennis?**

## SESSION 3: Communication activity

Teacher draws students' attention to listen carefully to the evaluation context, then he voices it and asks the following questions:

- ✓ Where are the 5e students invited?
- ✓ What do the leaflets they are given deal with?
- ✓ Why do they read the leaflets?

He asks students to read silently the text and do the first task and (S)he gives the timing (3min). After the allotted time, (S)he asks them to give their answers.

**A-General idea:**

**Expected answer:** The text is about the importance of Sport for children's Health.

## B-True or false statements

Teacher praises the class and voices the second task, tells them to work individually first and then, compare their answers with their neighbour's. (S)he conducts the feedback and praises the class.

**Expected answers**

1-F (L 1); 2-T (L 2); 3-T (L 3); 4-T (L 7-8)

## C- Students' oral productions

Teacher voices the third task and asks volunteer students to come and tell the class the sport or game they like or dislike.

(S)he conducts the feedback and proposes a model

**Possible answer**

I like basketball because I'm tall. Later on, I'd like to become an international basketball player. But I dislike swimming because I don't know how to swim.

## LESSON 2: FOOTBALL, THE KING SPORT

**LEARNING CONTEXT:**

The students from College Moderne Ogoudou are invited to Pretoria by their penfriends to watch the final of the African Nation Cup. Once there, they decide to read a text in order to know everything about this competition.

-Where are the students of 5è1 invited?

-Why are they invited?

-Once there, why do they decide to read a text?

**Note: This part must be conducted orally. Allow 3 minutes for that.**

**LESSON CONTENT OVERVIEW: -Vocabulary related to football**

**-Language function focus**

- Expressing passive actions
- Comparing

**SESSION: 1**

**Time to learn**

**✓ Look, listen and repeat**

The teacher can use a story line and flashcards/posters to present images while making the students repeat and writing the new vocabulary items on the board. Then (S)he sticks the corresponding picture in front of. At the end of the lesson, (S)he gives out the pupils the reduced images in order to paste them in their copybooks.

**✓ Listen and repeat**

The teacher draws students' attention. (S)he gives a present simple active sentence, then he gives the present simple passive of the same sentence. (S)he makes the students repeat. (S)he illustrates it on the board and highlights the structure of the present simple passive: **(am/ is/ are + past participle of the verb)**

**Time to practise**

**Activity 1: P.163 (Individual work)**

The teacher goes through the instruction in the student's book. (S)he asks the students to work individually and times the task.

**Expected answers**

### **Example: 1-referee**

2-gloves

3-player

4-cleatedq

5-match

6-ball

**Erratum:** Une erreur d'infographie s'est glissée dans le 'Example' (Activity 1 page 163) . C'est plutôt **Example : 1-referee**. Le professeur doit le signifier aux élèves afin qu'ils le corrigent dans leur livre.

### **Activity 2: P.163**

The teacher goes through the instruction in the student's book. The teacher asks students to work individually first, and then compare their answer with their neighbour's

#### **Expected answers**

**Example: 1-The ball is stopped by the goalkeeper.**

2-A football team is composed of eleven players.

3-The striker kicks the ball.

4-Football is played by girls.

5-Cleated shoes are worn by football players.

6-Two teams play a football match.

### **Time to extend.P.163**

This activity can be used as homework or reserve activity depending on time availability.

The teacher goes through the instruction in the student's book.

#### **Expected answers**

**Example: 1-A football match is watched by Mr. Konan**

2-Cleated shoes are bought by Diarra.

3-Karate is done by Amy.

4-The football field is cleaned by students.

5-Two goals are scored by Messi.

6-A match is played by Asec and Africa today.

### **MY OWN NOTEBOOK**

**-It's a penalty shot**

An expression used when in a football match a player prevents the ball from entering the goal with his hand. Tell students to keep it in mind.

## SESSION: 2

### Time to learn

#### ✓ Look, listen and repeat

The teacher uses flashcards, makes the students repeat and illustrates the new vocabulary items on the board

#### ✓ Listen and repeat

The teacher can call two students: one, short and the other, tall to teach comparing with one syllable adjectives. For more than one syllables adjectives, he can use the sentence that is in students' textbooks, he makes them repeat and highlight the structure on the board.

### Time to practise

#### Activity 1: P.165

The teacher goes through the instruction in the student's book. He asks students to work individually first, times the task and then, asks them to compare their answers with their neighbour's.

#### Expected answers:

#### Example: 1-c

2-d

3-e

4-g;

5-h;

6-f;

7-I;

8-b;

9-a

**Erratum:** Une erreur d'infographie s'est glissée dans le 'Exemple' de l'activité 1 à la page 165. **Example : 1-c et non d.** Le professeur devra le signifier aux élèves afin de le corriger.

### **Activity 2: P.165**

The teacher goes through the instruction in the student's book and asks the students to work in pairs

#### **Expected answers**

#### **Example: 1-larger**

2-taller

3-faster

4-quicker

5-bigger

6-more interesting

### **Time to extend. P.165**

This activity can be used as homework or reserve activity depending on time availability.

The teacher goes through the instruction in the student's book.

#### **Example: 1-football**

2-matches

3-team

4-striker

5-goals

6-than

### **MY OWN NOTEBOOK**

These expressions are used to ask and answer about someone's feelings after a sport or game. Tell the students to keep it in mind.

**-Did you enjoy the football match?**

**-Yes, I did!**

### **SESSION 3: Communication activity P.166**

Teacher draws students attention to listening carefully the evaluation context, then he voices aloud the evaluation context and the first task, tells them to read and

work individually for 3 min. After the allotted time, he asks them to give their answers.

### **A- General idea**

#### **Expected answer**

This text gives a general view about football

The teacher praises the class.

### **B- Answers to the questions**

The teacher voices the second task, tells them to work individually first and then compare their answers with their neighbours'

#### **Expected answers**

2- There are two teams.

3-No, there are two goalposts on a football field.

4-The objective of a team in a football match is to try to kick the ball into the opponents' goalposts.

5-The role of a referee in a football match is to judge the goal scored by a player. He also ensures that the game is played honestly.

6-There is only one break in a match.

He conducts the feedback and praises the class.

**Erratum: Question 1 is not answered in the text. Therefore the teacher should go immediately to question 2**

### **C-Paragraph writing**

The teacher voices the third task, tell them to work individually and times the task. After the allotted time the teacher calls volunteers to present their work to the class. (S)he conducts the feedback and proposes a paragraph.

#### **Possible paragraph**

I want to compare football and handball. Firstly, football is more interesting than handball because playing with the feet is beautiful to watch than playing with the hands. Second, football is less brutal than handball. In addition, football with its penalties creates more suspense than handball. And the game rules are not complicated. Finally, football has more fans than handball. That's why it's called the king sport.

The teacher praises the students and gives them homework.

## LESSON 3: WHAT IS YOUR FAVOURITE TRADITIONAL GAME?

### LEARNING CONTEXT

The students of 5e3 from Collège Moderne Niambezaria read a text on traditional games during their English club meeting in order to acquire more abilities.

### Questions to ask to check Learning Context comprehension

-Where do the students read the text?

-Why do the students read the text?

**Note: This part must be conducted orally. Allow 3 minutes for that.**

### LESSON CONTENT OVERVIEW -Vocabulary related to traditional games

#### -Language function focus

- Using the superlative
- Expressing the end of an action
- Using “make” and “play”
- Making suggestions

### SESSION: 1

#### Time to learn

#### ✓ Look, listen and repeat

The teacher can bring real game tools: (scrabble; ludo; cards; draughts). (S)he can use flashcards:( skill game), or demonstrate: (marble game; hopscotch) to teach the new vocabulary items, makes the students repeat and illustrates them on the board.

#### ✓ Listen and repeat

The teacher uses a dialogue to highlight the structures, makes the students repeat the sentences containing the new structures and then, illustrates them on the board.

#### Time to practise

#### Activity 1: P.169

The teacher goes through the instruction in the student's book and asks the students to work individually. (S)he times the task.

**Expected answers:**

**Example: 1-Draughts**

2-tennis

3-hopscotch

4-rugby

5-marble

**Activity 2: P. 169**

The teacher goes through the instruction in the student's book. (S)he asks students to work individually first, times the task and then, they compare their answers with their neighbours'.

**Expected answers**

**Example: 1-oldest**

2-the most interesting

3-fastest

4-greatest

5-the most thoughtful

**Time to extend. P.169**

This activity can be used as homework or reserve activity depending on time availability.

**Expected answers**

**Example: 1-A: Is Drogba still a player of the Ivorian team?**

**B: No, Drogba is no longer a player of the Ivorian team. / No, Drogba is not a player of the Ivorian team any more.**

2-A: Are the elephants still the African champions?

B: No, The elephants are no longer the African champions. / No, The elephants are not the African champions any more.

3-A: Is Awalé still a modern game?

B: No, Awalé is no longer a modern game. No, Awalé is not a modern game any more.

4-A: Do many students still play marbles?

B: No, many students no longer play marbles. / No, many students don't play marbles any more.

5-A: Do adults still play ludo game at home?

B: No, adults no longer play ludo game at home. / No, adults don't play ludo game any more.

6-A: Is Samuel Eto' still the best football player in the world?

B: No, Samuel Eto' is no longer the best football player in the world. /No, Samuel Eto' is not the best football player in the world.

## **MY OWN NOTEBOOK**

These expressions can be used to know how often people practise a game

**-How often do you play scrabble a week?**

**-I play it twice a week.**

## **SESSION: 2**

### **Time to learn**

#### **✓ Look, listen and repeat**

The teacher uses a story line, flashcards and demonstration, makes the students repeat the new vocabulary items and illustrates them on the board.

#### **✓ Listen and repeat**

The teacher uses a dialogue to highlight the structures, makes the students repeat them and illustrates them on the board.

### **Time to practise**

#### **Activity 1: P.171**

The teacher goes through the instruction in the student's book. (S)he asks the students to work individually first. (S)he times the task. (S)he tells them to compare their answers with their neighbour's.

#### **Expected answer**

##### **Example: 1- It's success**

2- It's jump rope

3- It's Hide-and-seek

4- It's video game

5- It's Guessing game

6- It's clapping game

**Activity 2: P.171**

The teacher goes through the instruction in the student's book, asks the students to complete the dialogue in pairs, then practise it.

**Expected answers**

**Example: 1- make**

2- Let's

3- should

4- shouldn't

5- makes

6- should

**Time to extend.P. 171**

The teacher goes through the instruction in the student's book. (S)he tells them to work individually.

**Expected answers**

**Example: 1-scrabble**

2-Africa

3-help

4-than

5-played

6-interesting

7-should

**MY OWN NOTEBOOK**

You can use these expressions to offer your help. Keep it in mind!

**-Let me help you!**

**-Thanks! That's kind of you!**

**SESSION 3:**

**Communication activity P 173**

The teacher draws students attention on the evaluation context. (S)he voices aloud the production context then, (S)he voices the first task and tell them to work individually for 3 minutes. After the allotted time, (S)he asks them to give their answers.

### **A-General idea:**

**Expected answer:** The text is about the advantages of games.

### **B-Matching:**

**Teacher** praises the class and voices the second task, tell them to work individually first and then, compare their answers with their neighbours'. (S)he times the task.

**Expected answers:**

**Example: 1-d**

2-a

3-f

4-e

5-b

6-c

(S)he conducts the feedback and praises the class.

**Erratum:** Une erreur d'infographie s'est glissée dans la colonne **B**. Il faut écrire **protege** au lieu de **protégé**. Le professeur doit le signifier aux élèves afin de le corriger dans leur livre.

### **C-Questions answers**

Teacher voices the third task, tell students to work individually first and then compare their answers with their neighbour's

**Expected answers:**

1- 'Let's play game'

2-Children especially love playing games.

3-Mentors and mentees should start their relationship by playing games.

4-Games can teach communicating verbally, sharing, waiting, taking turns and enjoying interacting with others.

-Conducts the feedback and praises the class.

## **UNIT SUMMARY**

### **REVISION GAME**

#### **Teacher**

-forms groups according to the number of rows in the classroom.

-voices the instruction

-times the task (3 minutes to render it challenging)

-congratulates the winning team and rewards them.

## REVISION ACTIVITIES

**Exercise 1: p.173** The teacher asks students to read and underline the correct verb in brackets.

**Expected answers:**

**Example: 1-play**

**Erratum:** le mot “**play**” devrait être souligné ou mis en gras dans la phrase 1 de l’exercice 1 page 173 (unit summary, revision). Le professeur doit demander aux élèves de le souligner avant de commencer l’exercice.

2-do

3-go

4-do

5-go

6-go

7-do

8-do

**Exercise 2: p.173** The teacher asks students to choose the best option for each sentence to express comparatives and superlatives.

**Expected answers.**

**Example: 1- best**

2- fastest

3- most dangerous

4- more popular

5- smaller

**Erratum:** Le mot “**than**” a sauté dans la phrase 5 de l’exercice 2, page 173 (Unit summary, revision). Le professeur doit le signifier aux élèves afin qu’ils l’écrivent juste après les pointillés.

**Exercise 3: p. 173.** The teacher asks students to read the paragraph and complete it with the words from the box.

**Expected answers**

**Example: 1-team**

2-striker

3-midfielder

4-defender/goalkeeper

5-coach

6-field

### **Exercise 4: p. 173**

The teacher asks students to write the passive form of the sentences.

#### **Example: 1- Awalé is played by Europeans**

2-Many games are taught at school.

3-Sport is practiced by more and more people.

4-Baseball is preferred by Americans.

5-Martial arts are done by Asians.

6-A football match is watched by the boys.

### **LIKES AND DISLIKES.p. 174**

The teacher asks the students to look at the information in the table and write about what Paul, Emma, Pam and Sue like and don't like. Then, asks them to read their answers to the class.

#### **Questions answers**

##### **Expected answers**

1- Paul likes apple, bananas and oranges.

2-Emma likes apples, pears, strawberries, and grapes.

3-Pam and Sue like pears, strawberries, oranges, and watermelon.

**Erratum:** Une erreur d'infographie s'est glissée a la page 174 dans la partie **Likes and Dislikes** précisément l'exercice '**Answer the questions**' :

-La question 1, Il est écrit '**likke**' au lieu de '**like**'.

-La question 6, il est écrit : '**What doesn't Pam and Sue like?** ' C'est plutôt : **What don't Pam and Sue like?**

-La question 8, il est écrit : **What do Paul, pam and Sue don't like?** Ça devrait plutôt être: **What don't Paul, Pam and Sue like?**

#### **Sentences completion**

##### **Expected answers**

- Emma likes apples, pears, strawberries and grapes, but she doesn't like bananas, oranges nor watermelon.
- Paul likes apples, bananas and oranges, but he doesn't like pears, strawberries, grapes nor watermelon.
- Paul and Emma like apples, but they don't like watermelon.

- Pam, Sue and Paul like oranges, strawberries, pears, and watermelon but they don't like grapes and bananas.

**Short answers**

**Expected answers**

1-Yes, he does.

2-Yes, she does.

3-Yes, they do.

4-Yes, she does.

5- No, he doesn't.

6-No, they don't.

7-Yes, he does.