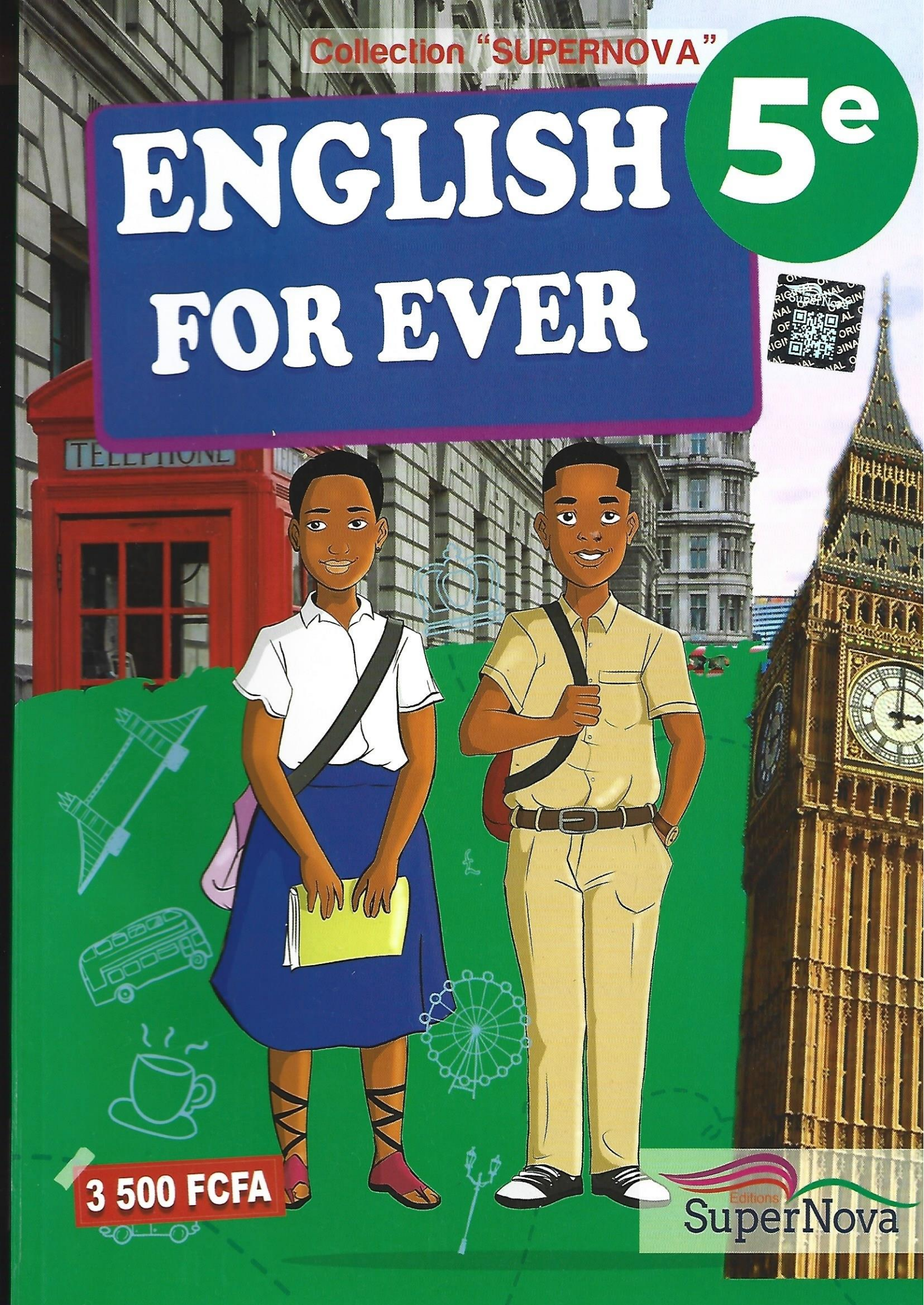
Collection "SUPERNOVA"

ENGLISH FOR EVER

5e



3 500 FCFA

Editions SuperNova

Collection "Supernova"

ENGLISH For Ever

5ème

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L'innovation au service de la qualité

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MAQUETTE & MISE EN PAGE :

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AVANT-PROPOS

OBJECTIF DU MANUEL

Une éducation de qualité est le socle d'une nation forte, instruite et compétente. C'est dans cette optique que l'Etat Ivoirien a opté, depuis 2013 jusqu'à nos jours, pour l'enseignement par l'Approche Par les Compétences (APC). Cette méthode d'enseignement, bien que dérivée de la Formation Par Compétence (FPC), a une spécificité : elle commence obligatoirement par une situation d'apprentissage et se termine impérativement par une situation d'évaluation. Il est clair que l'élaboration de ces deux (2) parties essentielles représente une difficulté majeure pour bon nombre d'enseignants. C'est la raison pour laquelle nous proposons aux utilisateurs un manuel simple à utiliser et respectant la démarche APC ; ceci, en vue d'aider à l'amélioration des résultats scolaires.

A LA DECOUVERTE DE LA COLLECTION

Les manuels de la collection "ENGLISH For Ever" accompagnent les élèves dans l'apprentissage de l'Anglais de la 6è à la 3è. En parfaite adéquation avec les Programmes Educatifs et techniques pédagogiques disciplinaires, ils leur permettent d'acquérir et de développer progressivement leurs compétences linguistiques, tout en les préparant efficacement à l'examen du BEPC. A cet effet, ils offrent aux élèves une large diversité de textes, de dialogues et d'images sur des thèmes variés et d'actualité. Ces manuels sont conçus dans un design attrayant destiné à constituer une source de motivation supplémentaire à l'apprentissage de l'Anglais.

Les manuels de la 6è à la 3è sont composés de huit (08) unités constituées de trois (03) leçons chacune. Chaque leçon est divisée en trois (03) séances et comporte une situation d'apprentissage, des contenus d'enseignements, des exercices d'application, des exercices de consolidation et une situation d'évaluation. L'élève y trouvera une page ludique contenant des chants, des poèmes et des jeux en fin d'unité.

DESCRIPTION DES COMPOSANTES DE CHAQUE UNITÉ

- **SKILL :** la compétence linguistique développée dans l'unité
- **UNIT :** le thème de l'unité
- **LESSON :** le titre de la leçon
- **LEARNING CONTEXT :** un exemple de situation d'apprentissage par leçon, plaçant les élèves devant une situation de la vie réelle dans laquelle ils auront besoin d'utiliser les habiletés à installer.

Une case comportant le thème du vocabulaire, les fonctions langagières et les structures à étudier dans toute la leçon.

Une image, un texte ou un dialogue d'illustration de la leçon

- **SESSION :** le numéro de la séance de la leçon

Un tableau des contenus présentant les mots de vocabulaire, les fonctions langagières et les structures à étudier dans la séance.

- **Time to learn** : Phase d'installation des habiletés
  - **Look, listen and repeat** : des images, textes ou dialogues illustrant les mots de vocabulaire à étudier.
  - **Listen and repeat :** des phrases, des dialogues, de brefs textes illustrant la ou les structures grammaticales à étudier, en relation avec la fonction langagière.

- **Time to practise :** phase d'exercices d'application de vocabulaire et de grammaire destinés à vérifier les acquis.
- **Time to extend :** phase d'exercices d'approfondissement en vocabulaire et grammaire correspondant au renforcement des connaissances acquises.
- **MY OWN NOTEBOOK :** un carnet de notes se situant à la fin des séances 1 et 2 et comportant soit un petit lexique et/ou des expressions en rapport avec le thème de la leçon, soit des expressions couramment utilisées en classe.
- **COMMUNICATION ACTIVITY :** une situation d'évaluation à la troisième séance, pour amener les apprenants à utiliser ce qu'ils ont appris au cours des deux premières séances de la leçon, dans une situation réelle de la vie courante.
- **UNIT SUMMARY :** à la fin de chaque unité, phase contenant un jeu, des exercices de consolidation portant sur toute l'unité, ainsi qu'un tableau et des indices permettant aux élèves de s'auto-évaluer. L'élève y trouvera aussi des chants et poèmes qui lui permettront de prendre plaisir à l'apprentissage de la langue.

AUX PARENTS

Vos enfants sont des cadeaux inestimables. Personne ne les connaît mieux que vous. Personne ne profitera mieux que vous de leur réussite. Il convient de vous exhorter à aider vos enfants dans leur apprentissage en vous intéressant à leur travail, en les félicitant quand ils font bien et surtout en collaborant avec leurs enseignants. C'est cela aussi les éduquer.

AUX APPRENANTS

Vous êtes l'espoir de vos familles et la relève de demain pour le pays. Montrez que vous êtes dignes de confiance de par votre comportement et votre travail. Respectez vos enseignants et écoutez-les attentivement. Aimez le travail bien fait. Travailler bien aujourd'hui, vous offrira le savoir qui vous permettra de parcourir une carrière dont le sentier sera inondé de lumière. Ce manuel est fait pour vous aider à aimer l'anglais et à le pratiquer. Faites votre part. Comme on le dit en anglais, "Practice makes perfect". Alors, faites toutes les activités, pratiquez les dialogues. Faites fi de la honte. Pensez à trouver un dictionnaire, un petit carnet de notes pour toujours noter de nouveaux mots. À cœur vaillant, rien d'impossible. Vous y arriverez donc si vous vous exercez régulièrement.

AUX ENSEIGNANTS

Chers collègues, il n'est pas donné à tous de devenir Enseignant, car c'est un métier contraignant mais noble. La noblesse de votre métier réside dans l'acquisition de la compétence. Et vous ne deviendrez compétents qu'en travaillant. Pour vous aider à mener à bien votre mission, vous avez ce manuel accompagné d'un guide de l'enseignant. Vous pouvez vous en servir pour enrichir vos fiches de leçons. N'oubliez pas qu'en APC, l'enseignant n'est pas le seul détenteur du savoir et que les apprenants doivent être au centre du processus d'enseignement-apprentissage. Faites donc l'effort de développer en eux les quatre (4) habiletés linguistiques que sont l'expression orale (Speaking), l'expression écrite (Writing), l'écoute (Listening) et la lecture (Reading) ; ce faisant, les objectifs de l'enseignement de l'anglais en Côte d'Ivoire pourrait être atteints.

LES AUTEURS

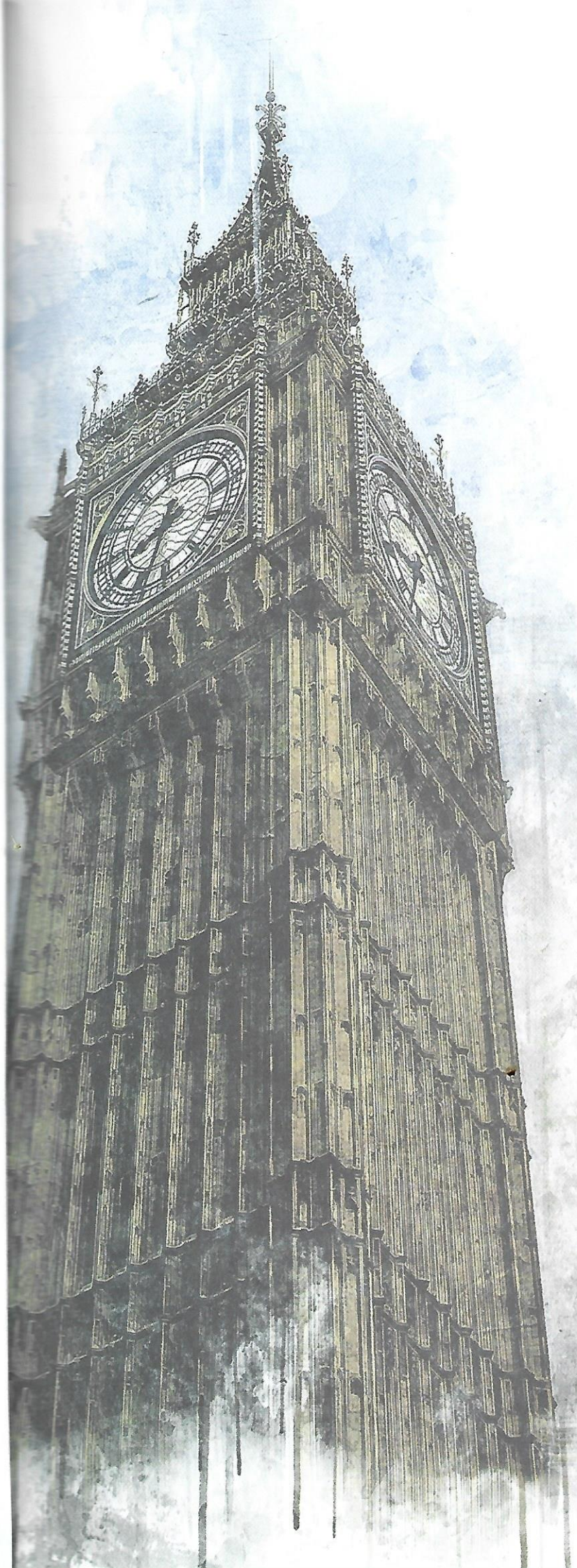
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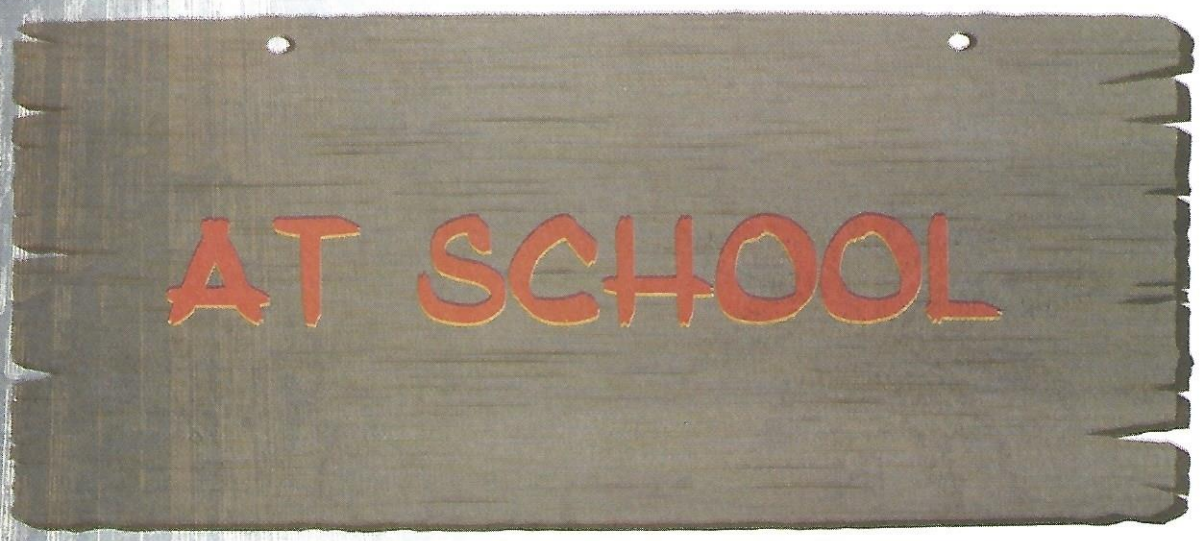
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			Expressing prohibitions	Fishers can't use chemicals to kill fish.	
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			Using "make", "help" and "let"	It makes / helps me feel relaxed.	
			Making suggestions	Let me start first !	



SKILL : SPEAKING

UNIT 1



LESSON 1

VISIT MY SCHOOL

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

Les élèves de la 5è1 du Collège Moderne Autoroute reçoivent la visite de leurs correspondants libériens. Lors d'une visite guidée, Ils échangent sur les différents lieux visités afin de présenter leur établissement.

Vocabulary related to school places

Language function focus

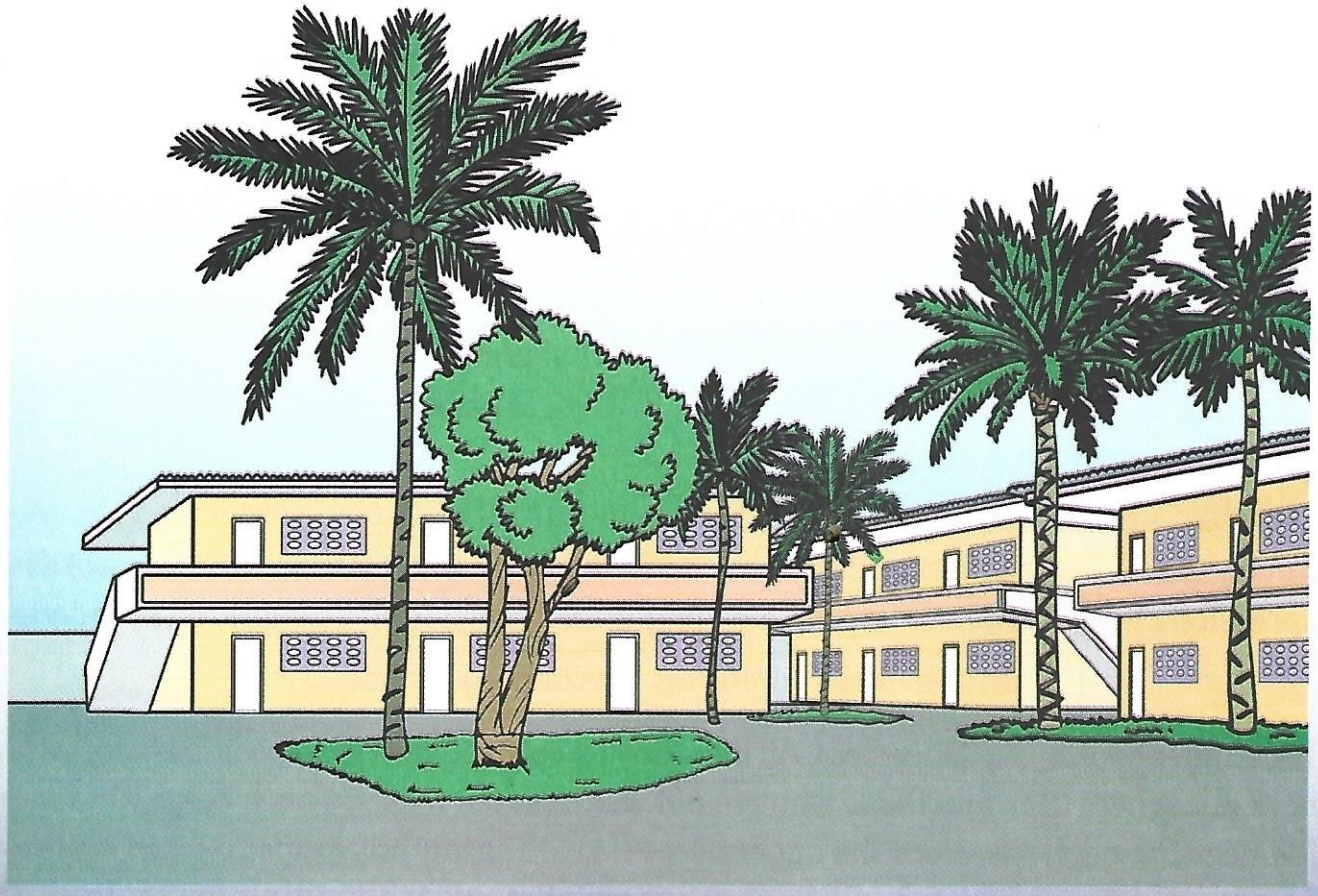
-Showing things

-Locating things

Everyday English

-It is a desk.

-The table is in the classroom.

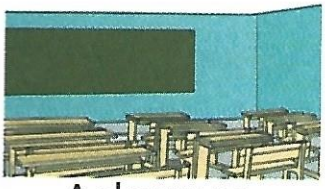


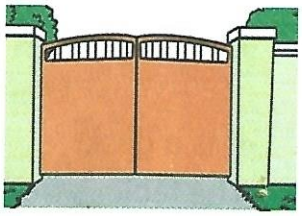
SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
A secondary school ; A gate ; An office ; A staffroom ; A classroom ; A school uniform ; A laboratory ; A library	Showing things	A: **What is this?** B: **It is** the staffroom. A: **What are these?** B: **They are** the classrooms.

TIME TO LEARN

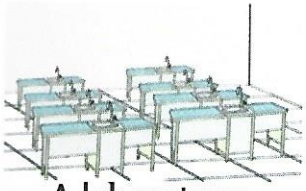
- LOOK, LISTEN AND REPEAT


A classroom


A gate


A school uniform


A library

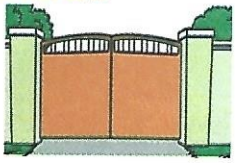

A laboratory


An office


A staffroom


A secondary school

- LISTEN AND REPEAT



A: What is this?
B: It is a gate.



A: What are these?
B: They are books.

TIME TO PRACTISE

Activity 1: The passage below describes life in a school. Complete it with the words or expressions from the box to make it meaningful. Number 1 is an example. 1- secondary

offices - gate - uniforms - secondary - school yard

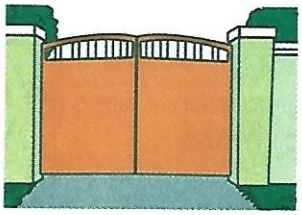
This is my school. It is a (1)... school. All the students enter by the (2)... There, the supervisors check our school (3)... and those who are not well-dressed must go back home. On the left side near the gate, there are the supervisors' (4) ... During breaktime, we can see some students playing in the (5) ... For physical training, all the students must go to the playground.

Activity 2: Look at the pictures. With your partner ask and answer questions using "this" or "these".

Example 1- A- What's this ? B It's a gate.

A- .....





B- .....



A- .....





B- .....



A- .....





B- .....



TIME TO EXTEND

Guess the hidden word behind the definitions of your partner. Then, practise the conversations before the class. Number 1 is an example.

1- A: We can find science materials in it.
B: It's a laboratory.
2- A: There are many books to read in that room.
B : It's a .....
3- A: The school watchman opens it every morning.
B : It's a .....
4- A: Teachers teach students in that room.
B: It's a .....

MY OWN NOTEBOOK

- Keep quiet! The teacher is coming.
- Who is making that noise?
- Sir, may I go out, please?

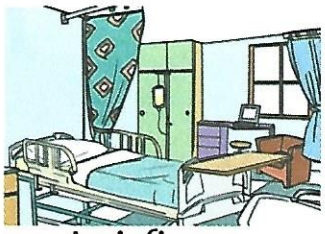
SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
A garden ; An infirmary ; A canteen ; A restroom ; A playground ; A school yard	Locating things	A: **Can you show me the playground? / Where is the playground?** B: It's **behind** the staffroom.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT


A garden


An infirmary


A restroom

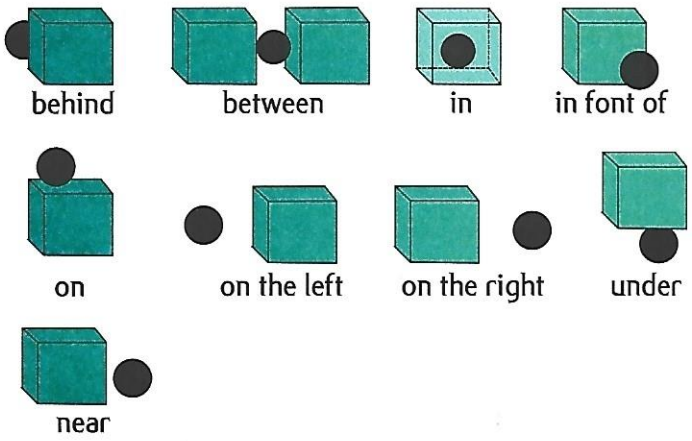


A canteen


A school yard


A playground

- LISTEN AND REPEAT



RAYAN : Hello Daphné !
DAPHNE : Hello Rayan, how are you ?
RAYAN : I don't feel good, today.
DAPHNE : I'm sorry ! **Can I** help you ?
RAYAN : Sure ! **Can you** show me the infirmary ?
DAPHNE : Yes, **it's between** the restrooms and the canteen.
RAYAN : Thank you !
DAPHNE : You're welcome !

TIME TO PRACTISE

Activity 1: Complete the sentences below. with the appropriate word from the brackets.
Example : 1- classroom.

1- Students have class in the (garden - classroom - canteen).
2- Students urinate in the (infirmary - office - restroom).
3- Teachers sit and rest in the (staffroom - garden - canteen).
4- Patients go the(garden - classroom - infirmary).
5- Pupils plant vegetables in the (classroom - laboratory - garden).
6- Students play in the (school yard - canteen - library).

Activity 2: Use the clues below to ask and answer questions to locate places in a school.
Number 1 is an example.

1- The infirmary / in front of the 5è classrooms
A: Can you show me the infirmary?
B: Yes, it is in front of the 5è classrooms.

2- The library / near the headmaster's office
3- The playground / behind the classrooms
4- The canteen / on the right side of the garden
5- The staffroom / on the first floor of the building

TIME TO EXTEND

With your neighbour, ask and answer questions about places in your school. Do like this :
Student A: Where is the infirmary?
Student B: It's between the restrooms and the canteen.
1- The playground
2- The canteen
3- The garden
4- The restrooms

MY OWN NOTEBOOK

- May I have your pen, please?
- Silence, please!
- Don't disturb me, please!

SESSION 3

COMMUNICATION ACTIVITY

Tu reçois la visite de ton ami Ghanéen. Tu lui fais visiter ton école. Un dialogue se tient entre toi et ton hôte qui veut que tu lui montres la localisation de certains endroits de ton école. Ci-dessous se trouve le dialogue.

- Complète-le avec ton voisin
- Présentez-le au reste de la classe.

Your friend: Hello, my friend! Can you show me the laboratory, please?

You:(1) .....

Your friend: Where is the canteen?

You:(2) .....

Your friend: Where is the garden?

You: (3) .....

Your friend: Can you show me the staffroom?

You:(4) .....

Your friend: Where is the playground?

You:(5) .....

Your friend: Thank you very much!

You:(6) .....

LESSON 2

LIFE IN MY SCHOOL

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

Les élèves de la 5ème1 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.

Vocabulary related to school life

Language function focus

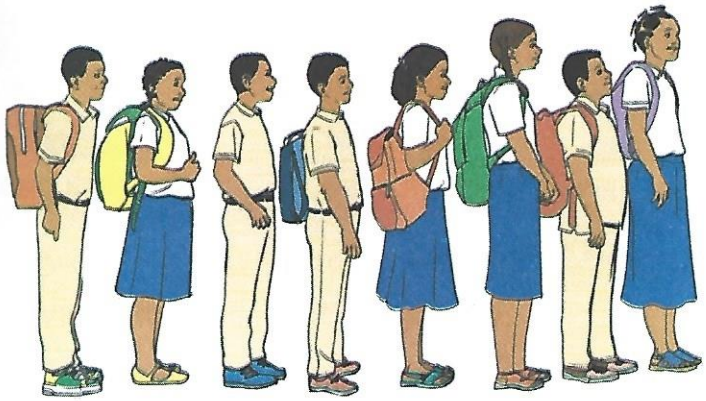
-Describing actions

-Asking for permission

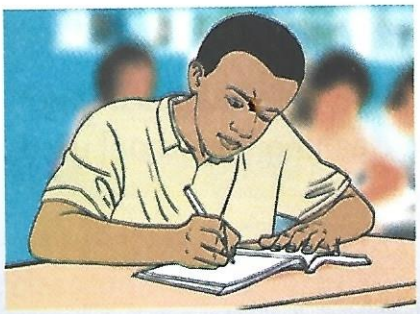
Everyday English

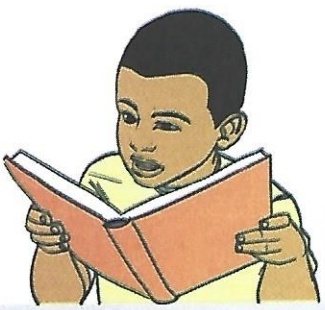
-May I go out?

-The teacher is coming.











SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
To line up ; To be late ; To receive ; A report ; To mark ; To put on ; To write ; To clean ; To listen	Describing actions in progress	A: What **is** the student **doing**? B: He **is** listen**ing** to the teacher A: What **are** the students **doing**? B: They **are** listen**ing** to the teacher

TIME TO LEARN

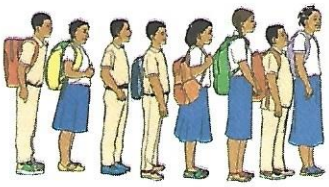
- LOOK, LISTEN AND REPEAT



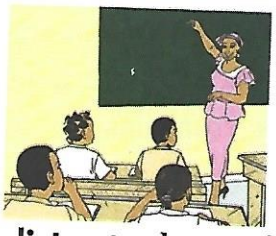
To **put on** a shirt



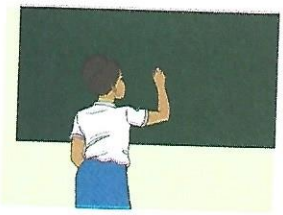
He is **late.**



To line up



To **listen** to the teacher



To **write** on the board



To **clean** the school yard

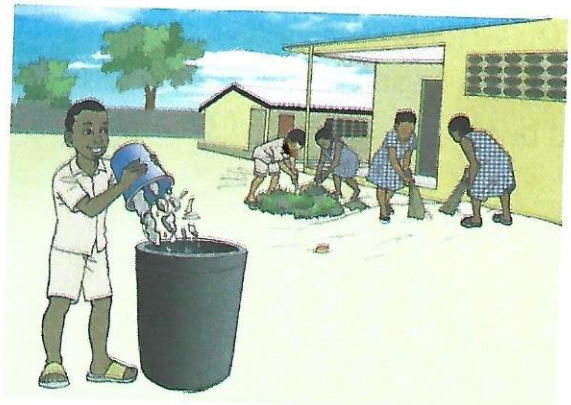


A school **report**



To **mark** papers

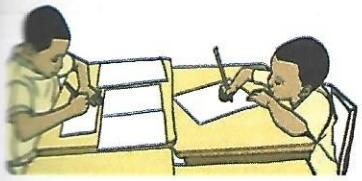
- LISTEN AND REPEAT



Stéphanie: What **are** the students **doing**?
Marie: They **are** clean**ing** the school yard.

TIME TO PRACTISE

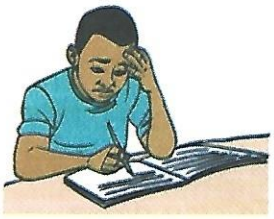
Activity 1: Look at the pictures and say what the people are doing. The first one is done for you as an example 1- are writing.



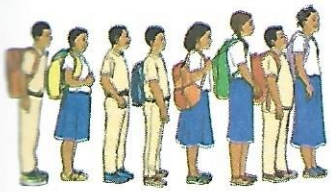
1- They .....



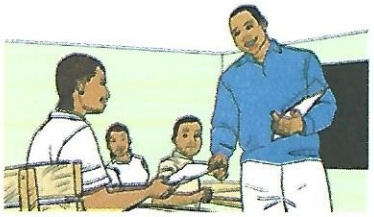
2- The students .....



3-The teacher .....



4-The students .....



5-The students .....



6-They .....

Activity 2: With your neighbour, use the information from activity 1 to ask and answer questions like in the example.

A: What are the students doing?

B: They are writing.

TIME TO EXTEND

Give appropriate answers to the questions below using the expressions in brackets. Practise the conversation with your neighbour.

1- A: What are they doing? / B: They are lining up (to line up)
2- A: Is the teacher writing on the board? / B :.....(to write on the board)
3- A: What are the students doing? / B :..... (to copy the lesson)
4- A: Are the girls reading books? / B :.....(to read books)

MY OWN NOTEBOOK

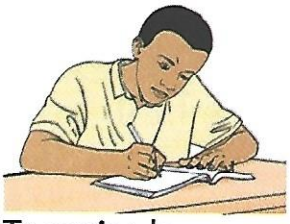
- Listen to the teacher!
- Our classroom is too dirty.
- Who is on duty?

SESSION 2

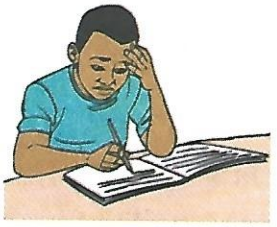
Learning points		
Vocabulary focus	**Language function focus**	**Structures**
To revise - To play - To draw - To sing - To play the guitar - To wake up -To work hard - To go up - To stay down	Asking for and giving permission	A- May I go out, please? B- Yes, you may. A- Can I come in, please? B- No, you can not.

TIME TO LEARN

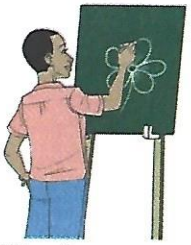
- LOOK, LISTEN AND REPEAT


To revise lessons


To play football

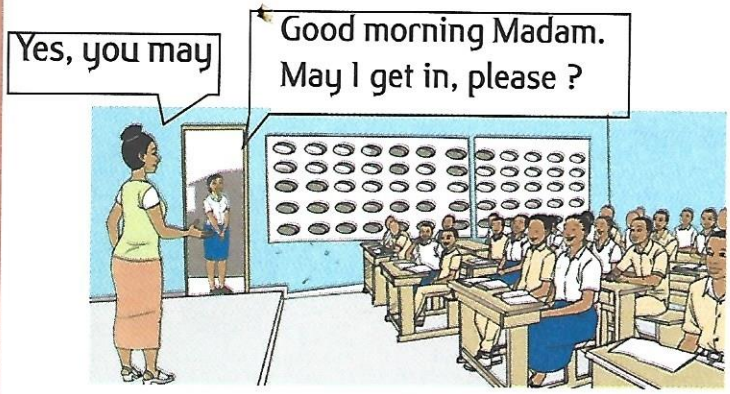

To work hard


To wake up


To draw


To sing and play the guitar

- LISTEN AND REPEAT



GIVING OR REFUSING PERMISSION

✓ YES	☐☐ NO
Yes, you may. Yes, you can. Of course. Yes, please.	No, you may not. No, you cannot. Sorry, but you may not. I'm afraid, but you can't.

TIME TO PRACTISE

Activity 1: The passage below is about Adeline's daily routine. Complete it with the appropriate words or expressions from the box. Write your answers like in the example

Example: **1. wake up**

on time - late - ask for - work hard - getting in - wake up

My name is Adéline. Every morning, I (1) and get up early. I take my bath and put on my school uniform. Then, I leave my house at 5:15 to arrive at school (2). As a student, it is bad to be (3). In my school, we line up in front of our classes before (4). But when you are late, you should (5) permission to get in. I like my teachers because they give us good advice. They encourage us to (6).

Activity 2: Study the situations and ask for the correct permission in each case. Work with your neighbour. Do it like in the example.

Example: **1. Can I get in, please?**

1- You are late and you want to get into the classroom.
2- You want to go the toilets.
3- You want to ask a question to the teacher.
4- You want to use your neighbour's pen.
5- You want the teacher to repeat a word.
6- You want to play a game with your partners.

TIME TO EXTEND

Reorder the letters to obtain appropriate words or expressions related to school life. Number 1 is an example.

1- oT kwro ardh = To work hard
2- oT tasy wɑdn
3- oT og pu
4- oT akwe pu
5- oT gsni
6- oT dwra

MY OWN NOTEBOOK

-Let's keep our class clean.
-Sir, please! How do you spell that word?
-Never be late for school!

SESSION 3

COMMUNICATION ACTIVITY

En visite dans ton école, ton ami Ghanéen Johnson veut comprendre certaines situations en vue de comparer le système éducatif de ton pays à celui de chez lui. Ci-dessous se trouve la conversation que vous avez eue. Avec ton partenaire,

- **complétez-la ;**
- **présentez-la à la classe.**

DIALOGUE

Johnson: What do you do before going to school?
You: (1) I get up and I take my bath. (To get up and take my bath)
Johnson: I can see some bread in your hand. What are you doing with it?
You: (2) ..... (to have my breakfast)
Johnson: Look! There is a long queue of students in front of a classroom. What are they doing?
You: (3) ..... (to queue up)
Johnson: Now, what are these students doing?
You: (4) ..... (to copy the lessons)
Johnson: And what are those students doing in the school yard?
You: (5) ..... (to clean the school yard)
Johnson: If you want to go out what do you say to ask for permission?
You: I say (6) .....

LESSON 3

MY SCHOOL SUBJECTS

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

Les élèves de 5è1 du Collège Moderne d'Alépé recoivent 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 .

Vocabulary related to school subjects

Language function focus

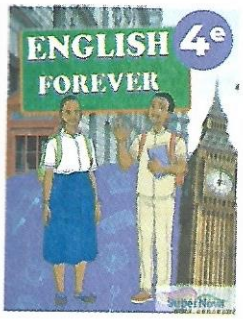
-Asking and giving opinions

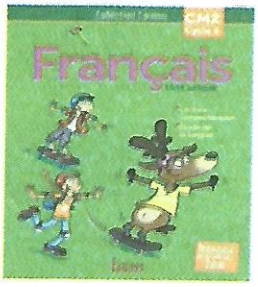
-Naming school subjects

Everyday English

-I find English very easy.

-We have mathematics today.



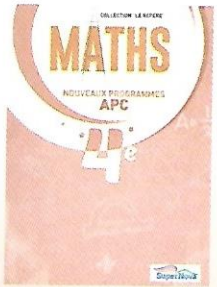


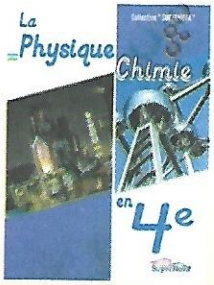


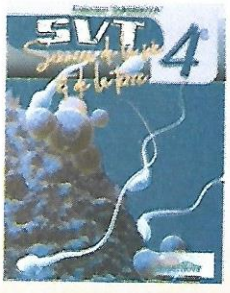




	Monday	Tuesday	Wednesday	Thursday	Friday
07:30 - 08:25	Arts				English
08:25 - 09:20	Maths	English		Maths	Maths
09:20 - 10:15					
10:15 - 10:30	BREAK				
10:30 - 11:25		Maths	English	French	Physics
11:25 - 12:20	French	French			
12:20 - 14:00	BREAK				
14:00 - 15:00		Physical training	History		
15:00 - 16:00				Geogrpghy	
16:00 -17:00					







SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
School subjects (English ; Maths ; French ; Geography ; history ...) ; Easy ; Break ; Form ; Learn ; Favourite	Asking and giving opinions	A: **How do you find French?** B: I find it very easy.

TIME TO LEARN

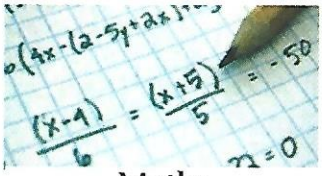
• LOOK, LISTEN AND REPEAT

My name is Yao. I'm 16 years old. I attend secondary school.

English

Je me nomme Yao. J'ai 16 ans. Je fréquente au lycée.

French



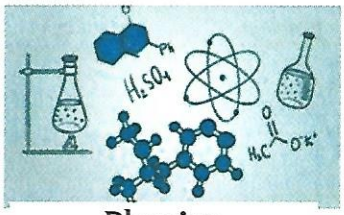
Maths



Geography



History



Physics

5e

Form 2



Learn

• LISTEN AND REPEAT

Sophia: How do you find English?
Andrey: I find it very easy.
Sophia: What do you think about English ?
Andrey: It is not difficult and it's my favourite subject.

TIME TO PRACTISE

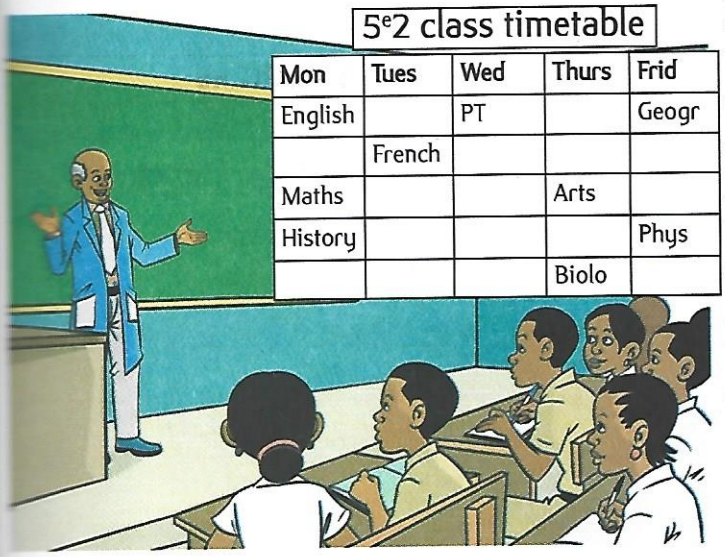
Activity 1: Complete these sentences with the appropriate school subjects in the box.
Do like this: 1-Arts

Biology - Arts - Maths - History - Physics and Chemistry - Geography

1- In .....pupils learn how to paint and draw.
2- We know more about the continents and mountains in ..... .
3- .....is the study of past events.
4- People learn how to do calculation and use numbers in ..... .
5- Students study the carbohydrates and the oxygen in ..... .
6- We know everything about the human body in ..... .

Activity 2: Complete the dialogue using the information on the class Schedule.

Example : class timetable



5e2 class timetable

Mon	Tues	Wed	Thurs	Frid
English		PT		Geogr
	French			
Maths			Arts	
History				Phys
			Biolo	

Mr Soro: Good morning class.
This is your (1) ... .
What subjects do you have on Mondays?
Koffi: We have (2) ..., (3) ... and (4) ... .
Mr Soro: Very good. What about Friday, Aline?
Aline: We have (5) ... and (6) ... .
Mr Soro: When do you have Physical Training (PT)?
Grace: We have PT every (7) ..... .
Mr Soro: How many subjects do you have on Thursdays?
Koffi: On Thursdays, we have (8) ..... subjects.
Mr Soro: What are they?
Aline: They are (9) ....and (10) ..... .
Mr Soro: Ok! Let work now!

TIME TO EXTEND

Look at your class timetable and say the subjects you have at a given date and time.

1- Every Monday morning, I have.....
2- We study .....every Friday afternoon.
3- Once a week, we have.....
4- I have ..... on Thursdays morning.
5- The teacher comes every ..... morning.

MY OWN NOTEBOOK

- How do you find English?
- My favourite subject is English.
- I go to school at Lycée Moderne 1 Abobo.

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
O'clock ; Half past ; Quarter Past / To ; To start class ; To end class ; To resume class ; Favourite	Naming school subjects	A: What subject do you have on Tuesdays at 8 O'clock? B : I have Mathematics.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT



It is 8 o'clock



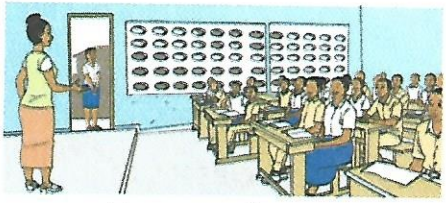
A quarter past seven



Half past eight



A quarter to two



To start class



To resume class

- LISTEN AND REPEAT

	Monday	Tuesday	Wednesday	Thursday	Friday
7H-8H	French	Biology	Arts	Geography	Chemistry
8H-9H		English		Civics	French
9H-10H	Maths		Physics	Physical training	History

A: What subject do you have on Tuesdays at 8 o'clock?
B: I have English.

TIME TO PRACTISE

Activity 1: Look at Kouakou's timetable and complete the sentences about it with the missing words. The first sentence has been done for you as an example.

Example : a- Arts

	Monday	Tuesday	Wednesday	Thursday	Friday
07:30 - 08:25	Arts				English
08:25 - 09:20	Maths	English		Maths	Maths
09:20 - 10:15					
10:15 - 10:30	BREAK				
10:30 - 11:25		Maths	English	French	Physics
11:25 - 12:20	French	French			
12:20 - 14:00	BREAK				
14:00 - 15:00		Physical training	History		
15:00 - 16:00				Geograpghy	
16:00 -17:00					

a) On Mondays, Kouakou has..... at half past seven.
b) On Mondays, Kouakou has ..... at twenty-five past eleven.
c) Every day, from quarter past ten to half past ten, there is a .....
d) On Mondays and Fridays, Kouakou starts classes at ..... half past seven.
e) On Tuesdays, Kouakou has only..... in the afternoon.
f) After .....on Thursdays, Kouakou has French.

Activity 2: Use the information below to ask and answer questions with your neighbour.

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

1- Mondays at 8 :45 / Maths.
2- Tuesdays at 13 : 15 / Geography
3- Tuesdays at 11:25 / French
4- Wednesdays at 10:30 / English
5- Fridays at 11:15 / Arts

TIME TO EXTEND

The passage below is about school subjects. Complete it with the words from the box to make it meaningful.
Example 1-dislike

dangerous - favourite - dislike - difficult - interesting - marks

My name's Carol. I'm a student of EAJP/ENS. At school, we study many subjects. The subjects I (1)..... are Maths and Physics. I find them too (2)..... because I don't have good (3)..... But, my (4)..... subjets are French and History. I find them very easy and (5)..... I don't like chemisty because of (6)..... chemical products

MY OWN NOTEBOOK

-What subjects do you have today at school?
-Which form do you attend this year?
-Why do you hate Mathematics?
- I'm an ace at Mathematics.

SESSION 3

COMMUNICATION ACTIVITY

Tu reçois la visite de ton correspondant Libérien. Dans vos échanges, celui-ci souhaite connaitre ton emploi du temps. Rédige la conversation et présente-la au reste de la classe avec ton voisin. Dans tes réponses,

- cite les matières que tu étudies à l'école et nomme ta matière préférée;
- précise à quelle heure les cours débutent dans ton école ;
- dis comment tu trouves l'Anglais.

UNIT SUMMARY

• REVISION GAME

Guess the hidden school places from the clues below. Example 1-Desk.

1- The teacher's school things are on it.
2- Students wear it every school day.
3- The teacher sits on it in a classroom.
4- Patients meet nurses there.
5- It is clean, full of beautiful flowers and people sit there to rest.
6- Scientists do their experiments there.

• REVISION

Exercise 1: Write down the odd one from the lists below.

1- English - French - Mathematics - Spanish
2- Mathematics - English - Science - Biology
3- To work - to study - to sleep - to learn
4- Break - o'clock - a quarter - past
5- Geography - French - History - chemistry
6- Staffroom - classroom - school yard - an office

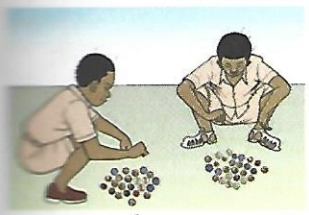
Exercise 2: Read the clues below and guess the corresponding school subject.

Example 1-Arts
1- Painting
2- We learn numbers
3- Research on the the human organism
4- Past events
5- The chemical components of water.
6- A subject but also the official language spoken in Ghana, USA and Liberia.

Exercise 3: Say how you would ask for permission in these situations.

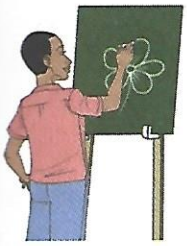
1- You ask the teacher permission to go the infirmary.
2- You ask the educator permission to sit down.
3- You ask your friend permission to use his red pen.
4- You ask your teacher permission to enter the classroom.
5- You ask the teacher permission to talk to your brother who is having class.

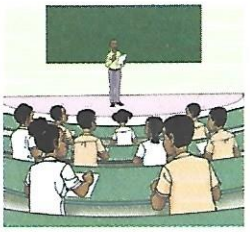
Exercise 4: Look at the pictures and say what these people are doing.
Example 1-They are playing marbles.


1


2


3


4


5


4

• WHAT I CAN DO

Did you do well in this UNIT?
Use the cross (X) to say what you can do and what you can't do.

	I can	I can't
describe actions		
ask for permission		
name school places and subjects		
locate places		
express preferences		

• EVALUATION

Look through the unit and discuss the questions below with your neighbour.

1-Which exercises do you think were easy?
2-Which exercises do you think were useful?
3-Which exercises do you think were difficult?

SKILL : SPEAKING

UNIT 2



LESSON 1

THE MEMBERS OF MY EXTENDED FAMILY

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

En vue de montrer leur connaissance des relations entre les membres d'une famille élargie, les élèves de 5ème1 de l'Établissement d'Application Jean Piaget échangent avec leurs amis Ghanéens sur les membres de leurs familles respectives.

Vocabulary related to members of an extended family

Language function focus

-Expressing relations between family members

-Expressing future plans

Everyday English

-Adam is Koffi's grandfather.



A Few Days with my Grandparents

My father has two children, a son and a daughter. My father sent us to visit our grandparents in our village for a week's holidays. They are old and kind. Grandpa is 87 and grandma is 71 years old. We love them very much. We play together as grandchildren do with their grandparents. They also love us as their grandson and granddaughter. We were too sad to leave them because it was time to go back to school.



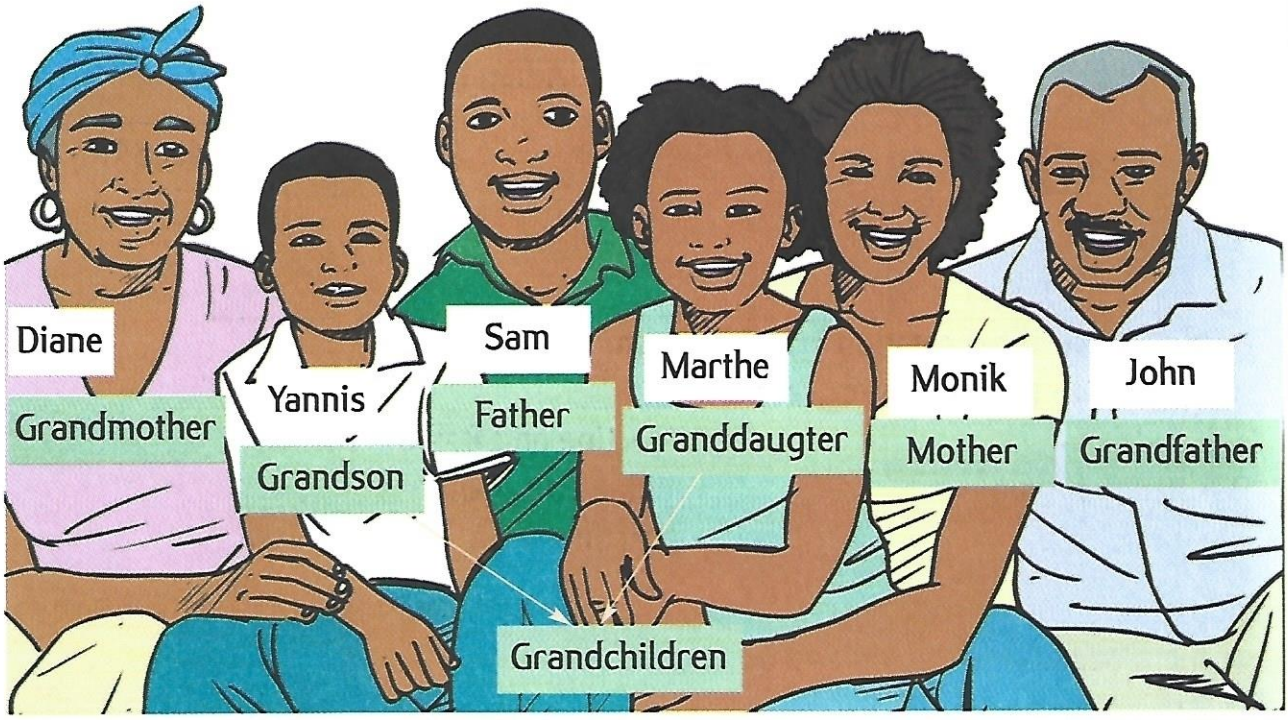
SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Extended family ; Grandparents ; Grandfather (Grandpa) ; Grandmother (Grandma); Grandchildren ; Grandson ; Granddaughter ; Son ; Daughter	Expressing relations between family members	A: What relation is Diane to Yannis? B: She is Yannis' grandmother.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT

Yannis' family picture



- LISTEN AND REPEAT

John: What relation is Diane to Yannis?
Irié: She is **his grandmother.**

John: What relation is Marthe to John?
Irié: She is **John's granddaugter.**

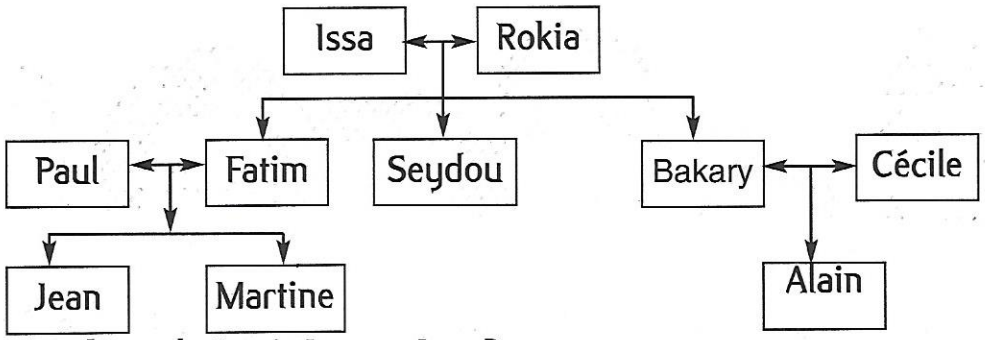
TIME TO PRACTISE

Activity 1: Look at the family tree below and complete the sentences with the appropriate family members. Example: 1-grandparents



1- Phyllis and Alan are the Ashley 's ..... .
2- Ashley and Brian are Alan 's ..... .
3- Ashley is Phyllis' and Allan 's ..... .
4- Brian is Phyllis' and Allan 's ..... .
5- Derek is Ashley 's ..... .
6- Ashley is Daphne 's and Derek 's ..... .
7- Brian is Tim and Jennifer 's ..... .
8- Derek and Jennifer are Phylli 's and Allan 's ..... .

Activity 2: Look at the family tree of Martine. Then, ask and answer questions with your partner like in the example.



Example: 1-a- What relation is Issa to Jean?
1-b- Issa is Jean 's grandfather.

1- Issa and Jean.
2- Bakary and Alain.
3- Alain and Issa.
4- Martine and Rokia
5- Rokia and Alain.
6- Martine, Jean, Alain and Issa.

TIME TO EXTEND

Complete the sentences with the appropriate word. Number 1 is an Example : 1- grandfather

son - grandson - grandparents - granddaughter - daughter- grandfather

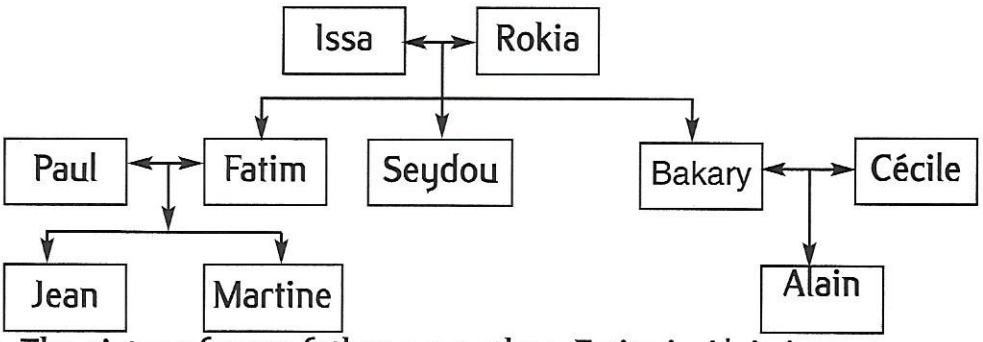
1- The father of my mother is my ..... .
2- The parents of my parents are my ..... .
3- The son of the grandparents' son is their ..... .
4- The daughter of the grandparents' son is their ..... .
5- My sister is my parents'..... .
6- (Nelson) I am my parents'..... .

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Aunt ; Uncle ; Niece ; Nephew ; Wife ; Husband ; Son-in-law ; Daughter-in-law	Expressing future plans	A: **What are you doing tomorrow morning?** B: **I am going to school.**

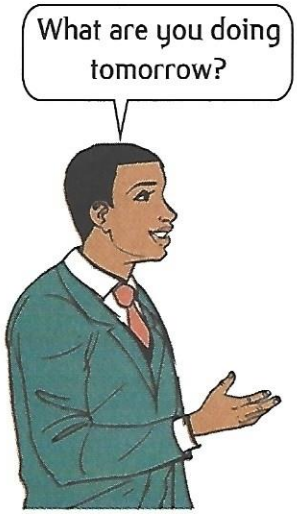
TIME TO LEARN

- LOOK, LISTEN AND REPEAT



Aunt: The sister of your father or mother. Fatim is Alain 's aunt.
Uncle: The brother of your father or mother. Seydou is Alain 's uncle.
Niece: The female child (daughter) of your brother or sister. Martine is Bakary 's niece.
Nephew: The male child (son) of your brother or sister. Jean is Bakary 's nephew.
Wife: The woman that a man marries. Rokia is Issa 's wife.
Husband: The man that a woman marries. Issa is Rokia 's husband.
Son-in-law: The husband of one 's daughter. Paul is Issa and Rokia 's son-in law.
Daughter-in-law: The wife of one 's son. Cécile is Issa and Rokia 's daughter-in law.

- LISTEN AND REPEAT





TIME TO PRACTISE

Activity 1: Select the correct writing of the names of family members.

Example : 1- nephew

1- neqhew - nefwe - nephew - enphew
2- garndfahter - gradndfather - grandfthar - grandfather
3- husbanq - husband - hsuband - husbasd
4- daughter-in law - daugther-in law - daughter in law - qaughter-in law
5- unkle - nucle - unlce - uncle
6- frathe - father - hather - fhater

Activity 2: Use the information in each section to ask and answer questions to express future plans. Do it with your neighbour. Number 1 is an example.

Q: What are you doing next week?

A: I am visiting my mother.

1-Visit / next week / my mother / you
2-go / tomorrow / to church / He
3-play / next Sunday afternoon / football / They /
4- travel / my father/ with/ to / France/ next week/ I
5-this night/a party/ between/to have/ friends/We/

TIME TO EXTEND

The speech below is about Salif 's family. Read it and draw his family tree.

My name is Salif. These are my family members. My Grandparents are Adama and his wife Fatou. They have three children who are my father Karim, my aunt Mariam and my uncle Ibrahima. My mother is Safiatou. My sister Aïcha and I are the two grandchildren of the family. We are also the children of my father. My uncle Ibrahima is married to Korotoumou while my aunt is not married.

MY OWN NOTEBOOK

-Let 's go together !
-Share with the others !

SESSION 3

COMMUNICATION ACTIVITY

En échangeant par appel vidéo avec ton ami Américain, tu lui envoies une de tes photos de famille pour l'aider à mieux connaître les membres de ta famille.

1- donne le nombre total des membres de ta famille sur la photo ;

2- cite les membres de ta famille présents sur la photo ;

3- établis vos liens de parenté.

LESSON 2 A SATURDAY IN MY FAMILY

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

Les élèves de la 5ème1 du Lycée Classique de Bouaké échangent avec leurs correspondants Nigérians sur les activités menées par les membres de leurs familles respectives pendant les week-ends.

Vocabulary related to daily actions

Language function focus

-Expressing daily actions

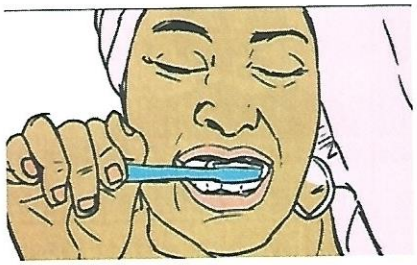
-Expressing past actions

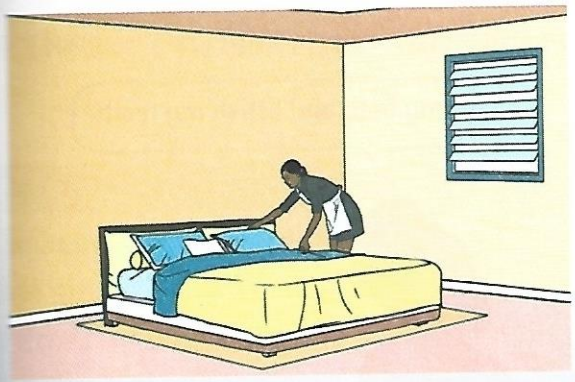
Everyday English

-She studies her lessons every day.

-Last year, we spent the holidays in our village.







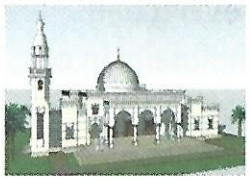
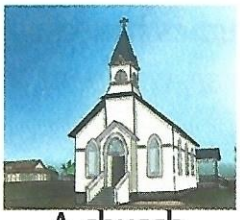
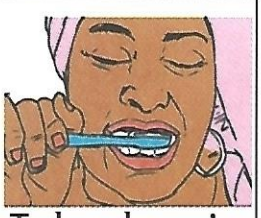
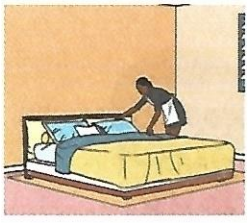
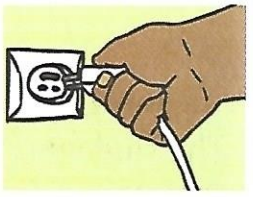


SESSION 1

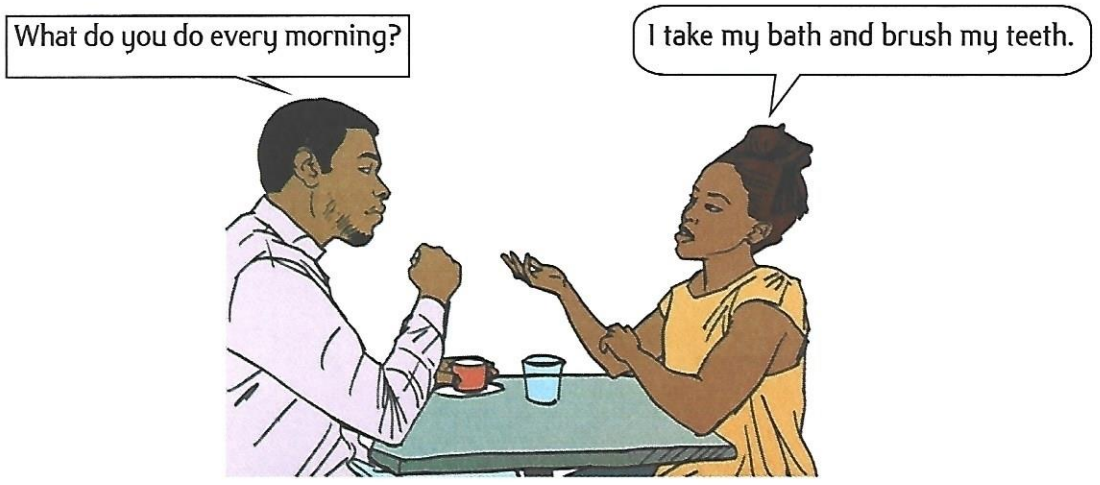
Learning points		
Vocabulary focus	**Language function focus**	**Structures**
A mosque ; A church ; A bedsheet ; A blanket ; A pillow ; To brush one's teeth ; To shave ; To make up ; To remove ; To plug in	Describing routine actions	A: What do you do every morning before going to school? B: I brush my teeth.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT

 A mosque	 A church	 A bedsheet	 A blanket	 A pillow
 To brush one's teeth	 To shave	 To make up	 To remove	 To plug in

- LISTEN AND REPEAT



TIME TO PRACTISE

Activity 1: Write the verbs in brackets in the present simple tense. Number 1 is an Example : 1- rides

1- My little brother (to ride) a bicycle to school every day.
2- Each morning, I (to wash) our father's car.
3- Every Sunday, Mom (to cook) pepper soup.
4- We always (to eat) together at midday.
5- She (not to like) dancing everywhere.
6- Boys (to play) football every Sunday afternoon.

Activity 2: With your neighbour, ask and answer questions like in the example.

A: **What does Jacques do every week-end?**
B: **Jacques goes to the cinema.**

1- Jacques / to go the cinema every week-end.
2- The students of form 2 / to do Physical Training every Wednesday morning.
3- My father / to watch TV early in the morning.
4- The pupils /to copy the lessons after the course.
5- Our teacher /to buy a newspaper every day.

TIME TO EXTEND

Write down the appropriate verbs in brackets. Example 1- clean

1- The students (to clean - cleans - clean) their classrooms every morning.
2- Each Monday, the primary school pupils (sing - singing - sings) the national anthem.
3- Annick (going - goes - went) to church with her parents each Sunday morning.
4- At midday, some teachers (rested - resting - rest) in the staffroom.
5- Before the lesson, the teacher (is writing - writes - written) the date on the board.
6- The sun (to rise - rises - is rising) every morning in the East.

MY OWN NOTEBOOK

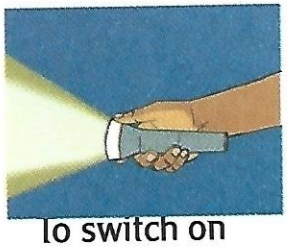
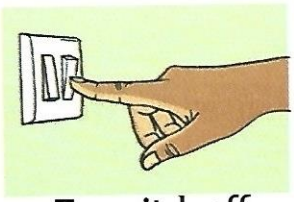
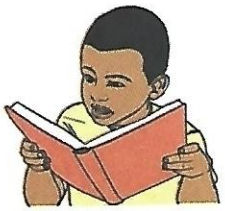
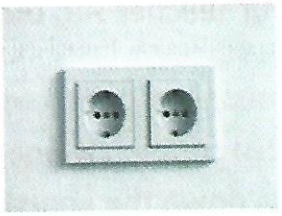
-Sir, can we copy the lesson?
-Me sir !
-I don't appreciate your attitude!

SESSION 2

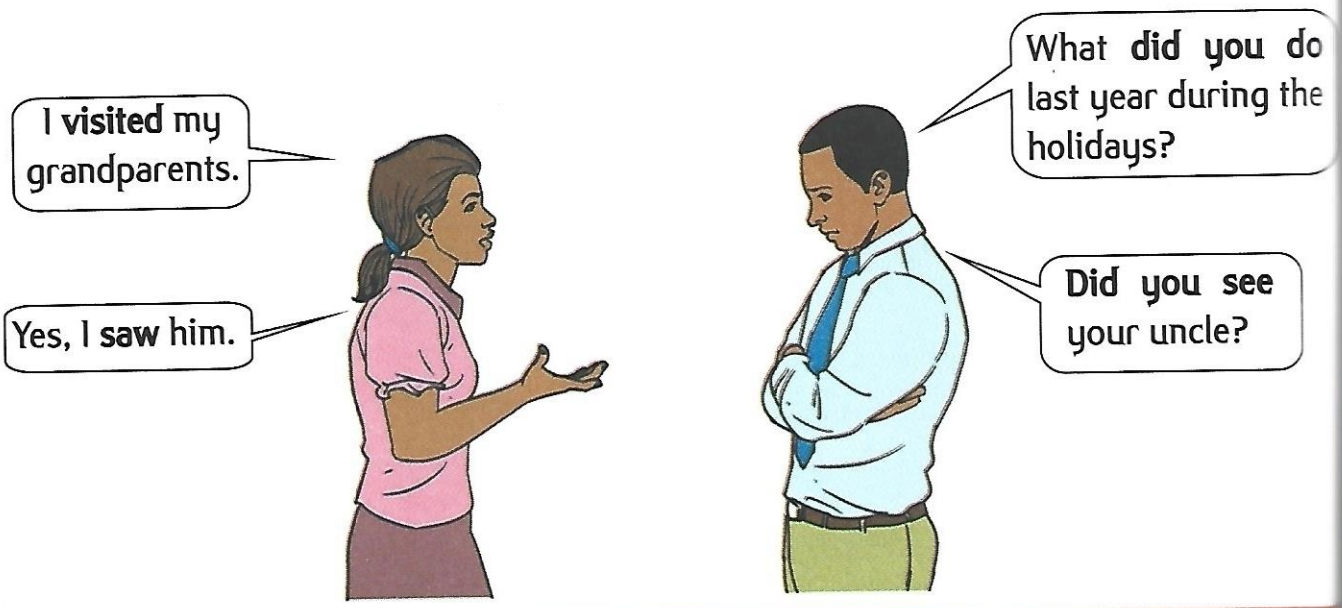
Learning points		
Vocabulary focus	**Language function focus**	**Structures**
To iron ; To switch on ; To switch off ; To lay down ; To sweep ; To read ; A newspaper ; A socket	Expressing past actions	A: **What did your father do last Sunday?** B: **He ironed the clothes.**

TIME TO LEARN

- LOOK, LISTEN AND REPEAT

 To switch on	 To switch off	 To sweep	 A Newspaper
 To read	 An iron /To iron	 To lay down	 Sockets / a socket

- LISTEN AND REPEAT



TIME TO PRACTISE

Activity 1: Make the right choice of the word in bold that corresponds to each definition below. Number 1 is an example.

Example: 1- an iron

1- We use it to set up clothes after wash them: a radio - an iron - a TV set
2- Push on the torch to have the light: to torch - to put off - to switch on
3- Push off the torch because it is day time : to switch off - to open - to put
4- Make a place clean because it is dirty means: to start - to cut - to clean
5- We read it to have information day by day: a paper - a newspaper - a book
6- It means to take a rest: to lay down - to dance - to work

Activity 2: With your neighbour, ask and answer questions about your past activities. Number 1 is an example.

A: ⟶ **What did you do last Saturday?**
B: ⟶ **I went to the cinema.**

1- Last Saturday / I / to go to the cinema
2- Yesterday / Rose / to iron her clothes
3- This morning / Beugré / to brush his teeth
4- During the last holidays / They / to go to Abidjan mall and to play games
5- Last month / I / to visit my aunt
6- Last Sunday / She / to learn her lessons.

TIME TO EXTEND

Write the verbs of this text in the past simple. Number 1 is an example

Example: 1- stayed

Kitano 1- (to stay) at home yesterday. After dinner, she 2- (to watch) an interesting television program. It 3- (to start) at 8 P.M. and 4- (to end) at 9:30 P.M. Then, she 5- (to study) her lessons for 30 min and then 6- (to go) to bed.

MY OWN NOTEBOOK

- A Good student studies his lessons every day
- I work hard to go up to the next class
- Our parents went out last saturday.

SESSION 3

COMMUNICATION ACTIVITY

Tu reçois la visite de ton ami Libérian Jacobson pendant le week-end. Il souhaite que tu lui parles des activités que tu fais régulièrement à la maison les week-ends et aussi de ce qui s'est passé la semaine dernière à l'école. Avec ton voisin, complétez le dialogue ci-dessous et jouez la scène devant la classe.

Francky: What do you do at the week-ends at home?
You (1) I...
Francky: (2) .... ?
You: Yes. My father works every day.
Francky: What does your mother do every evening?
You: (3) She ...
Francky: What did you do last week at school?
You: We (4)...
Francky: (5) ... ?
You: Yes, I got a very good mark.

LESSON 3

A LOCAL SOUP

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

Salimata, une élève de la 5ème1 du Collège Moderne de Kanzra se rend chez son amie Ghanéenne Andou le weekend pour 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.

Vocabulary related to food

Language function focus

-Giving instructions
-Describing a process
-Expressing obligations

Everyday English

-Add some pepper to the soup.
-You must add some pepper to the soup.

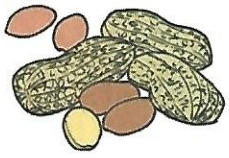
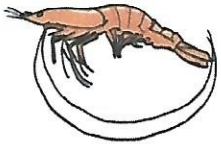
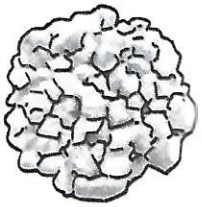
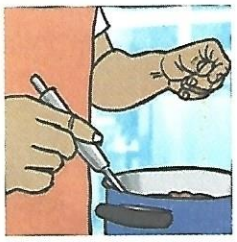


SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Bean leaves ; Groundnuts ; Salt ; To roast ; To chop ; To taste ; Potash ; To add ; Prawn ; Soup	Giving intructions and describing a process	**First**, chop the onion leaves. **Second**, wash them. **Third**, put them in the cooking pot. **At last**, cook them for 30 min.

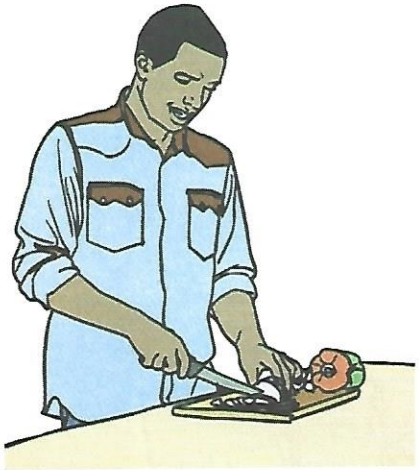
TIME TO LEARN

- LOOK, LISTEN AND REPEAT

 Groundnut	 Soup	 Prawn	 Salt	 Potash
 Bean leaves	 To chop bean leaves	 To add	 To roast	 To taste

- LISTEN AND REPEAT

HOW DO YOU COOK GROUNDNUT SOUP?



First, I grind the groundnuts and I put the paste in the cooking pot.
Second, I add some water, salt, pepper and onions.
Third, I add some smoked fish and meat.
At last, I cook them for 30 min.

TIME TO PRACTISE

Activity 1: Read the following dialogue between Ramata and her mother, find the appropriate word or expression from the box to complete it. Write your answers like in the example.

Example: 1- groundnut soup

First - groundnut soup - taste - then - third - add - next - onions

Ramata: Please Mum, what are you cooking today?
Mother: A favourite meal, in Côte d'Ivoire.
Ramata: What is it, mother?
Mother: It is (1).....
Ramata: Groundnut Soup? Please, mother, can you show me how to cook it?
Mother: Of course, my daughter. These are ingredients to cook it. We will cook it together. So, follow me carefully.
Ramata: No problem, Mum.
Mother: (2)..., grind the groundnut, (3)... put the paste in a cooking pot. (4)...add some water.
Ramata: Ok,and what do you do (5).....?
Mother: Add (6)..... some meat and smoked fish in a cooking pot and put it on a cooker for at least one hour. Add some (7)...and pepper. Don 't forget to (8)...the soup to see if the salt is enough.

Activity 2: Use the expressions below to give instructions.

Do like this 1-Abibata, wash the beans!

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

TIME TO EXTEND

Put the sentences below into the correct order to describe the process of cooking spaghetti.

- Add the spaghetti to the sauce and mix them.
- Cook the mixture for 5 min.
- Drain it
- Cook the sauce with ingredients
- Boil the spaghetti in a cooking pot for 5 min.

First, Secondly,.. , then,..... fourthly,... and finally,...

MY OWN NOTEBOOK

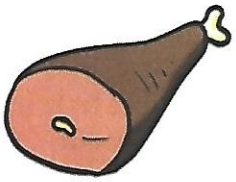
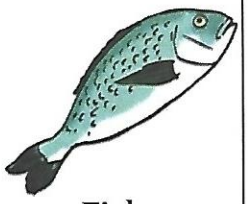
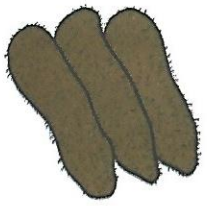
- Mom, she is my best friend at school!
- Your soup tastes good.
- I will take fried plantain and fish.

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
To keep ; Pepper ; Ingredients ; Okra ; Meat ; Oil ; Yam ; Fish ; Palm nuts ; Pounded yam ; Fried plantain	Expressing obligations	A: You **must** wash the leaves with some water. B: You **mustn't** stay far from the soup on the fire.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT

 Pepper	 Okra	 Meat	 Fish	 oil
 Ingredients	 To keep	 Palm nuts	 Yam	 Fried plantain

- LISTEN AND REPEAT



TIME TO PRACTISE

Activity 1: Note down the odd one.

Example: 1-Sleep

1-Roast - Chop - Add - Eat - Sleep

2-Pepper - Okra - Onions - Carrot - Sugar

3-Prawn powder - groundnuts powder - palm nuts - fish powder

4-Fish - Meat - Chicken - Rice

5-Yam - Cassava - Tomatoes - plantain

Activity 2: Choose the appropriate option to make these sentences meaningful.

Example: **1-mustn't**

1- We (must / mustn't) eat too much salt. It is dangerous for health.

2- Old people (must / mustn't) eat fruit and vegetables. It keeps them fit.

3- We (must / mustn't) eat slowly during the meal.

4- Children (must / mustn't) insult the elders.

5- Girls (must / mustn't) keep the kitchen clean.

6- All girls (must / mustn't) learn how to cook.

TIME TO EXTEND

Guess the missing letters to form correct words related to food.

1. P - l - m n - ts 2. gr - u - dn - t 3. m - a - 4. - o - a - o 5. o - r -

6. i - gr - d - e - ts 7. r - ed p - an - a - n

MY OWN NOTEBOOK

-Help your parents at home!

-We must learn how to cook.

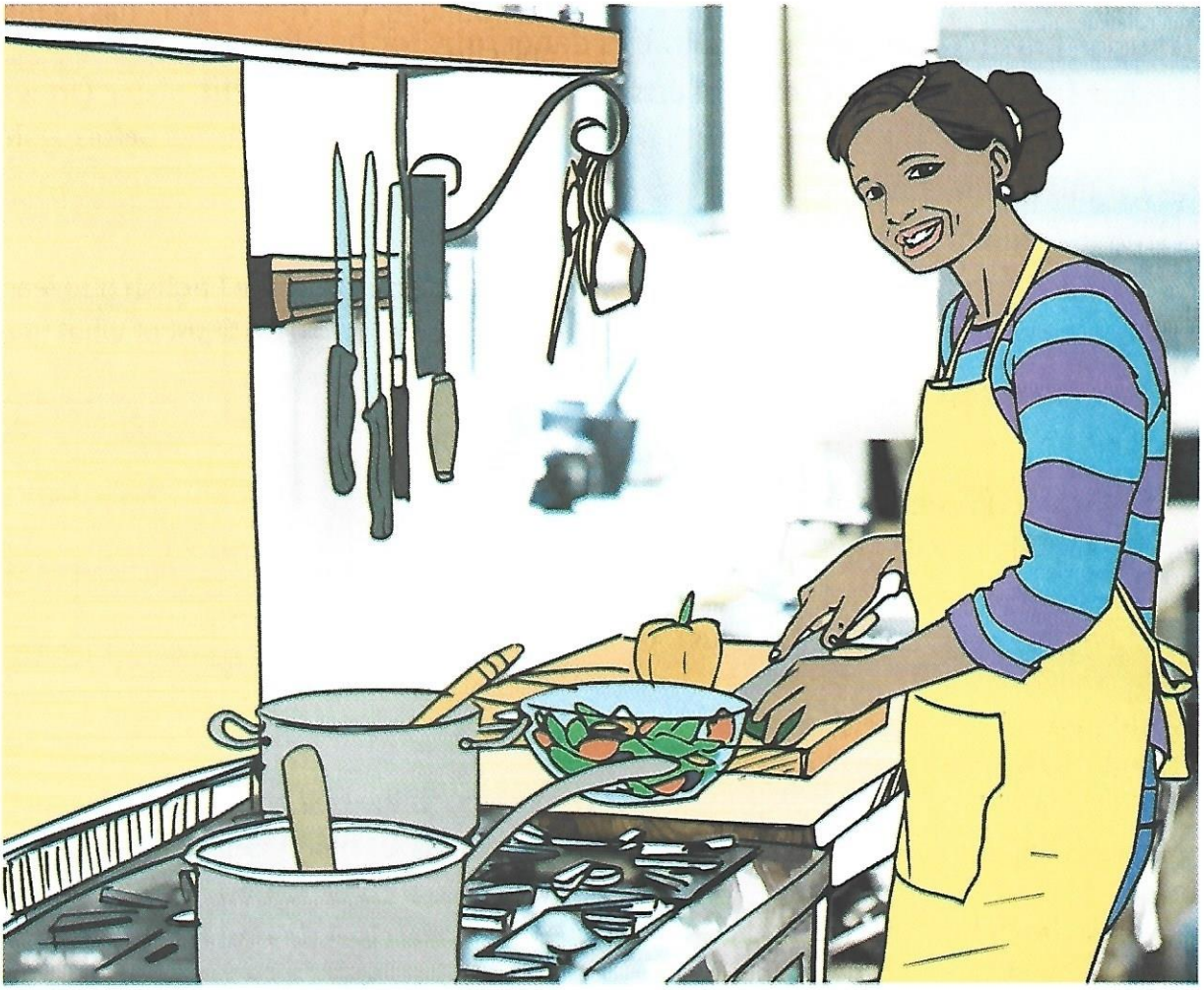
-We mustn't dirty the kitchen.

SESSION 3

COMMUNICATION ACTIVITY

Tu reçois la visite de ton amie Libérienne Belford le week-end. Ta mère vous invite à l'aider dans la cuisine pour la préparation d'une sauce de ta région.

- Donne le nom de la sauce que tu souhaites préparer ;
- cite les ingrédients nécessaires à sa préparation ;
- explique les étapes de la préparation de cette sauce en précisant ce qui est recommandé de faire et ce qui est interdit.



UNIT SUMMARY

- REVISION GAME

Guess the hidden Fruits and vegetables behind these definitions. Do like this 1-tomato

1- A red and round vegetable.
2- A long and red vegetable, also a fruit.
3- Green or yellow or red and hot in the mouth.
4- It is green and its' soup is sticky.
5- Can be pounded.
6- Used to make "Alloco" in Côte d'Ivoire.
7- It is from killed animals.
8- It is used to fry in the kitchen.

- REVISION

Exercise 1: Note down the odd one from the lists below.

Example: 1- Tomato

1- Plantain - Tomato - Yam - Cassava
2- Beans - palm nuts - groundnuts - okra
3- Bean leaves - yam leaves - cassava leaves - onion leaves
4- To cook - to sleep - to wash - to fry
5- Cow - Monkey - Fish - Hare

Exercise 2: What soup can you cook ? Write a paragraph to explain how to cook it.

Exercise 3: Complete the sentences with "must "or "mustn't".

1- You ...put meat in the groundnuts soup.
2- A girl ...help her mother to cook in the kitchen.
3- We ...add too much salt to the soup.
4- Mom ...wash the ingredients before cooking them.
5- A boy ...also learn how to cook.
6- The father ...provide the food at home.

Exercise 4: Choose the appropriate form of the verbs in brackets.

1- Last week, we (cleaned - cleans - clean) our school yard.
2- I (woke up - wake up - wakes up) at 10 o'clock every Sunday.
3- Mr Konan (teaches - taught - teach) last year in this school.
4- Our President usually (speaks - spoke - spoken) to his people each International Labour Day.
5- Last Sunday, we (had - have - has) a feast in our city.
6- Every morning, my little sister (to wash - washes - washed) the dishes before going to school.

- WHAT I CAN DO

How well do you know the English you learnt in UNIT 2? Put a cross (X) in front of what you can do and want you can't do.

	I can	I can't
express obligation		
give intructions		
describe a process		
use sentence connectors		
name fruit and vegetables		

- EVALUATION

Look through the unit and discuss the questions below with your neighbour.

1- Which exercises do you think were easy?
2- Which exercises do you think were useful?
3- Which exercises do you think were difficult?

SKILL : WRITING

UNIT 3



LESSON 1 WHAT'S THE WEATHER LIKE?

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

Les élèves de 5e 2 du Collège Moderne de Dabakala rédigent un paragraphe à leurs correspondants anglais pour se renseigner sur les saisons en Angleterre afin de connaître les périodes propices pour des vacances.

Vocabulary related to the weather

Language function focus

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

Everyday English

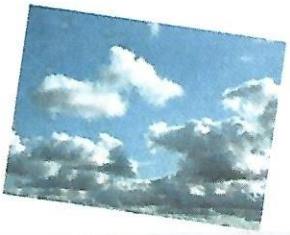
- The weather is fine today.
- It's hot in February in Côte d'Ivoire.

What's the weather like?









SESSION 1

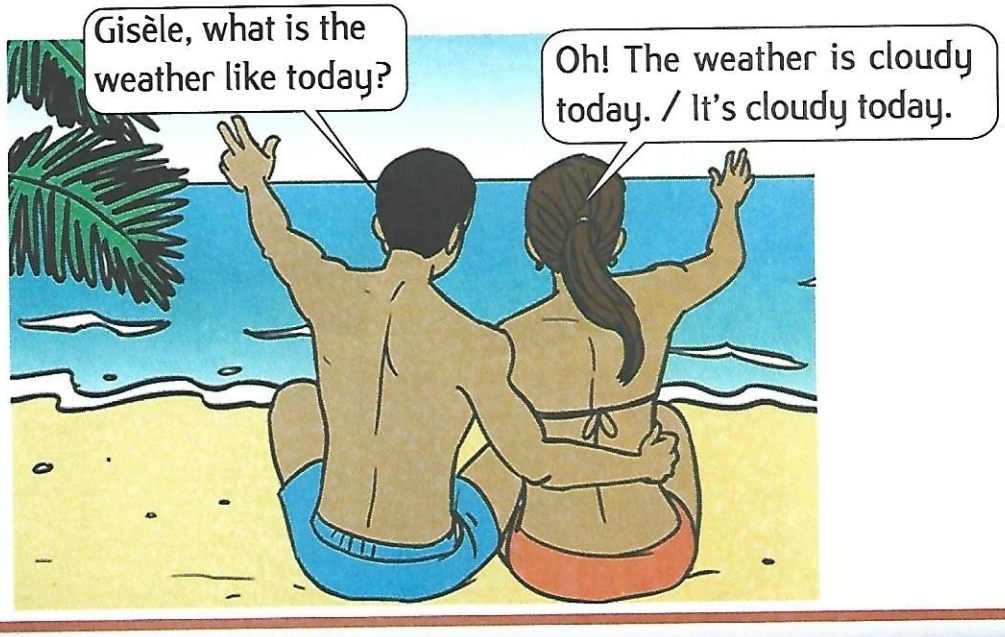
Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Weather ; Sun ; Cloud ; The wind ; ; Rain ; Snow ; Umbrella ; Tree It's fine ; It's bad ; Sky	Asking and answering questions about the weather	A: **What's the weather like today?** B: **It's sunny.**

TIME TO LEARN

- **LOOK, LISTEN AND REPEAT**

 The sun	 The clouds	 The wind	 A tree
 The rain	 An umbrella	 The snow	 Clouds in the sky

- **LISTEN AND REPEAT**



TIME TO PRACTISE

Activity 1: Form the appropriate adjective from the nouns given. Do like in the example.

rain ⟶ rainy

clouds

wind

snow

sun

Activity 2: Look at the pictures, then ask and answer questions about the weather with your partner. Do like in example 1.

Partner: What is the weather like today?

You : It's windy.

1- 

2- 

3- 

4- 

5- 

TIME TO EXTEND

Say what the weather is like according to the details given: Number 1 is an example

1- There is a lot of wind. ⟶ **It's windy**

2- It's midday and there is a lot of sun.

3- Everywhere is white in Europe.

4- Many people use umbrellas to go out.

5- The tree is moving left and right.

6- Sara goes out with an umbrella.

MY OWN NOTEBOOK

- It is raining. I need my umbrella.
- The weather is fine today. We can go out.
- I can't come because the weather is cloudy.

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Season ; Rainy season ; Dry season ; Winter ; Summer ; Autumn ; Spring. ; It's hot ; It's cold ; It's fine ; It's bad	Identifying seasons in a country	A: **How many seasons** are there in France? B: **There are four seasons** in France.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT

SEASONS DESCRIPTIONS IN EUROPE

	Seasons	Periods	Weather
	Autumn	From September to December	- It's is windy - It's is rainy
	Winter	From December to January	- It's snowy - It's is cold
	Spring	From March to May	- It's warm - It's fine
	Summer	From July to September	- It's is sunny - It's is hot - It's is rainy

	SEASONS DESCRIPTIONS IN CÔTE D'IVOIRE		
	Dry season	From November to March	- The harmattan - It's hot - It's sunny - It's warm
	Rainy season	From april to October	- It's rainy - It's cold - It's humid

- LISTEN AND REPEAT

Sam: How many seasons are there in your country?

Darlene: There are four (4) seasons: winter - spring - autumn and summer.

TIME TO PRACTISE

Activity 1: Find out the season that best corresponds to the weather or the activities. Number 1 is an example.

1- It snows a lot in that season. = **Winter**
2- The weather is warm in that season.
3- New flowers appear in that season.
4- Skiing is possible during that season.
5- People can swim in that season.
6- There is a dry and cold wind in this season.

Activity 2: Say whether these statements are true or false. Write T for true and F for false and correct if it is false. Number 1 is an example.

Example: 1- F-There are four (4) seasons.
1- There are three seasons in Europe.
2- The weather is hot and warm in Spring.
3- Winter is from March to May.
4- Summer is from July to September.
5- There is harmattan during the dry season.
6- Summer is a dry season.

TIME TO EXTEND

Complete each sentence below with the appropriate preposition: in / from / to / on. Some prepositions can be used more than once.

1- The dry season starts ..... December.
2- Winter is ..... December ..... January.
3- ..... January the 18th, tourists start skiing.
4- We plant crops ..... June.
5- ..... July ..... September, it's Summer.
6- These days, It rains ..... Saturdays.

MY OWN NOTEBOOK

-Summer is a cool season.
-Farmers prefer the rainy season.
-What is your favourite season?

SESSION 3

COMMUNICATION ACTIVITY

Ton correspondant Anglais souhaiterait passer les vacances prochaines en Côte d'Ivoire. Pour cela, il rédige un message dans lequel il souhaite que tu lui décrives les différentes saisons de ton pays . Cela lui permettra de choisir sa période de voyage sans subir les affres du temps. Dans ta réponse,

1- dis le temps qu'il fait en Côte d'Ivoire actuellement ;
2- donne le nombre de saisons qu'il y a et énumère-les ;
3- décris ces saisons avec leurs périodes.

LESSON 2

DON'T WASTE TIME !

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

Les élèves de 5ème1 du Lycée Moderne de Diabo écrivent à leurs correspondants anglais pour leur donner leurs emplois de temps hebdomadaires et les activités qui les meublent.

Vocabulary related to time

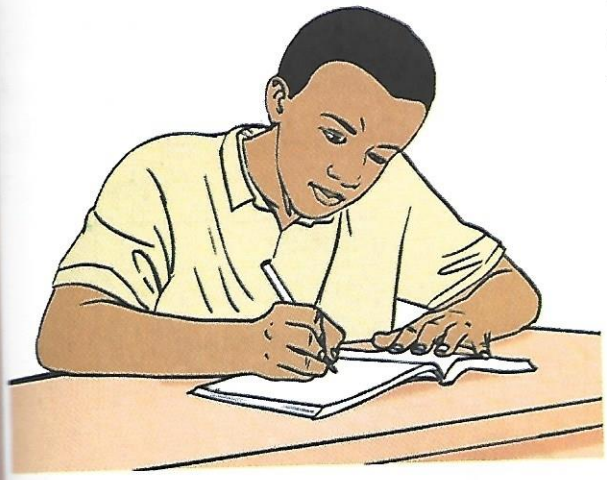
Language function focus

-Describing daily schedule
-Giving times of daily activities

Everyday English

-I go home at 12 o'clock.
-We usually watch TV in the afternoon.

Clinton 's daily schedule



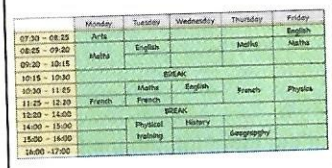
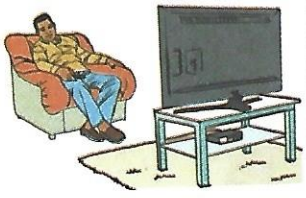
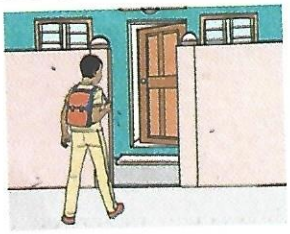
I am Clinton. Here is my daily schedule. Everyday, I get up early in the morning. When I take my shower, I also brush my teeth. On my way to school, I am always in a hurry, not to be late for class. I like being on time. At school, I have my breakfast at 10 o'clock. Then, we have lunch in the school canteen at midday. At home, we usually have dinner in the evening. After that, my father allows us to watch TV from 19:30 to 20:00. Finally, I revise my lessons before going to bed around midnight.

SESSION 1

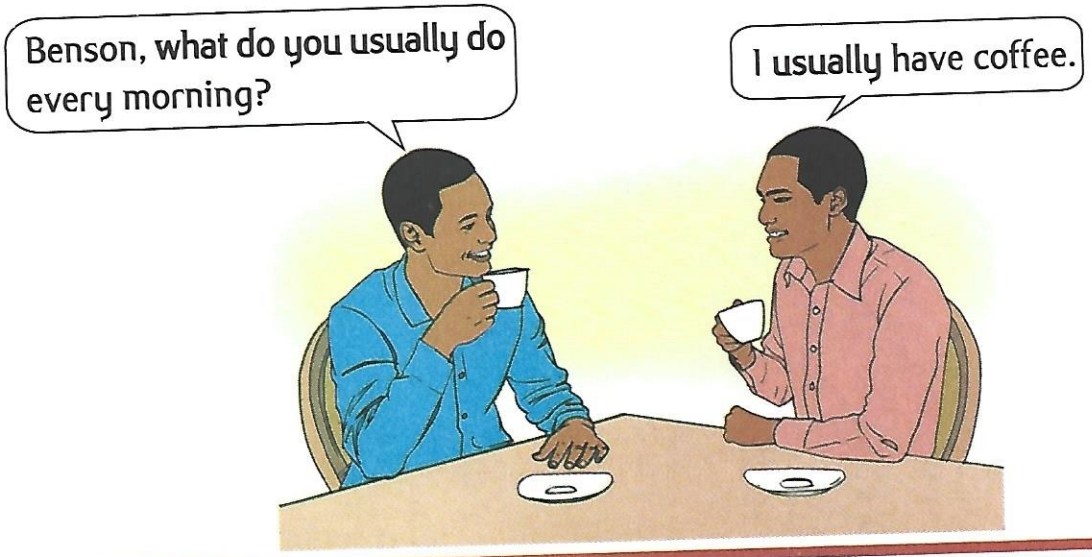
Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Midday ; Midnight ; Schedule ; Lunch ; Dinner ; To watch ; Breakfast	Describing daily schedule	A: What do you usually do on Saturday afternoon? B: On Saturday afternoon, I play football.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT

 A schedule = timetable	 Breakfast: morning meal	 Lunch: midday meal	 Dinner : evening meal.
 Midday : 12 o'clock	 Midnight: 24 o'oclock	 To watch TV	 To go back: to return

- LISTEN AND REPEAT



TIME TO PRACTISE

Activity 1: Complete the sentences below with the words or expressions from the box.
Do like this: 1-night.

lunch - night - watch TV - evening - go back -morning

1- I go to bed at ..... .
2- I revise my lessons in the..... .
3- School usually starts in the ..... .
4- Back home, I can ..... after revisions.
5- After class, I ..... home.
6- Students usually have ..... at midday .

Activity 2: With your partner, use the expressions below to ask and answer questions on people's schedules. Number 1 is an example.

1- Mrs Yao / to plan her lessons / every evening.
A: What does Mrs Yao usually do every evening?
B: She plans her lessons.
2- Pupils / to play marbles / at every breaktime.
3- Father / to read newspaper / each morning
4- The headmaster / to go to his office / every morning.
5- Mom / to wash clothes / every Sunday morning.
6- My sister / to help our mother / every week.

TIME TO EXTEND

Match each word or expression from column B with its meaning in column A. Write your answers like in the example.
Example: 1-c

Column A	Column B
1- 12 o'clock in the day	a. Midnight
2- Timetable	b. Dinner
3- 12 o'clock meal	c. Midday
4- Look at	d. Schedule
5- Evening meal	e. Lunch
6- 12 o'clock at night	f. Watch

MY OWN NOTEBOOK

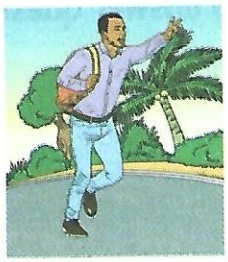
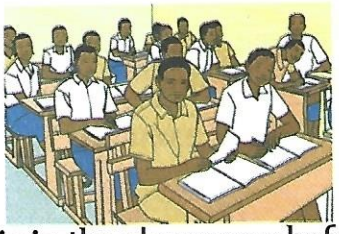
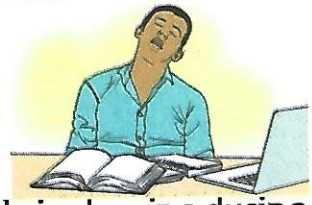
-Good students usually learn their lessons before watching TV.
-A child mustn't sleep after midnight.
-For your health, eat five fruit and vegetables every day.

SESSION 2

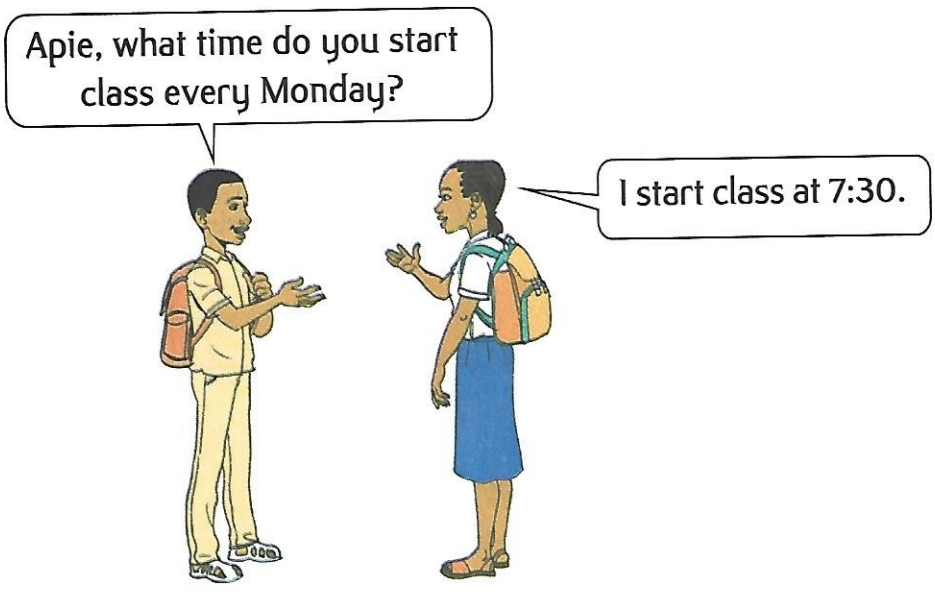
Learning points		
Vocabulary focus	**Language function focus**	**Structures**
To be in a hurry ; To be on time ; To be late ; To take a shower ; To waste time ; To go shopping	Asking and answering questions about time for activities	A : **What time** do you start class every Monday? B : I start class **at 7:30.**

TIME TO LEARN

- LOOK, LISTEN AND REPEAT

 To be in a hurry	 He is in the classroom before the teacher arrives ; he is **on time.**	 She is late for her appointment.
 He is sleeping during the test ; he **wastes time.**	 They go shopping.	 To take a shower.

- LISTEN AND REPEAT



TIME TO PRACTISE

Activity 1: Match each definition from column A with the correct meaning in column B. Write your answers like in the example.

Example : 1-C

Column A	Column B
1- buy articles in the shop	A- take a shower
2- come after the teacher in the classroom	B- be in a hurry
3- be slow at work	C- go shopping
4- go rapidly	D- be late
5- have a bath	E- waste time
6- come before the teacher in the classrom	F- be on time

Activity 2: With your partner, ask and answer questions like in number 1.

1- to study my lesson / at 19:00

A: What time do you study your lessons?

B: I study my lessons at 19:30.

2- to eat lunch in the canteen / at 12:15/ I

3- she / to go to bed / at 22:00

4- they / to start class / at seven thirty

5- he / to call the teacher / at nine forty-five

TIME TO EXTEND

Complete the sentences below with the appropriate words or expressions from the box. Write your answers like in the example.

Example: 1- take a shower

go shopping - late - take a shower - in a hurry - waste time - on time

1- Every morning, I ..... just after I woke up.

2- I am ..... because I don't want to arrive ..... in class.

3- Every Saturday, my parents ..... at the market.

4- If you ....., you will not finish your homework.

5- Our teacher is very punctual; he always arrives ..... in class.

MY OWN NOTEBOOK

-It is good to be on time.

-Take a shower every morning!

-Never be late for school.

SESSION 3

COMMUNICATION ACTIVITY

Ton correspondant Anglais vient de t'envoyer par mail son emploi du temps hebdomadaire. En retour, il te demande de lui envoyer le tien par whatsApp afin qu'il les compare. Dans ta réponse,

- donne-lui les jours où tu as cours dans la semaine ;
- décris-lui les activités que tu mènes les weekends tout en précisant les heures.

LESSON 3

MY SCHOOL SCHEDULE

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

Les élèves de 5è 1 de du Collège 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.

Vocabulary related to school subjects

Language function focus

-Talking about future plans
-Describing sequences

Everyday English

-She is going to have a test this afternoon.
-First, I wake up. Secondly, I brush my teeth. And finally, I take my breakfast.



SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Arts ; Biology ; Gardening ; ICTs ; To have class ; To resume classes	Talking about future plans	A: What is she going to do this afternoon? B: She is going to have an English class.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT

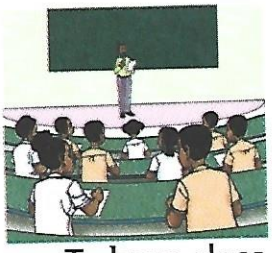
Mathematics, English, Arts French, Music, Physical Training, History, ICTs, Geography, Biology are school subjects



To resume classes



Gardening

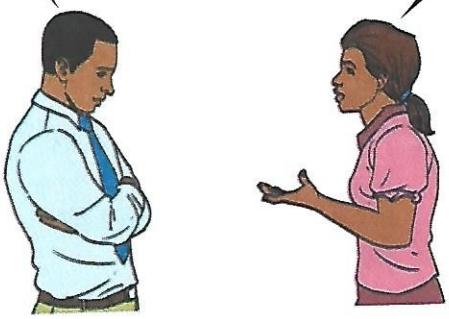


To have class

- LISTEN AND REPEAT

What are you going to have this morning at school?

I am going to have an English test.



TIME TO PRACTISE

Activity 1: Read the clues in column A and complete column B with the corresponding school subjects from the box. Number 2 is an example.

Geography - Mathematics - ICTs - English - History - Arts - Biology - Chemistry

Column A	Column B
1 - The study of past events	
2 - It is a language from England	**English**
3 - We learn how to draw and paint	
4 - The study of human organism	
5 - The study of numbers	
6 - The study of atoms and molecules	
7 - The study of planets and the climates	

Activity 2: Write appropriate sentences expressing future plans. Number 1 is an example.

1- Sandra /To call her grandfather today.
Sandra is going to call her grandfather today.
2- We / to play tennis with Barry and Diallo this afternoon.
3- Marius / not to go to the beach tomorrow.
4- It / to rain in the morning.
5- They / to eat in the restaurant tonight.

TIME TO EXTEND

Complete the paragraph below with the expressions from the box. Write your answers like this: 1- resumed class

geography - resumed class - gardening- French - have class -biology

We (1) ...after two weeks of Christmas holidays. We are learning a new subject in our school this year. We learn how to plant flowers in the school yard. It is (2) ... . Every morning, we (3) ...at 7: 30 with the (4) ...teacher. Then, in (5) ..., we learn how the human body works. My favourite subject is (6) ...because I want to find strategies to fight against climate change.

MY OWN NOTEBOOK

I'm going to meet my Maths teacher for an exercise.
All the school subjects are important for us.

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Messy ; To take an exam ; To plan ; A quiz ; A test ; Before ; After ; First ; Second ; Third ; Then ; Next	Describing sequences	First, I wake up ; second, I brush my teeth and finally I take my breakfast. Before going to school, I revise my lessons. I go back home after class.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT

ENGLISH QUIZ N° 1 6e .....

EXERCISE 1 : Remets les lettres en ordre pour former des mots corrects:

1- g-i-n-M- o- r n : ...Morning.....

2- a- N- m- e :.....

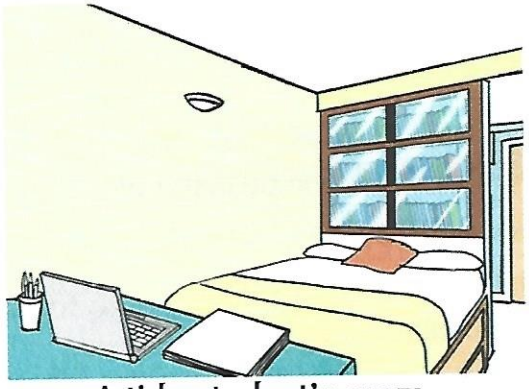
ENGLISH TEST

PART ONE: READING COMPREHENSION (8 marks)

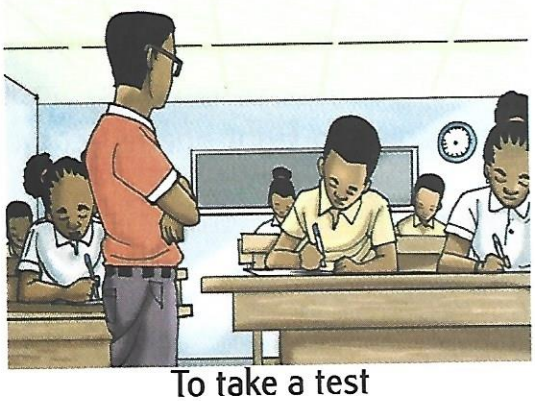
Read the text below and do all the activities that follow it.



A messy student's room



A tidy student's room

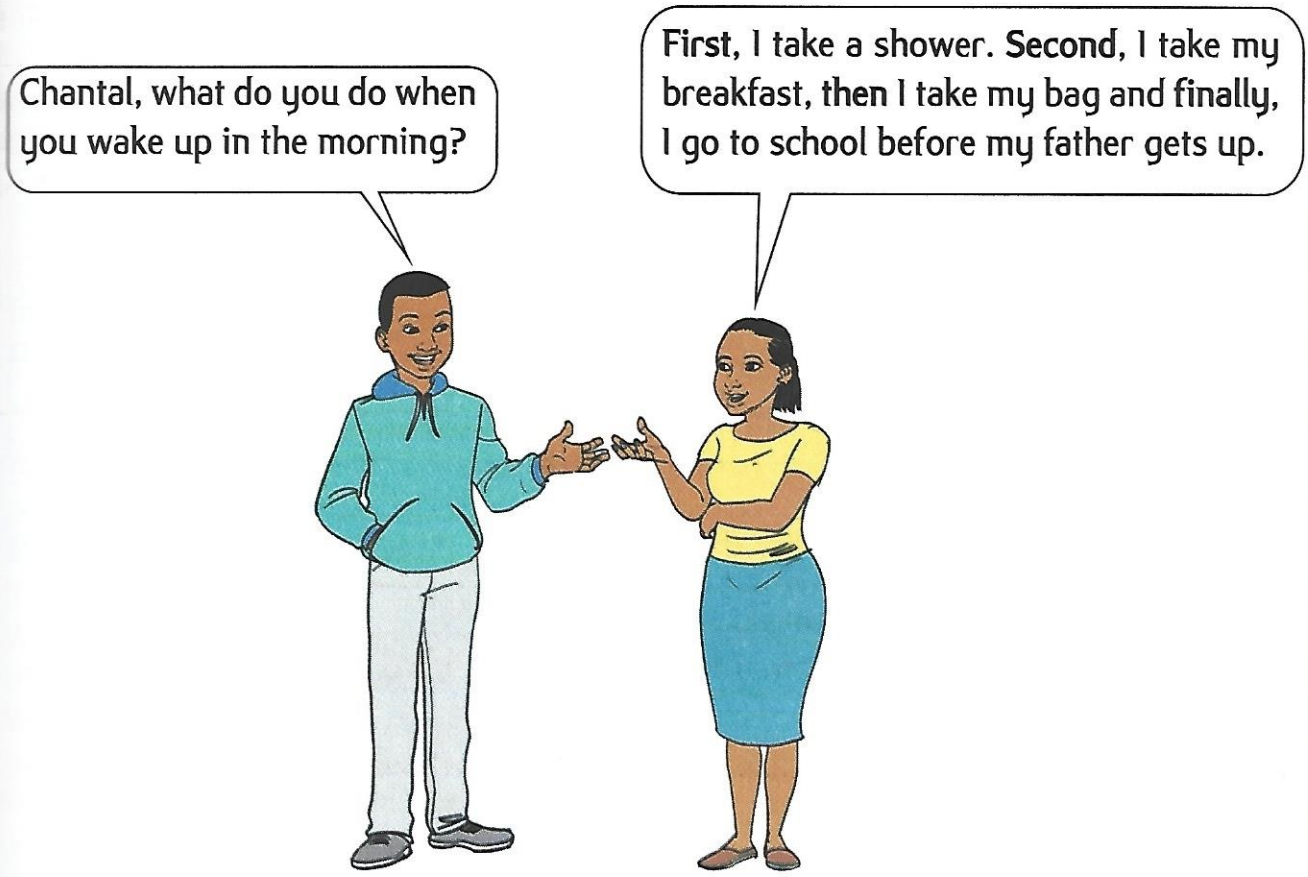


To take a test



To plan

• LISTEN AND REPEAT



TIME TO PRACTISE

Activity 1: Complete the passage below with the words or expressions from the box. Write your answers like this : 1-going to.

Marks - going to - tidy - plan - test -

Our teacher informs us that we are (1)... take a (2)... next week. Till that day, I (3)... my revisions to get ready. The first thing to do is to be (4).... because it is difficult for the (5) ...students to get good (6)....

Activity 2: Complete the paragraph below with the following connectors to make it meaningful. Number 1 is an example.

1-first

second - third - before - after - first - finally

When I arrive at school, (1))...., I get in the classroom. The (2) .....thing is to clean my bench with a duster (3)..... I sit. Then, (4) .....the lesson, I take notes. (5) ....., I return home in the afternoon.

TIME TO EXTEND

Match the words or expressions in Column A with their corresponding definitions in Column B. Write your answer like this: **6 - F**

Column A	Column B
1- tidy	A- to project to do something
2- a quiz	B- well organized
3- a test	C- an evaluation of 15 min
4- messy	D- very disorganized
5- to plan	E- a great evaluation
6- to take a test	F- to have an evaluation

MY OWN NOTEBOOK

-Next year, I'm going to visit my grandparents in the village.
-Every morning, when I get up first, I take a shower.

SESSION 3

COMMUNICATION ACTIVITY

Ton correspondant Australien t'envoie un message écrit sur son emploi du temps hebdomadaire. En retour, il te demande de lui envoyer le programme détaillé de tes jours de cours en y ajoutant ce que tu prévois le week-end prochain. Dans ta réponse,

- donne-lui la liste des disciplines enseignées dans ton école ;
- précise ta discipline préférée ;
- décris-lui les activités que tu mènes, les jours où tu as cours et explique-lui ce que tu prévois faire comme activités pendant le week-end à venir.

UNIT SUMMARY

- **REVISION GAME**

Guess the hidden words or expressions behind these definitions. Number 1 is an example.

1- A dis-organized boy: **an untidy boy**
2- The teacher tests you in 15 min.
3- It is a two-hour evaluation.
4- To do a test in the classroom.
5- The opposite of to be on time.

- **REVISION**

Exercise 1: Find out the subjects corresponding to these definitions. Number 1 is an example

1- The picture of a person: **Arts**
2- It is about Archeology.
3- We learn about the population of a country.
4- How our organism functions.
5- We learn about numbers.

Exercise 2: Write appropriate sentences expressing future plans. Number 1 is an example.

1- to buy / a new book / My father / this afternoon = **My father is going to buy a new book this afternoon.**
2- a new TV show / to see / tonight / I
3- the teacher / to meet / We / today
4- To have / this morning / a quiz / the students of 5e /
5- This Monday / the pupils / to sing / the national anthem.

Exercise 3: Choose the correct form of the verbs. Do like this: **1-are**

1- We ...(is - are - has) going to sing the National Anthem tomorrow.
2- She is going to ...(swept - sweeps - sweep) the classroom this afternoon.
3- I ...(is - am - are) going to take the floor at the meeting of next Friday.
4- Our teachers ...(is going - has gone - are going) to travel next week.
5- My neighbour is (gone - going - goes) to copy the science lesson after the break.

Exercise 4: Complete the text below with the words or expressions from the box.
Example: 1- hurry

on time - hurry - shower - waste time - late

This morning, I am in a (1)... because I am (2)... for school. Our educators advise us to be (3)... I usually wake up early, then I quickly take a (4)... in the bathroom. Today, if I (5) ..., I will not finish the English test.

- **WHAT I CAN DO**

Did you do well in this unit?
Use a cross (X) to say what you can do and what you can't do.

	I can	I can't
identify and describe seasons		
describe the weather		
express future plans		
describe a schedule		
use sequence markers		
name school Subjects		
write a text		

- **EVALUATION**

Look through the unit and discuss the questions below with your neighbour.
1-Which exercises do you think were easy?
2-Which exercises do you think were useful?
3-Which exercises do you think were difficult?

SKILL : WRITING

UNIT 4



LESSON 1 WHAT DOES YOUR FATHER DO?

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

Pour le compte du journal du club d'Anglais, les élèves de la 5è 1 du Lycée Moderne 1 de Divo écrivent un paragraphe pour parler des métiers de leurs parents.

Vocabulary related to jobs and occupations

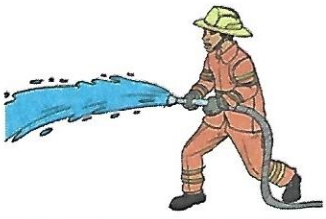
Language function focus

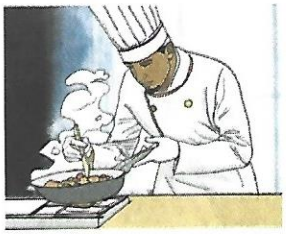
- Talking about people's jobs and occupations
- Expressing possession

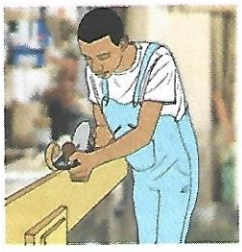
Everyday English

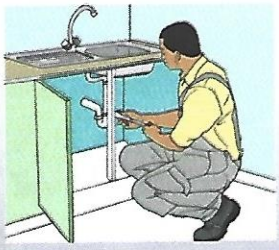
- What does he do ? / He is a mechanic.
- My father is an architect.

What are these people's jobs and occupations?





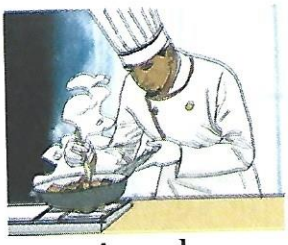
SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Greengrocer ; Cook ; Plumber ; Barber; Cashier ; Waitress ; Housemaid ; Tailor, Mechanic ; Carpenter ; Hairdresser ; Bricklayer	Talking about people's jobs and occupations	A: **What is he?** B: **He is a mechanic.** A: **What does** a mechanic **do?** B: A mechanic **repairs cars.**

TIME TO LEARN

- LOOK, LISTEN AND REPEAT


A greengrocer


A cook

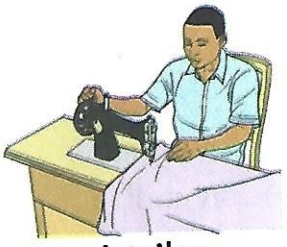

A waitress

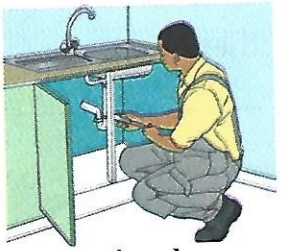

A housemaid


A barber


A hairdresser


A cashier


A tailor

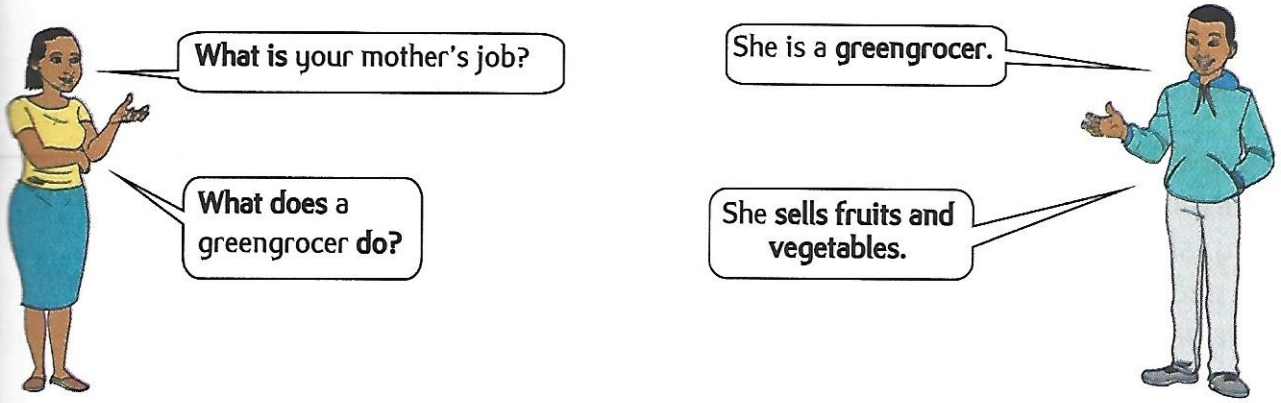

A plumber


A carpenter


A mechanic


A bricklayer

- LISTEN AND REPEAT



TIME TO PRACTISE

Activity 1: Say what they do. Match the beginnings of the sentences in column A to their endings in column B. Do like this: 1-b

Column A	Column B
1- A housemaid	a- serves people in restaurants.
2- A bricklayer	b- does domestic work in people's house.
3- A hairdresser	c- cuts men's hair.
4- A carpenter	d- repairs water pipes.
5- A greengrocer	e- sells fruits and vegetables.
6- A cashier	f- cooks foods.
7- A plumber	g- makes furniture from wood.
8- A cook	h- styles women's hair.
9- A barber	i- collects customers' payments.
10- A tailor	j- makes bricks and builds walls.
11- A mechanic	k- repairs cars.
12- A waitress	l- makes people's clothes.

Activity 2: Ask and answer questions about these people's jobs. Work with your partner. Follow the example.

1- A : What is Kodjo's job?
B : He is a carpenter.
A: What does a carpenter do?
B: He makes furniture.

1- Kodjo / carpenter, 2- Soro / bricklayer, 3- Sam / barber, 4- Ama / housemaid, 5-Drissa / tailor, 6- Mrs koffi / haidresser, 7- John / cook, 8- Bini / a plumber.

TIME TO EXTEND

Choose the best option among the proposals to describe the jobs of Yéo's family members.
Example: 1-cook

Yeo is a **1** (cook - barber - tailor). He has a restaurant. His sister Ami serves people at his restaurant, she is a **2** (waitress - cook - tailor). His sister Mariam collects the customers' money, she is the **3** (cashier - hairdresser - housemaid). Soro is his brother. He loves to make people's clothes, he is a **4** (bricklayer - carpenter - tailor). His father installs and repairs water pipes ; he is a **5** (greengrocer - mechanic - plumber). Yeo's mother arranges women's hair, she is a **6** (housemaid - bricklayer - hairdresser).

MY OWN NOTEBOOK

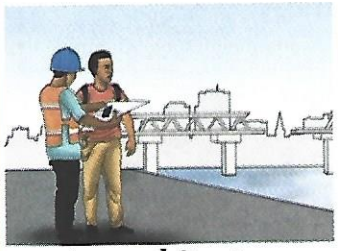
When you want to know a translation of a word, you say:
What do you call ... in English? / What is the English for ...?

SESSION 2

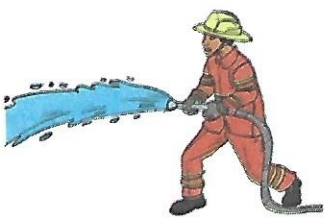
Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Pilot ; Journalist ; Judge ; Lawyer ; Architect ; Doctor ; Nurse ; Midwife ; Dentist ; Fireman ; Policeman / Police-woman	Expressing possession	My, your, his, her, our, their My father is an architect.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT


An architect


A judge


A fireman


A journalist


A lawyer


A pilot


A policewoman


A nurse


A doctor


A dentist

- LISTEN AND REPEAT

Subject pronouns	I	You	He	She	It	We	You	They
Possessive adjectives	My	Your	His	Her	Its	Our	Your	Their

Example : This book is for Martins. It is his book.
That pen is for Mary. It is her pen.

TIME TO PRACTISE

Activity 1: Match the jobs in Column A to their description in Column B.
Example: 1-k

Column A	Column B
1- An architect	a- protects people.
2- A journalist	b- fights to stop fire.
3- A midwife	c- assists future mothers to have babies.
4- A doctor	d- treats patients.
5- A nurse	e- helps doctors and looks after patients.
6- A pilot	f- renders judgements.
7- A dentist	g- defends or accuses people.
8- A policeman	h- flies planes.
9- A fireman	i- treat people's teeth.
10- A judge	j- presents reports and news for the media.
11- A lawyer	k- builds houses.

Activity 2: Underline the best option among the proposals related to possessive pronouns. Number 1 is an example. 1-his.

1- Jack is a pilot. He loves (her - his - its) job.
2- I learn English every day. It is (my - its - our) favourite subject.
3- My sister and I have a bicycle. It's (its - your - our) bicycle.
4- Mariam has a nice bag. (Her - his - its) bag is yellow.
5- John and Jill are good pupils. They respect (its - his - their) teachers.
6- You are in class but (its - my - your) book is at home.

TIME TO EXTEND

Complete the paragraph below with the appropriate word from the box.
Do like this: 1-plicewoman

policewoman - policeman - lawyer - journalist - nurse - pilot

My name is Martins. I live with my parents. Their job is to protect people. My mother is a (1) ... and my father is a (2) ... My ambition is to be a (3) ...to accuse gangsters and defend good people. My friend Joshua wants to be a (4)... to fly planes. His father is a (5) ... at Radio Côte d'Ivoire and his mother helps doctors to look after patients. She is a (6) ... .

MY OWN NOTEBOOK

My mother is a greengrocer, She sells fruit and vegetables.

SESSION 3

COMMUNICATION ACTIVITY

A l'occasion de la journée internationale du travail, tu participes à un concours organisé par l'Ambassade des Etats-Unis en Côte d'Ivoire. Il t'est demandé d'écrire un paragraphe pour décrire les métiers des membres de ta famille. Dans ton paragraphe,

- présente-toi ;
- donne les métiers de tes parents et de certains membres de ta famille ;
- décris brièvement ces métiers.

LESSON 2

THIS IS YEO'S HAMMER

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

A la réunion du club d'Anglais, les élèves de la 5è 1 du Collège Moderne de Ferkéssedougou écrivent un paragraphe sur les outils de travail de leurs parents en vue d'échanger sur les métiers et professions.

Vocabulary related to work tools

Language function focus

-Expressing possession

-Talking about uses of work tools

Everyday English

-**Whose tool** is the wrench ? / It is the mechanic's tool.

What does a mechanic use a wrench for? / He uses it for repairing cars.

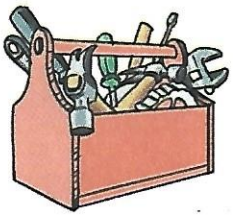


SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Tool box ; Hammer ; Spade ; Scissors ; Tape measure ; Trowel ; Plunger ; Saw ; Comb ; Hair clipper ; Wrench ; Screwdriver	Expressing possession	A : **Whose tool** is the wrench ? B : It is **the** mechanic's (tool).

TIME TO LEARN

- LOOK, LISTEN AND REPEAT



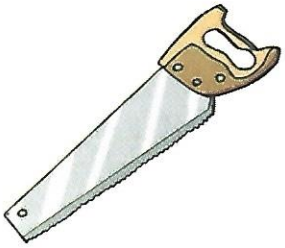
A tool box



A hammer



A spade



A saw



A tape measure



A plunger



A screwdriver



A trowel



A wrench



A shearer / hair clipper



scissors



A comb

- LISTEN AND REPEAT

Edi: **Whose tool** is the wrench ?
Marie Paule: **It is the** mechanic's (tool).
Edi : **Whose tools** are the comb and the shearer ?
Marie Paule : **They are** the barber's (tools).

TIME TO PRACTISE

Activity 1: Identify and underline the tools of these people. Some have more than one tool. Number 1 is an example. Example: 1-scissors, tape measure

1	Tailor	screwdriver - scissors - tape measure - trowel
2	Mechanic	Wrench - screwdriver - saw - hair clipper
3	Carpenter	Shearer - hammer - saw - plunger
4	Barber	Saw - comb - wrench - shearer
5	Hairdresser	Plunger - spade - comb - trowel
6	Bricklayer	Spade - trowel - hair clipper - screwdriver

Activity 2: a) Identify whose tools they are. Complete the dialogue. Number 1 is example. Then practise it with your neighbour. Example: B : 1- It is the hairdresser's tool.

A: Whose tool is the comb ?
B : 1- .....
A : Whose tool is the shearer ?
B : 2- .....
A : Whose tools are the spade and the trowel ?
B : 3- .....
A : Whose tool is the plunger ?
B : 4- .....
A : Whose tools are the hammer and the saw ?
B : 5- .....
A : Whose tool is the wrench ?
B : 6- .....

b) Talk about tools you and your parents use at home

TIME TO EXTEND

Complete the paragraph below with the appropriate work tools. Write your answers like this: 1-hammer.

Scissors - shearer - comb - tape measure - hammer - plunger

We use different tools in our jobs and occupations. A carpenter works with a saw and a 1- ..... . A barber and a hairdresser use a 2-..... to arrange people's hair. In addition, a barber also uses a 3- ..... to cut men's hair. The 4- ..... is the plumber's tool while the 5- ... ... and the 6-..... are the tailor's tools.

MY OWN NOTEBOOK

When you want to know the spelling of a word,
you say: Please sir, how do you spell ....?

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Dental chair; Broom; Cash register; Syringe; Stethoscope; Cooker; Thermometer; Microphone; To make ; To repair; To sweep; To cut; To collect; To measure	Talking about uses of work tools	A : **What does a mechanic use a wrench for?** B : **He uses it for** repairing cars. **He uses it to** repair cars. A : **What is a wrench used for ?** B : It is **used for repairing cars.**

TIME TO LEARN

- LOOK, LISTEN AND REPEAT



A dental chair



A syringe



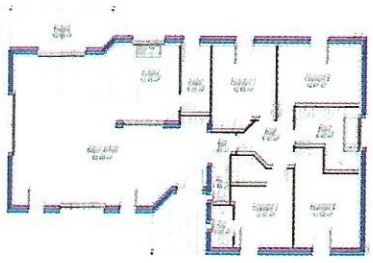
A stethoscope



A thermometer



A microphone



A plan



A cash register



A cooker



A broom

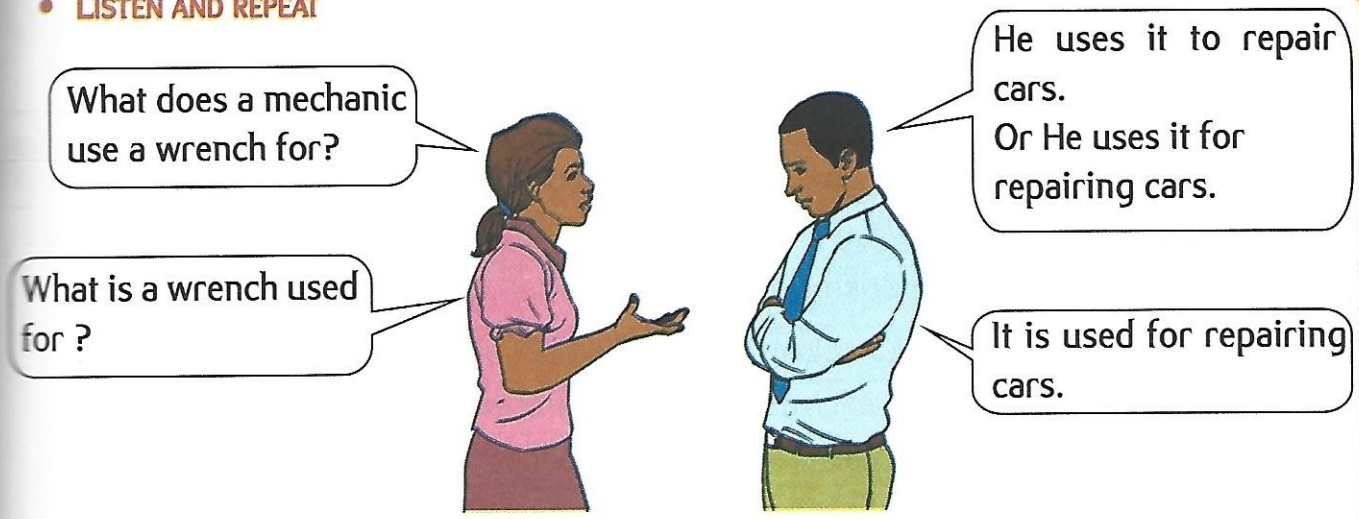


A floor cloth

WORK TOOLS

A tool is any instrument you use to do a particular sort of job. We all need tools to do our different jobs. Carpenters use their tools to make furniture. Mechanics need various tools to repair cars. Doctors and nurses use specific tools to measure temperature and treat patients. At home, housemaids have their tools to sweep and clean the house. At the supermarket, cashiers use cash registers to collect customers' money. What do you, students, use to write?

- LISTEN AND REPEAT



TIME TO PRACTISE

Activity 1: Match the tools in column A with their users in column B. Do like this: 1-c.

Column A		Column B	
1-	Stethoscope	a-	Housemaid
2-	Dental chair	b-	Journalist
3-	Cooker	c-	Doctor
4-	Cash register	d-	Nurse
5-	Broom - floor cloth	e-	Cook
6-	Microphone	f-	Cashier
7-	Syringe - thermometer	g-	Dentist
8-	Plan	h-	Architect

Activity 2: Say what the tools are used for. With your partner, use the following information to ask and answer questions. Number 1 is an example.

Example: 1- A: What is a plan used for?
B: it is used for building houses.

1- A plan/ to build houses

2- A cash register/ to collect money

3- A cooker/ to cook meals

4- A wrench/ to repair cars

5- A floor cloth/ to clean the house

6- A broom/ to sweep the house

TIME TO EXTEND

Say what these people use their tools for. Use the following information in the table below to ask and answer questions. Number 1 is an example.

Example: 1- A: What does a cook use a cooker for?

B: He uses it for cooking meals.

1-	A cook	A cooker	To cook meals
2-	A journalist	A microphone	To present the news
3-	A cashier	A cash register	To collect customers' payments
4-	A nurse	A thermometer	To measure temperature
5-	Dentist	A dental chair	To treat people's teeth
6-	housemaid	A broom	To sweep the house

MY OWN NOTEBOOK

What page are we on?

Please sir, do we have to write this down?

SESSION 3

COMMUNICATION ACTIVITY

Lors de la compétition annuelle du club d'anglais de votre établissement à laquelle tu participes, tu dois rédiger un paragraphe pour parler des outils de travail de tes parents. Dans un paragraphe de cinq (5) lignes.

- donne les métiers de tes parents ;
- cite les outils qu'ils utilisent dans leurs métiers ;
- donne le rôle de chaque outil.

LESSON 3

WHERE DOES SHE WORK ?

SITUATION D'APPRENTISSAGE

Pour le journal du club d'Anglais, les élèves de la 5è1 du Collège Moderne d'Ogoudou écrivent un paragraphe sur les lieux de travail de leurs parents en vue d'échanger sur les métiers et professions.

Vocabulary related to workplaces

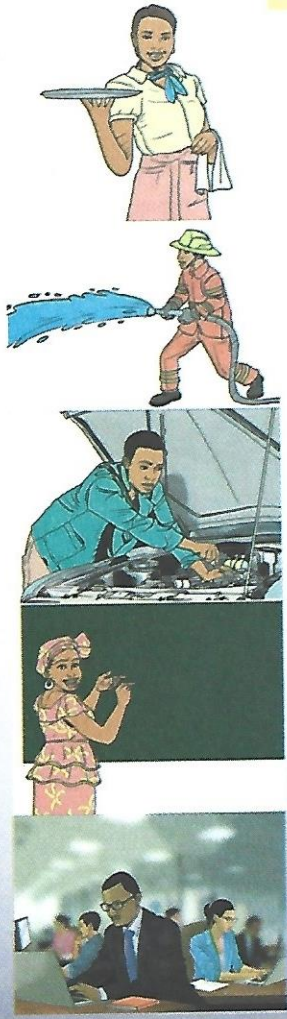
Language function focus

-Talking about workplaces
-Describing workplaces

Everyday English

-Where does a lawyer work ? / He works in a law court.
-What's a market like ?
- It's crowded.

LESSON CONTENT OVERVIEW





SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Law court; Hospital; Radio station; Restaurant ; Office; Building site; Barbershop; Grocery store; Car workshop; Supermarket; Hairdresser's	Talking about workplaces	A: Where does a lawyer work ? B: He works in a law court.

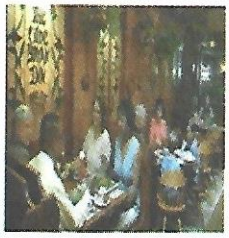
TIME TO LEARN

- LOOK, LISTEN AND REPEAT


A law court

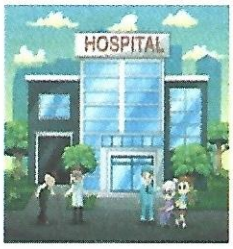

A building site


A supermarket

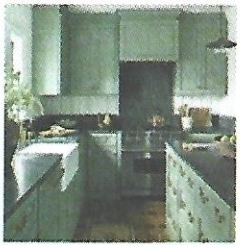

A restaurant

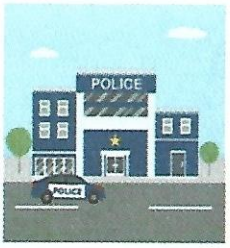

A radio station


An office



A hospital


A kitchen



A police station


A house


A grocery store
A greengrocer's shop


A carpentry shop


A car workshop


A barbershop


A hair salon
A hairdresser's

- **LISTEN AND REPEAT**

Alain : **Where does** a lawyer **work ?**
Bilé : He works **at** the law court.
Alain : **Where do** housemaids **work ?**
Bilé : They work **in** people's houses.

TIME TO PRACTISE

Activity 1: Say where they work. Match the workplaces in column A to the corresponding jobs in column B. Do like this: 1-j.

Column A		Column B	
1-	A supermarket	a-	A housemaid
2-	A hospital	b-	A doctor
3-	A grocery store	c-	A waitress
4-	A house	d-	A carpenter
5-	A car workshop	e-	A mechanic
6-	A kitchen	f-	A secretary
7-	A restaurant	g-	A journalist
8-	A carpenter's shop	h-	Greengrocer
9-	A radio station	i-	A cook
10-	An office	j-	A cashier
11-	A police station	k-	A bricklayer
12--	A building site	l-	A policewoman

Activity 2: With your partner ask and answer questions about workplaces. Do like in the example.

Example:

A- What your fathers job?
B- He is a teacher.
A- And where does he work?
B- In a school.

TIME TO EXTEND

Choose the best option to identify where people work. Number 1 is an example.

1- car workshops

In my city, people do different jobs and occupations. Consequently, there are many work-places in the city. Mechanics work in their 1- (car workshops - houses - kitchens) while greengrocers sell fruit and vegetables in 2- (law courts - restaurants - grocery stores). Nurses work at the 3- (barbershop - hospital - hair salon) and the only judge in town works at the 5-(law court - restaurant - police station). My father is the best cook of the city. There are five waitresses in his 4- (hospital - restaurant - law court). My mother is a secretary. She works in an 6-(office - house - kitchen).

MY OWN NOTEBOOK

Please sir, do we have to write this down?

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Crowded; Noisy; Cool; Nice; Big; Smelly; Fragrant; Dusty; Dirty	Describing workplaces	A: What's the market like? B: It is **crowded and noisy.**

TIME TO LEARN

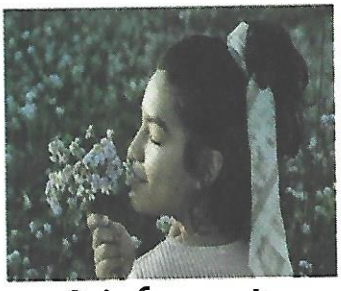
- LOOK, LISTEN AND REPEAT



A **dirty** place



It is **smelly/stinky**



It is **fragrant**



A **dusty** road



A **nice** place



It is **cool** in my office

COLLECTION "SUPERNOVA" / CINQUIEME



A **big** store



A **crowded** place



It is **noisy**

- LISTEN AND REPEAT

The market is a **noisy** place.
It is **cool** in my father's office.

TIME TO PRACTISE

Activity 1: Look at the pictures and fill in the gaps with the appropriate adjective from the box to make description. Example: 1-big.

crowded - dirty - nice - dusty - big



1- A ..... house.



2- A ..... park.



3- A ..... city.



4- A ..... table.



5- A ..... street.

Activity 2: Complete each sentence with the appropriate adjective from the box.
Do like this: 1-big

noisy - fragrant - cool - smelly - big

1- There are eight rooms in our house. It is a ..... house.
2- Markets are always .....
3- Yeo does not wash the toilet. It is .....
4- I like this perfume, it is .....
5- It is ..... in the headmaster 's office.

TIME TO EXTEND

Read the paragraph below and write down the adjectives that describe workplaces.
Example : nice.

My name is Martins. My father is a cook. He 's got a nice restaurant where rich people come to eat. He cooks delicious meals. It is always fragrant in his restaurant. Next to his restaurant, there is a big supermarket. It is always crowded, because many people come to visit and buy. I love to visit it because it is cool inside. I don't like going to the market. It is always noisy. In addition, because there is rubbish everywhere, it is dirty and smelly.

MY OWN NOTEBOOK

Please sir, what do we have to do here?

SESSION 3

COMMUNICATION ACTIVITY

C'est la journée internationale du travail, en vue de s'informer, ton correspondant sierra léonais sur Facebook te demande de lui écrire un paragraphe pour lui parler des lieux de travail de tes parents. Dans un paragraphe de 5 lignes,

- donne les noms des métiers de tes parents ;
- précise leurs lieux de travail ;
- décris brièvement ces lieux.

UNIT SUMMARY

• REVISION GAME

With your partner, find as many jobs and work tools as you can. The pair with the highest number of words is the winner.

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

• REVISION

Exercise 1: Fill in the gaps with the appropriate words related to jobs and occupations.

Example: 1- architect

1- My father designs building plans. He is an ... .
2- Jill treats people's teeth, he is a ..... .
3- Anita sells fruit and vegetables. She is ... .
4- Martins cut men's hair. He is a ..... .
5- My mother defends and accuses people at the law court. She is a ..... .
6- Musa repairs cars. He is ..... .
7- Afua sweeps and cleans people's house. She is ..... .

Exercise 2: The words in column A are jobs. Write their work tools in column B. Number 1 is an example.

	Column A	Column B
1-	Housemaid	Broom - floor cloth
2-	Journalist	
3-	Nurse	
4-	Cook	
5-	Cashier	
6-	Dentist	
7-	Architect	

Exercise 3: The words in column A are jobs. Write their workplaces in column B. Number 1 is an example.

	Column A	Column B
1-	Housemaid	House
2-	A mechanic	
3-	Carpenters	
4-	A greengrocer	
5-	A cashier	
6-	Doctors	
7-	A barber	

Exercise 4: With your partner, use the following information to ask and answer questions. Number 1 is an example.

Example: 1- A: What does an architect use a plan used for?

B: He uses it for building houses.

1- An architect/ a plan/ to build houses
2- A mechanic/ a wrench/ to repair cars
3- A cook/ a cooker/ to cook meals
4- A barber/ a shearer/ to cut men's hair
5- A cashier/ a cash register/ to collect customers' payments

• WHAT I CAN DO

Did you do well in this unit?
Use a cross (X) to say what you can do and what you can't do.

	I can	I can't
name jobs and occupations		
name work tools and workplaces		
talk about people's job		
express possession		
describe workplaces		

• EVALUATION

Look through the unit and discuss the questions below with your neighbour.

1- Which exercises do you think were easy?
2-Which exercises do you think were useful?
3-Which exercises do you think were difficult?

SKILL : LISTENING

UNIT 5



LESSON 1

WHAT ARE YOU WEARING?

LESSON CONTENT OVERVIEW

LEARNING CONTEXT

A student of 5è 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.

Vocabulary related to clothes

Language function focus

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

Everyday English

- What are you wearing?
  I am wearing a jacket.
- What do boys wear at school?
  They wear shirt and trousers.

CLOTHES



SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Trousers /Pants; Jacket; Shirt; Suit; Dress; Shorts; Tee-shirt; Skirt; Sweater, Wrapper; Pyjamas; Blouse; Night gown; Vest / Tank top	Describing what people are wearing	A: What are you wearing? B: I'm wearing a jacket.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT


Trousers / Pants


A jacket


A suit


A shirt


A coat


A sweater

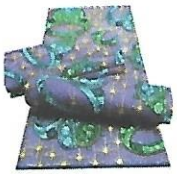

A T-shirt


Shorts


A skirt


A blouse


A dress


A wrapper


Pyjamas


A night gown


A vest / Tank top

- LISTEN AND REPEAT


Apatcho


Katitcho


Sounan

Sounan: **What are you wearing?**
Apatcho: I'm **wearing** trousers and a jacket.
Katitcho: I'm **wearing** a skirt and a blouse.

TIME TO PRACTISE

Activity 1: Listen to the passage and fill in the gaps with the missing words. Example: 1- sweater

Everyday, my friends and I wear different clothes. Today, I am wearing a **1-** ... and trousers. Soro is wearing a **2-** ... and trousers. Aya is wearing his skirt and a **3-** ... Her sister Afua is wearing a **4-** ... .

Activity 2: Say which clothes they are wearing. With your partner, use the following information to ask and answer questions. Number 1 is an example.

Example: 1- A: What is Paul wearing?
B: He's wearing a jacket.

1- Paul / a jacket	2- Marta / a blouse	3- Mrs Jones / pyjamas
4- Soro / shorts	5- Yao / a suit	6- Afua and Ama / dresses

TIME TO EXTEND

Ask the appropriate questions about what they are wearing. Complete the dialogue, then practise it with your neighbour. Number 1 is an example.

Example: A : 1- What is Yéo wearing?

A: 1- ..... ? / B : Yeo is wearing a T-shirt.
A: 2- ..... ? / B : I am wearing a sweater.
A: 3- ..... ? / B : He is wearing pyjamas.
A: 4- ..... ? / B : Anita is wearing a dress.
A: 5- ..... ? / B : They are wearing suits.
A: 6- ..... ? / B : She is wearing a blouse and a skirt.

MY OWN NOTEBOOK

Can you speak louder, please?

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Scarf; Headscarf; Tie; Belt; Earrings; Cap; Hat; Bracelet; Ring; Necklace; Trainers; Thongs; Sandals; Shoes; High-heeled shoes	Describing what people wear	A: **What do** boys **wear** at school? B: They **wear** shirts and trousers. A: **Do** pupils **wear** caps at school? B : **No, they don't.**

TIME TO LEARN

- LOOK, LISTEN AND REPEAT


A tie


A scarf


A headscarf


A belt

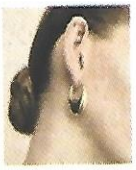

A hat


A cap


Socks


Gloves


A ring


An earring

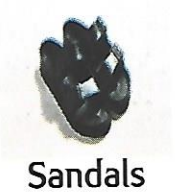

A bracelet


A necklace


Shoes


Trainers


High-heeled shoes


Sandals


thongs

- LISTEN AND REPEAT



Martins: **What does** the waitress **wear** at the restaurant?
Jack: She **wears** a dress.
Martins: **What do** schoolboys **wear** at school?
Jack: They **wear** shirts and trousers.
Martins: **Do** they **wear** hats?
Jack: **No, they don't.**


A waitress

TIME TO PRACTISE

Activity 1: Listen to the passage and say if the statements below are true or false.

Example: 1- true

1- Men and women wear different clothes and accessories.
2- Men usually wear a skirt on their trousers.
3- Old men often wear a bubu.
4- Women also wear bubus.
5- Old women don't wear sandals.
6- Young women prefer nice high-heeled shoes.

Activity 2: Ask the appropriate questions about what they wear. Complete the dialogue, then practise it with your neighbour. Number 1 is an example.

Example: B: 1- What does Afua wear on Sundays?

A: 1- ..... ? / B: Afua wears a dress on Sundays.
A: 2- ..... ? / B: Jack wears a T-shirt at home.
A: 3- ..... ? / B: I wear a suit on Saturdays.
A: 4- ..... ? / B: Schoolgirls wear a blouse and a skirt.
A: 5- ..... ? / B: Ama wears a night gown at night.
A: 6- ..... ? / B: Pilots wear a tie.

TIME TO EXTEND

With your neighbour, look at the pictures below and describe what they wear on Sundays. Present your work to the class.



On Sundays, Jack wears
.....
.....
.....
.....



On Sundays, Mary wears
.....
.....
.....
.....

MY OWN NOTEBOOK

Please sir, can you explain it once more?

SESSION 3

COMMUNICATION ACTIVITY

You are visiting your Ghanaian pen-friend. Today, you go to the market of Accra to buy some clothes. In order to make your choice, listen to a seller who is promoting his clothing articles. As you listen to him,

- list all the clothes he is selling;
- mention the different clothes you want to buy for yourself;
- tell the seller the different clothes you want to buy for your parents.

LESSON 2

MY TIE IS BLUE

LESSON CONTENT OVERVIEW

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.

Vocabulary related to clothes and colours

Language function focus

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

Everyday English

- **What colour** is the scarf? It is **blue.**
- I **love / like** yellow caps. **I'm fond of** yellow caps.
  I **don't love / like** black ties. I **dislike** black ties. I'm **not fond of** black ties.



SESSION 1

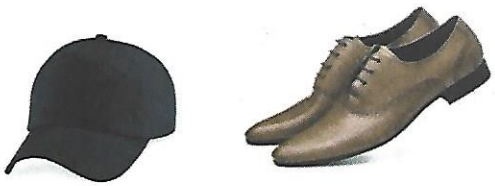
Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Rainbow; Dark blue; Spring green; Turquoise; Silver; Dark red; Orchid; Brown; Navy	Asking and answering questions about colours	A: What colour is the cap? B: It is red. A: What colour are the socks? B : They are blue.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT



- LISTEN AND REPEAT



Martins: What colour is the cap?
Jack: It is dark blue
Martins: What colour are the shoes?
Jack: They are brown.

TIME TO PRACTISE

Activity 1: Use the clues below to ask and answer questions with your partner. Number 1 is an example.

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

1- shirt / golden.
2- T-shirt / dark red.
3- trousers / navy.
4- uniform / spring green.
6- socks / teal.

Activity 2: With your partner, ask and answer questions about the colour of the clothing items below.

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

B : It is dark red.


1


2


3


4


5


6

TIME TO EXTEND

Describe the colours of their clothes. Number 1 is an example.

1



2



3



4



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

2- .....

3- .....

4- .....

MY OWN NOTEBOOK

Can I clean the blackboard now?

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Khaki; A khaki uniform; Pink; Grey; Dark brown; Light Blue/green; Dark blue/green	Expressing likes and dislikes	I Like / love pink caps. I'm fond of pink caps. I don't like / love light blue ties. I'm not fond of light blue ties. I dislike light blue ties.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT



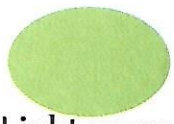

Grey


Pink


dark brown

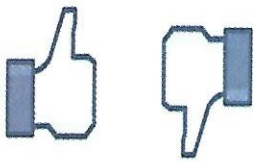

Light blue


Dark blue


Light green


Dark green

- LISTEN AND REPEAT



Likes and Dislikes

Jill: I **like** brown shoes, and you John?
John: Oh yes! I **love** brown shoes too.
Jill: How about you, Sam?
Sam: Nice! **I'm fond of** brown shoes.
Jill: Great! I also **love** pink shirts, and you?
John: Oh no! I **don't love** pink shirts. I **dislike** pink clothes.
Sam: You are right John. Pink is for girls, not for boys. I am a boy and I **am not fond** of pink.

TIME TO PRACTISE

Activity 1: Listen to the passage and say which colours Tom likes and which ones he dislikes. Complete the table. Number 1 is an example

Tom likes	Tom dislikes
1- light green	

Activity 2: Say it differently. Complete the table.
Number 1 is an example.

1	I love white caps.	I like white caps.	I am fond of white caps.
2	I love yellow ties.	.....	.....
3	We don't love this black suit.	.....	.....
4	They dislike grey socks.	.....	.....
5	He doesn't love shorts.	.....	.....
6	She is fond of black skirts.	.....	.....

TIME TO EXTEND

Identify the clothing items below by their colours.
Example: 1-Khaki trousers

1 

2 

3 

4 

6 

7 

8 

9 

MY OWN NOTEBOOK

Can I try this cap on, please?

SESSION 3

COMMUNICATION ACTIVITY

You and your mates of the English club are visiting Accra with your chairman. Today, you are at the market to buy some clothes. As you listen to the seller promoting his colourful clothes,

A- say the clothes he sells and mention their colours.

Clothes	Colours of the clothes
1-	
2-	
3-	
4-	
5-	
6-	
7-	

B- say which ones you like.



C- say which ones you don't like.



LESSON 3

COME AND BUY!

LESSON CONTENT OVERVIEW

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.

Vocabulary related to shopping and cardinal numbers above 100

Language function focus

- Asking for and giving prices
- Expressing preferences

Everyday English

- How much is the tie? / How much does the tie cost?
It's 2,000F.
- I prefer black caps.
- I prefer a cap to a hat.



SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
To buy; To sell; To look for; On sale; Size; To pay (in) cash / by card; To go shopping	Using shopping language	A: **Do you have** this in black? B: **Yes, we do / No, we don't.** A: **Have you got** this **in red?** B: **Yes, we have / No, we haven't.**

TIME TO LEARN

- LOOK, LISTEN AND REPEAT



Sam: Hi Mary! Where are you going?
Mary: I am going to the supermarket **to buy** some trainers.
Sam: Do they **sell** trainers at the supermarket?
Mary: Yes! I heard that there are nice trainers **on sale** this week.
Sam: Ok! Good bye.
Mary: See you, Sam.

At the supermarket

Seller: Hello miss! Can I help you !
Mary: I am looking for yellow trainers.
Seller: Oh, no problem! There are different kinds of yellow trainers here. Which **size** do you wear?
Mary: I wear 28. Wow! This one is so nice. I will take it.
Seller: Great, will you **pay by card?**
Mary: No, I will **pay in cash.**
Seller: Ok, let's go to the cashier's.

- LISTEN AND REPEAT



At the shoes store

Martins: **Do you have** these shoes **in black?**
Seller: **Yes, we do.**
Martins: **Do you have** them **in size 36?**
Seller: **Sorry, we don't.**
Martins: **Have you got** blue trainers?
Seller: **Yes, we have.**
Martins: **Have you got** them **in size 36?**
Seller : **No, we haven't.**

TIME TO PRACTISE

ctivity 1: Jill and Jack are at the supermarket. Listen to their dialogue and fill in the gaps.

xample: 1- go shopping

ill: Hello Jack!

ack: Hello Jill!

ill: Let's 1- .....

ack: Ok! But what are you exactly 2-.....?

ill: They 3- ..... different clothes in this store. I want to 4- ..... a shirt.

ack: Do you have some money to 5- .....?

ill: No, I usually 6- .....

ctivity 2: With your partner, use the information below to ask and answer questions about hopping. You have two (2) possibilities.

Example: 1- A: Do you have blue caps?
B: Yes, we do.

1- A: Have you got blue caps?
B: Yes, we have.

1- Blue caps/ Quantity : 10	4- Trainers/ Quantity : 05
2- Grey blouses/ Quantity : 00	5- A green hat/ Quantity : 01
3- Orange ties/ Quantity : 25	6- Yellow dresses/ Quantity : 00

TIME TO EXTEND

Match the words or expressions in column A to their synonyms or definitions in column B. Do like this: 1-c

Column A	Column B
1- To sell	a- To search
2- To buy	b- Dimension
3- To go shopping	c- To vend
4- To look for	d- To obtain in exchange of money
5- To pay in cash	e- To pay with money
6- To pay by card	f- On offer
7- On sale	g- To go to the shop to buy things
8- Size	h- To pay things using an electronic way

MY OWN NOTEBOOK

Work in silence. Don't disturb your mates.

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Numbers above 100	Asking for and giving prices	A: **How much** is the tie? B: **It's 2,000F.** A: **How much does** the tie **cost?** B : **It costs 2,000F.**

TIME TO LEARN

- LOOK, LISTEN AND REPEAT

100 A hundred One hundred	101 One hundred and one	102 One hundred and two
200 Two hundred	205 Two hundred and five	210 Two hundred and ten
500 Five hundred	550 Five hundred and fifty	575 Five hundred and seventy-five
1,000 A thousand One thousand	1,001 One thousand one	1,050 One thousand fifty
1,100 One thousand, one hundred	1,101 One thousand, one hundred and one	2,000 Two thousand



Casquette De Baseball - Vin Rouge

Offre Black Friday

1,930 FCFA



Casquette De Baseball - Smiley - Noir

Offre Black Friday

2,650 FCFA

At the store

Tom: **How much is** the red cap please?
Seller: **It is** one thousand, nine hundred and thirty francs CFA.
Tom: **And how much does** the black cap **cost?**
Seller: **It costs** two thousand, six hundred and fifty francs CFA.
Tom: **Sorry, how much are** the shoes?
Seller: **They are** nine thousand francs CFA.
Tom: **How much do** the socks cost?
Seller: **They cost** five hundred francs CFA.
Tom: Thank you.

TIME TO PRACTISE

Activity 1: Write in full letters. Example: 1-Three hundred and fifty-one

a- 351
b- 400
c- 560
d- 950
e- 1,200
f- 1,550
g- 2,000

Activity 2: With your partner, use the information below to ask for and give the price.
Example: 1- A: How much is the tie?
B: It is two thousand francs.

1- Tie/ 2,000 F	2- Dress/ 900 F
3- Trousers/ 5,000 F	4- Blouse/ 600 F
5- jacket/ 7,500 F	6- shorts/ 500 F

TIME TO EXTEND

Write in figures. Example: a-550

a	Five hundred and fifty
b	Six hundred
c	One hundred and eighty-five
d	Seven thousand
e	Two thousand, two hundred and twenty-five
f	Three hundred and seventy-five
g	Nine thousand
h	Nine thousand, nine hundred and ninety-nine

MY OWN NOTEBOOK

Time is up/ it's over

SESSION 3

COMMUNICATION ACTIVITY

You are on visit in Monrovia (Liberia) with your friends of the English club from Lycée Moderne Man. You go to the market to buy some clothes. You have 9,000F in your pockets.
As you listen to a clothes seller,

- identify the different clothes mentioned and their prices;
- say which ones you can buy.

Put your answers in the table below.

Clothes	Prices
1-	
2-	
3-	
4-	
5-	
Clothes I can buy	

UNIT SUMMARY

• REVISION GAME

Solve the crossword puzzle. The words are about colours. One is done for you.

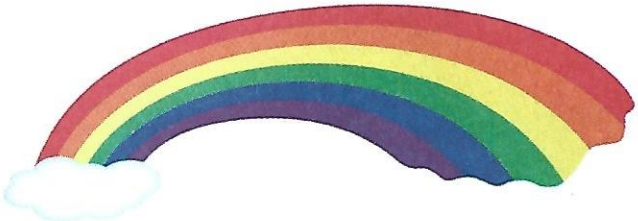
					2		3			
	1				G		P			
C	O	L	O	U	R	F	U	L		
										6
				4		10	P			K
				Y						
7	G									
		8	B					5		
								R		
			9	W						

• REVISION

Exercise 1: Complete the table with the appropriate clothes and accessories we wear on these parts of the body. One is done for you.

1 	A hat
2 	
3	
4 	

Exercise 2: Look at the rainbow below and say which colours you like and which ones you dislike. Write your answers in your copy book.



Exercise 3: Write in letters. Number 1 is an example.

1	399	Three hundred and ninety-nine
2	488	
3	790	
4	1,950	
5	1,888	
6	1,777	
7	2,021	
8	9,009	

Exercise 4: With your partner, use the following information to ask for and give prices. Number 1 is an example.

1- A: How much does a T-shirt cost?
B: It costs five hundred francs.

1-A T-shirt/ 500F	2- Trainers/ 2,500F
3-A headscarf/ 875F	4- Shorts/ 200F
5- Socks/ 500F	6- A blouse/ 750F

• WHAT I CAN DO

How well do you think you know the English you learnt in UNIT 5? Use a cross (X) to say what you can do and what you can't do.

	I can	I can't
name clothes and accessories		
name colours		
talk about what people wear or are wearing		
express likes and dislikes		
ask for and give prices		
use shopping language		

• EVALUATION

Look through the unit and discuss the questions below with your neighbour.

1-Which exercises do you think were easy?
2-Which exercises do you think were useful?
3-Which exercises do you think were difficult?

SKILL : LISTENING

UNIT 6



LESSON 1 AT THE RESTAURANT

LESSON CONTENT OVERVIEW

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 to order their meals.

Vocabulary related to food and drinks

Language function focus

- Expressing preferences
- Offering to help
- Ordering a meal

Everyday English

- I prefer to drink. I prefer drinking tea. I'd rather drink tea. I prefer tea to lemonade.
- Can I help you? How can I help you?
- Do you have ginger juice?/ Can I have ginger juice ?



SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Pounded plantain; Rice; Palm nut/Peanut soup; Fried potatoes /yam/plantain; Yam stew; Grilled fish; Mixed salad; Bread; Tea; Coffee; Grilled fish; Roast chicken; Sandwich; Cake	Expressing preferences	I **prefer** fries. I **prefer** to eat fries. I **prefer** eating fries. I'**d rather** eat fries.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT


Pounded Plantain


Fried rice and meat


Fries


Fried fish and fried plantain


Grilled fish


Roast chicken and fried potatoes


Palmnut sauce


Peanut sauce


Cake


Bread


Mixed salad


Sandwich

- LISTEN AND REPEAT







Mary: There are fries and sandwich. **Which food do you prefer?**
Tom: I **prefer** sandwich. I prefer it to fries.

I **prefer** sandwich. Or :
-I **prefer to eat** sandwich.
-I **prefer eating** sandwich.
-I'**d rather eat** sandwich.

TIME TO PRACTISE

Activity 1: Listen to the passage and note down all the words related to food items that you can hear. One is done for you. Example: 1- Pounded yam

Pounded plantain- Palm nut sauce - Cake - Peanut sauce- Mixed salad
Fried plantain - Sandwich - Grilled fish - Roast chicken - Bread -Fried potato

Activity 2: In turn, say differently what people prefer.

Example:

Student A: I prefer cakes.
Student B: I prefer to eat cakes.
Student C: I prefer eating cakes.

1	I prefer cakes.		
2			I prefer eating fried potato.
3		We prefer to wear caps.	
4		They to play football.	
5	He prefers books.		
6			She prefers speaking English.

TIME TO EXTEND

Put the letters in the correct order to find words related to food items.

Example: 1-Meat

1-	teMa=	5-	kCea =
2-	wncdciaSh =	6-	eatunPcsuae =
3-	seirF =	7-	eidFrttoaop=
4-	daeBr =	8-	deirFcier =

MY OWN NOTEBOOK

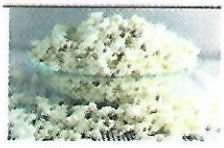
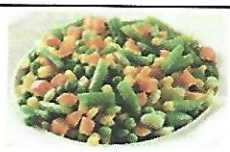
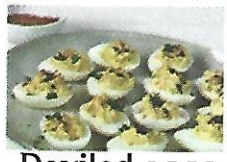
Raise your hand!

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Starter; Appetizer; Dish; Main course; Dessert; Yoghurt; Ginger juice; Lemon juice; Ice cream; A bottle of ; A glass of ; A piece of; A slice of; A cup of ; Deviled eggs	• Offering to help • Ordering a meal	**Can I help** you? **How can I help** you? **Do** you **have** ginger juice? **Can I have** ginger juice?

TIME TO LEARN

• LOOK, LISTEN AND REPEAT

A. Appetizers		B. Starters	
 Popcorn	 Croquettes	 Mixed vegetables	 Deviled eggs

Main courses /dishes: fried rice with meat, pounded plantain with palm nut soup, fries with roast chicken, attiéké with fried fish ...

C. Desserts		D. Drinks				
 Yoghurt	 Ice Cream	 Lemon juice	 Ginger juice	 Sorrel juice	 Tea	 Coffee

E. Quantities				
 A bottle of juice	 A glass of juice	 A cup of tea	 A piece of bread	 A slice of cake

• LISTEN AND REPEAT



TIME TO PRACTISE

Activity 1: Look at these pictures of food and use their numbers to classify them in the table below. Example: 1-Appetizers: croquettes

1  2  3  4  5 

6  7  8  9  10 

Appetizers	Starters	Main courses	Drinks	Desserts

Activity 2: Fill in the gaps with the words from the box to make the dialogue meaningful, then practise it with your neighbour. Example: 1-can

Can - have - help - How - Do

Waitress: Welcome, sir! 1- ..... I help you?
Yeo: Sure!
Waitress: 2- ..... can I 3- ..... you, sir?
Yeo: 4- ..... you 5- ..... fried rice with chicken?
Waitress: Yes, of course.

TIME TO EXTEND

Complete the dialogue below, using the phrases from the boxes

How can	Do you	Can I help	Can I have

Waiter: Good evening Madam, welcome to our restaurant! Have a seat here.
Mary: Good evening sir! Thank you!
Waiter: Madam, 1- ..... you?
Mary: Yes, of course!
Waiter: 2- ..... I help you, madam?
Mary: 3- ..... have some tea, please?
Waiter: Yes, Madam.
Mary: Great! 4- .....a cup of tea?
Waiter: Sure!

MY OWN NOTEBOOK

Don't cheat!
Stop making noise.

SESSION 3

COMMUNICATION ACTIVITY

You are visiting your Ghanaian pen-friend in Cape Coast. Today is his birthday and you go for dinner in a restaurant. As you listen to the waitress describing the menu,

- note down from your menu card, what they have today for starter, main course, drink and dessert
- Make your choices
- Order your meal and drinks.

Menu card

Starters/ Appetizers	Main courses	Drinks	Desserts
- Mixed salad - Mixed vegetables - Deviled eggs - Popcorn	- Fries and fried chicken - Fried potatoes and roast chicken - Fried plantain and fried fish	- Sorrel juice - Orange juice - Lemon juice - Ginger juice	- Yoghurt - Cake - Ice scream

LESSON 2

I LIKE FRUIT AND VEGETABLES

LESSON CONTENT OVERVIEW

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.

Vocabulary related to fruit and vegetables

Language function focus

- Making comparisons
- Expressing quantities

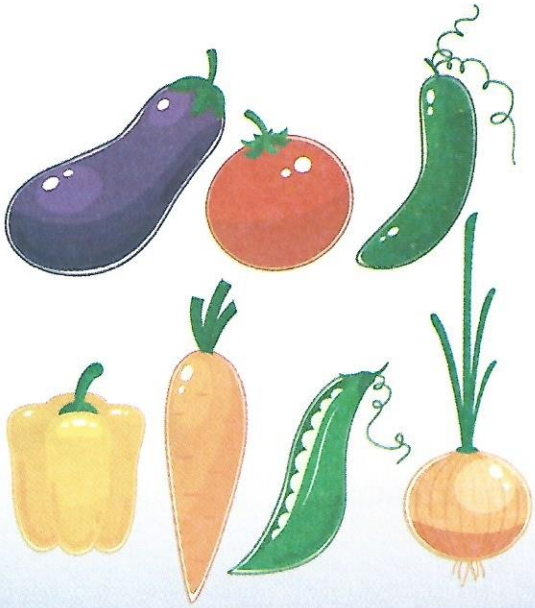
Everyday English

- A pineapple is bigger than an avocado
- an orange is more delicious than a lemon

A : How many mangoes are there?

B : There is / are...

VEGETABLES



FRUIT



SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Guava; Watermelon; Soursop; Cherry; Apricot ; Grape; Mandarin/Tangerine; Apple; Pineapple; Mango; Avocado; Coconut; Banana; Grapefruit; Strawberry;	Making comparisons	-The apple is **smaller than** the pineapple. -Oranges are **more delicious** than lemons.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT


Soursop


Watermelon


Pineapple


Grapefruit


Coconut


Avocado


Mango


Guava


Tangerine/Mandarin


Banana


Apple


Apricot


grape


Strawberry


Cherry

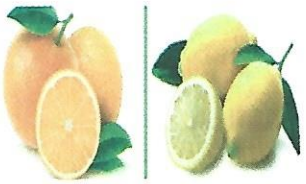
- LISTEN AND REPEAT





An apple is **smaller than** a pineapple.
A pineapple is **bigger than** an apple.
A pineapple is **heavier than** an apple.

Oranges are **more delicious than** lemons.



Short adjectives + er than
More + long adjectives + than

TIME TO PRACTISE

Activity 1: Tom is talking about what he likes and dislikes. Listen to the passage and write down all the names of fruit he likes. One is done for you. Example: 1-Guava

Guava - Soursop - Cherry - Coconut - Grape - Avocado - Mandarin - Apple - Pineapple - Banana - Watermelon - Apricot - Mango- Grapefruit - Strawberry

Activity 2: Compare the following fruit using the adjectives in brackets.

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

1- A Guava / a watermelon (big)
2- Pineapples / cherries (small)
3- A mandarin / a lemon (delicious)
4- Strawberry / banana (long)
5- Grape / coconut (heavy)
6- Lemon / Apple (expensive)

TIME TO EXTEND

Put the letters in the correct order to find names of fruit. **Example: Soursop**

1-	psoruSo =	5-	pPpeaelin =
2-	lonmerWerta =	6-	Aoodavc =
3-	regnTaneir =	7-	ntuooCc =
4-	rreybwaSrt =	8-	parefGtrui =

MY OWN NOTEBOOK

Put down your pen and listen!

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Cassava; Pepper; Yam; Okra; Plantain; Cucumber; Cabbage; Sweet potato; Mushroom ; Garlic; Onion; Tomato; Carrot; Onion; Eggplant	Expressing quantities	A: **How many** mangoes **are there?** B : **There is** one mango / **There are** five mangoes

TIME TO LEARN

- LOOK, LISTEN AND REPEAT

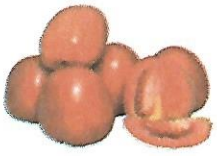

Cabbage


Cucumber


Eggplant


Carrot


Mushroom


Tomato


Onion


Garlic


Okra


Pepper


Potato

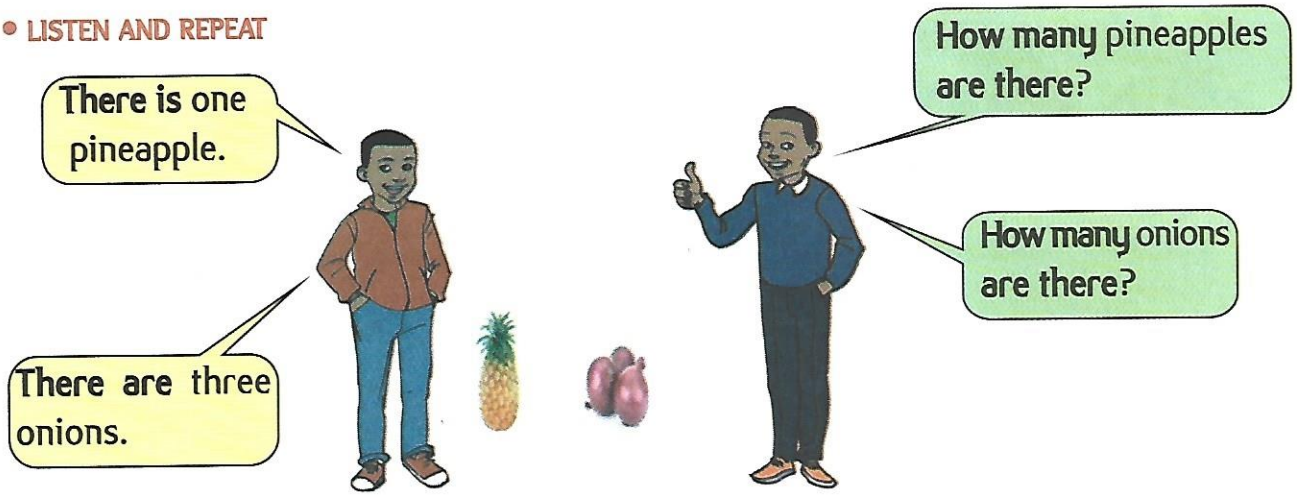

sweet potato


Yam


Cassava


Plantain

- LISTEN AND REPEAT



TIME TO PRACTISE

Activity 1: Mary is talking about the vegetables she likes and dislikes. Listen to the passage and note down the names of vegetables you hear among the options. Do like this. **1-cabbage.**

My name is Mary. I am a cook. I work in my cousin's restaurant. I like fruit but I prefer vegetables. I use them to make mixed vegetables. I' m really fond of 1- (cabbage - okra - garlic). I'm also fond of 2- (garlic - sweet potato - tomato) and 3- (pepper - carrot - sweet potato). But I don't like some vegetables. I don't like 4- (potato- garlic- yam) and 5- (pepper - plantain - mushroom). I also dislike 6- (cabbage - okra - garlic).

Activity 2: Ana is describing the fruits and vegetables she has got in her kitchen. Complete the passage with «there is» or «there are». Example: 1-There are
1- ..... many fruits and vegetables in the kitchen. 2- ..... a pineapple and 3- ..... ten apples. 4- ..... also twenty oranges. 5- ..... a cabbage. 6- ..... five garlic but 7- ..... only one carrot.

TIME TO EXTEND

Use the information from the boxes to ask and answer questions about quantities.
Example: 1- A: How many plantains are there?
B: There are five plantains.

1-Plantain / 05	2-Mushroom / 15	3-Garlic / 01
4- Tomato / 03	5-Cucumber / 01	6-Okra/ 00

MY OWN NOTEBOOK

Could you speak slowly, please?

SESSION 3

COMMUNICATION ACTIVITY

You are visiting your British pen friend in England. Today, he invites you to a vegetarian restaurant. As you listen to the waitress describing the menu they have,

- list the fruit and vegetables mentioned;
- say which ones you would rather eat.

LESSON 3

A GREAT COOK

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

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.

Vocabulary related to meals recipe

Language funtion focus

- Giving instructions
- Describing a process

Everyday English

- Wash the vegetables. Cut up the vegetables.
- Firstly, secondly, then, after that, finally etc.



A cake recipe



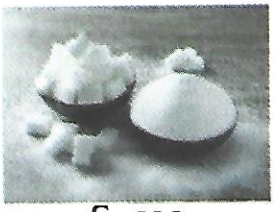
Flour
Milk (A full glass of milk)
Oil (Half a glass of oil)
Sugar (4 spoonfuls of sugar)
Salt (A pinch of salt)
Butter
An egg
To be cooked in an oven

SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Recipe; Oven; Oil; Salt; Sugar; Butter; Flour; A spoonful; A pinch of; A full glass of; Half a glass of	Giving instructions	Wash the vegetables. Sweep the table.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT

 Flour	 Milk	 Oil	 Salt
 Sugar	 Butter	 An egg	 An oven
 A full glass	 Half a glass	 A spoonful of sugar	 A pinch of salt

- LISTEN AND REPEAT







Giving instructions

Before you start cooking,
sweep the kitchen.
Wash your hands.
Wash the vegetables.

TIME TO PRACTISE

Activity 1: Ana is a cook. She is describing what she cooks. Fill in the gaps with the words from the box to make the paragraph meaningful. **Example: 1-oil**

oil - sugar - salt - egg - oven - butter - milk

I am a good cook. I know how to cook different meals. I use 1-..... to fry fish and plantain. I make an omelette with 2- ..... I cook roast chicken in the 3- ..... Every morning, I drink coffee with some bread. I put some 4- ... and 5- ... in my coffee. And I like to put 6- ... in my bread.

Activity 2: You are in the kitchen with your sister. Use the information below to give her some instructions.

Example: 1- wear some gloves before working in the kitchen.

1- To wear some gloves before working in the kitchen.
2- To sweep the kitchen
3- To collect the rubbish
4- To put the rubbish in the dustbin
5- To wash hands
6- To wash the recipients

TIME TO EXTEND

Help Yeo to give instructions to his brother. Correct the mistakes.

Example : 1-Wash your clothes.

1- Washes your clothes.
2- Washing the fruits before eating them.
3- Keeps quiet in class.
4- To respect your teachers.
5- Studying your lessons.

MY OWN NOTEBOOK

Work on your own!
Work individually

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
To Cut up ; To Add up ; To Mix up ; To pour ; Frying Pan ; Saucepan; Cooking pot	Describing a process Expressing quantities	**Firstly, secondly, then, after (that), finally** Add **two spoonfuls** of salt.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT

 A cooking pot	 A sauce pan	 A frying pan	 To pour oil in the sauce pan
 To peel a carrot	 To cut up vegetables	 To mix up the vegetables	 To add up a pinch of salt

- LISTEN AND REPEAT



To cook an omelette, **firstly**, crack the eggs in a bowl. **Secondly**, cut up the onion and the tomatoes and put them in the bowl with the eggs. **Then**, add a pinch of salt and mix all with a fork. **After that**, put your frying pan on the fire and add oil. **Finally**, pour in your mixture and fry for 2 minutes. Serve immediately with a piece of bread.

TIME TO PRACTISE

Activity 1: The following pictures describe cooking actions. Look at them and complete each sentence below with the appropriate verb.
Example: 1-mix


1


2


3


4


5

1- I ..... the vegtables.
2- I ..... water in a bowl.
3- I ..... a cucumber.
4- I ..... an onion.
5- I ..... sugar on the flour.

Activity 2: Here are the instructions to make mixed vegetables. Complete the passage with the appropriate word from the box. Write your answers like this. Example: 1-firstly

Finally, firstly, Then, Secondly, After that

To make mixed vegetable, 1- ....., sweep the kitchen table. 2- ....., wash the knife and the recipients. 3- ....., wash all the vegetables. 4- ....., cut up the vegetables on the kitchen table. 5- ..... put the vegetables in a bowl and mix up. Here you are, enjoy your meal!

TIME TO EXTEND

Your sister has downloaded the recipe for cooking omelette on the internet. Unfortunately, the instructions are in disorder. Help her reorder them. Start like this.
1- d-Firstly, crack the eggs in a bowl...
a- Finally, serve with a piece of bread.
b- Secondly, add the onion, tomatoes and a pinch of salt.
c- After that, pour the mixture in the frying pan and cook it for 2 min.
d- Firstly, crack the eggs in a bowl.
e- Then, put the frying pan on fire and add oil.

MY OWN NOTEBOOK

What's the matter?

SESSION 3

COMMUNICATION ACTIVITY

You are taking part in a cooking competition organised by the American embassy.
The organisers gave you the instructions for cooking a cake but on purpose, it is in disorder.
Then they let you listen to an audio, describing the process. As you listen,

A- Reorder the instructions of the recipe by mentioning the correct number.

Instructions of the recipe

- Add half a glass of oil.
- Pour four full glasses of water in the bowl.
- Add 1 kg of flour.
- Mix the content of the bowl.
- Put the mixture in the oven for 45 minutes.
- Add ten spoonfuls of sugar and a pinch of salt.
- Crack three eggs in a bowl.

B- Write the process of a recipe you know.

UNIT SUMMARY

• REVISION GAME

Find as many fruit and vegetables as you can.
Example : onion

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

• REVISION

Exercise 1: Put the letters in the correct order to find words related to food items and drinks.
Example: 1-Ice cream

1-cclreema=	6- rSrloeiecuj =
2- stRaoeknhicc=	7- utnlmaPeausc =
3- dDieelvegsg =	8- eidFrnntialpa=
4- tgYuorh =	9- deirFcier =
5- gGernieciju =	10- fefcoe =

Exercise 2: Classify the food items in the table below. Number 1 is an example
Example: mixed vegetables = Starters.
mixed vegetables- coffee - ice cream - pounded plantain - peanut sauce - lemon juice- cake- milk - croquettes - mixed salad - popcorn - roast chicken - yoghurt - tea - fried rice

Appetizers	Starters	Main courses	Drinks	Desserts
	- mixed vegetables			

Exercise 3: Use the information below to make comparison. Number 1 is an example.
Example: 1- Yeo is taller than Yao

1-Yeo : 1.73m / Yao : 1.70 m / Tall

2-Marta : 18/20 / Ama : 11/20 / Intelligent

3-Coconut :400g / guava : 0.05g / heavy

4-Apple :500F / Lemon : 50F / expensive

5-Yeo : 1.73 m / Yao : 1.70 m / Short

Exercise 4: The greengrocer is describing the fruit and vegetables he has got in his grocery store. Complete the passage with "there is" or "there are".
Example : 1- There are
1- .....many fruit and vegetables here. 2- ..... no apricot and 3- ..... no cherry for the time. However, 4- ..... some oranges and mangoes. 5- ..... also some avocados. Unfortunately, 7- ... ...only one carrot. But 6- .....some onions, tomatoes and carrots.

• WHAT I CAN DO

How well do you think you know the English you learnt in UNIT 6? Use a cross (X) to say what you can do and what you can't do.

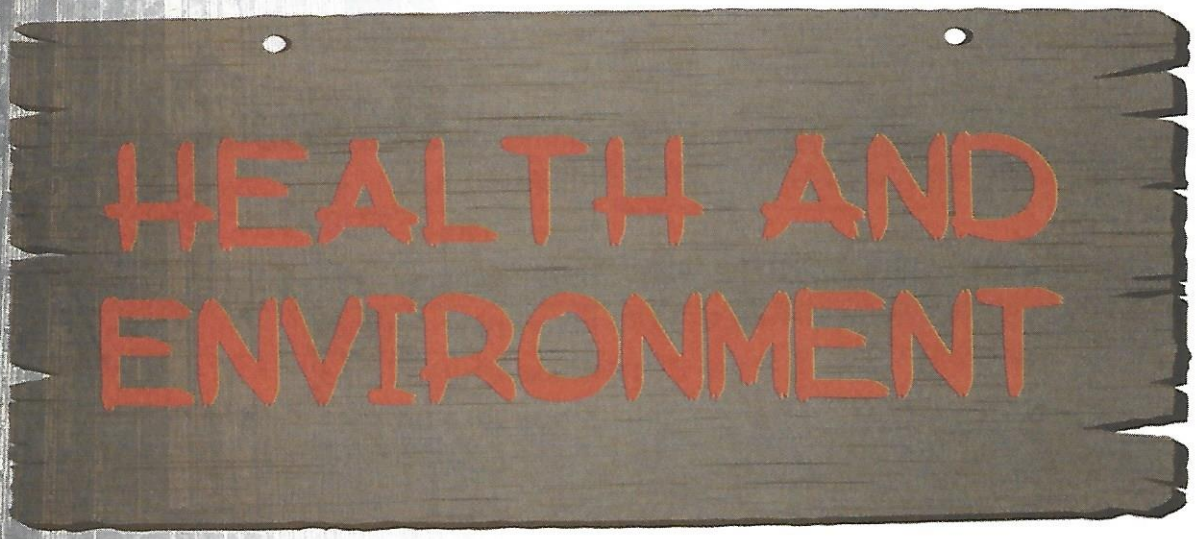
	I can	I can't
name foods and drinks		
name Fruits and vegetables		
order a meal		
offer to help		
express preference		
make comparison		
describe a process		

• EVALUATION

Look through the unit and discuss the questions below with your neighbour.
1-Which exercises do you think were easy?
2-Which exercises do you think were useful?
3-Which exercises do you think were difficult?

SKILL : READING

UNIT 7



LESSON 1 I CLEAN AND PROTECT MY ENVIRONMENT

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

On the Environment Day, the 5ème1 students of Lycée Moderne 3 of Divo read leaflets given by the USA Embassy in order to have more information about environmental problems today and how to cope with them.

Vocabulary related to environmental problems

Language function focus

- Expressing causes
- Giving advice
- Expressing prohibitions

Everyday English

Environmental problems are caused by human's activities.

Alidou : Our environment is in danger today, and it affects negatively our health.

Akossia: You're right! When you think of all these pollutions, we are really in danger.

Alidou: What are the causes of environmental problems?

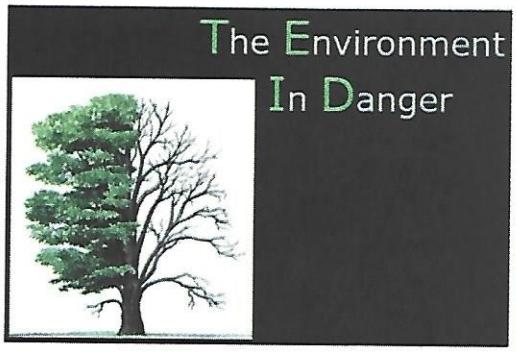
Akossia: There are many. In addition to global warming, we have water pollution and deforestation. Pouring chemical products and toxic wastes in rivers and oceans **leads to** pollution. And deforestation **is due to** human activities.

Alidou: True! There is the use of pesticides which is also dangerous for soils, plants, animals and even humans.

Akossia: I think that all these human bad activities on the environment must be prohibited.

Alidou: Yes, people shouldn't use too many pesticides.

Akossia: I agree with you, but the protection of the environment concerns us first! That's why we should protect our environment.

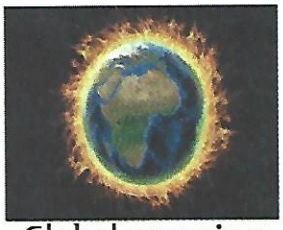


SESSION 1

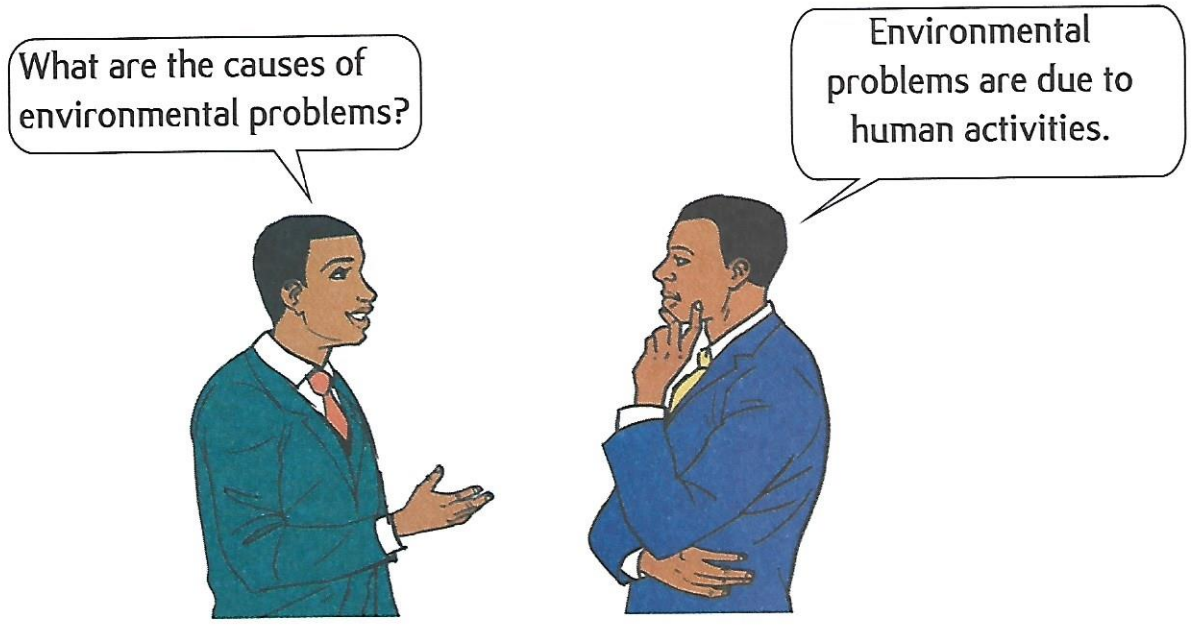
Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Global warming; Pesticides; Deforestation; Air pollution; Fumes; Waste; Bushfire; Soil pollution	Expressing causes	- Rejecting factory fumes **leads to** air pollution. -Deforestation **is due to** human activities.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT

 Deforestation	 Factory fumes	 Pesticides	 Global warming
 Toxic waste	 Bushfire	 Air pollution	 Soil pollution

- LISTEN AND REPEAT



TIME TO PRACTISE

Activity 1: Fill in the gap with the appropriate words from the box below to obtain correct sentences about environmental problems. Example : soil pollution

Global warming - pesticides - deforestation - pollution - fumes - waste- bushfires - soil pollution

1- ..... has a bad effect on the crops.
2- Air..... is the first cause of illnesses.
3- ..... is the main cause of desertification.
4- We didn't clean our classroom for weeks, so we are invaded by .....
5- Industrial agriculture uses ..... to clean fields.
6- Smokers unconsciously throw their cigarette butts to provoke.....
7- Oil factories liberate too much.....in the atmosphere.
8- Heat wave is due to.....

Activity 2: Use the words and expressions below to express causes. Number 1 is an example
1- Deforestation / overexploitation of the forests. (due to)
Deforestation is due to overexploitation of the forests
2- Air pollution / factory fumes. (caused by)
3- Many illnesses / water pollution. (caused by)
4- The disappearance of fish species / the use of chemical in fishing. (due to)
5- The destruction of the flora and desertification / bushfire. (caused by)

TIME TO EXTEND

Match the environmental problems below to their causes. Do like this: 1-c

Environmental problems	Causes
1-Bushfires	a- Too much pesticide
2-Soil pollution	b- cars and factories fumes
3-Air pollution	c- hunters and smokers
4-Water pollution	d-erosion
5-Deforestation	e-loud music, traffic
6-Noise pollution	f-pouring chemicals
7-Soil degradation	g-over exploitation of forests

1	2	3	4	5	6	7
C						

MY OWN NOTEBOOK

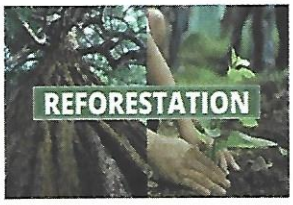
- What's the English word for global warming?
- Sir, I have finished.
- Wait for your turn.

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Renewable ; To clean ; To recycle ; Global warming ; Compost ; Dustbin ; Biodegradable	*Giving advice *Expressing prohibition	-We **should** protect our the environment. -People **mustn't** use chemicals to fish.

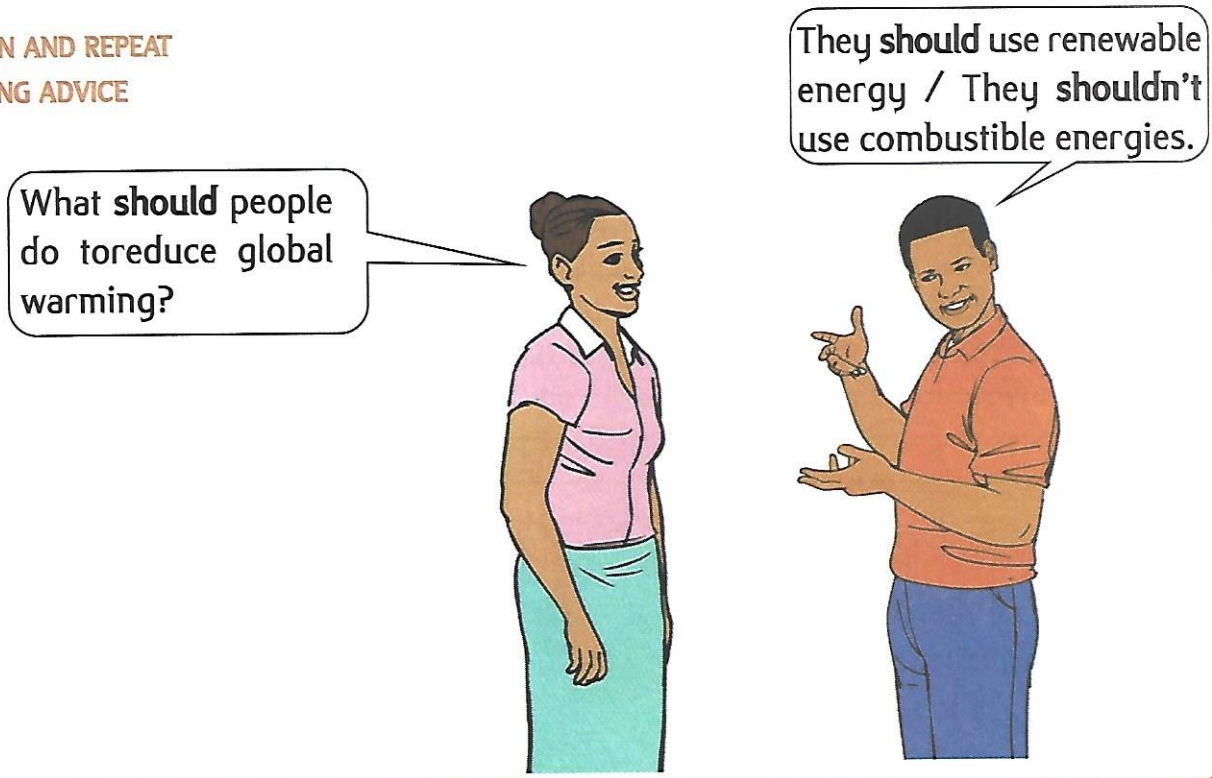
TIME TO LEARN

- LOOK, LISTEN AND REPEAT

 To recycle	 To replant	 Compost	 Renewable energy
 Dustbins	 Biodegradable bags	 To clean	 To pour

- LISTEN AND REPEAT

1- GIVING ADVICE



2- EXPRESSING PROHIBITION



We **mustn't** use chemical fertilizers in agriculture. It destroys the environment.



Fishers **mustn't** kill fish with chemicals. It is against the law.

TIME TO PRACTISE

Activity 1: Read the actions below, then note down the ones people can do to save the environment: Cutting trees - setting fire in the bush - recycling waste - fishing with chemicals - using renewable sources of energy - cleaning your living place - using composts in agriculture - pouring toxic waste in the ocean - using biodegradable bags - listening to loud music.

Activity 2: Match the eco-friendly actions below with their corresponding consequences on the environment. Example: 5-f

Eco-friendly actions	Consequences on the environment
1-Replant trees	a- Renewing forests
2- Clean your living place	b- Protection of your living place
3- Stop playing loud music	c- Preservation of water
4- Avoid to pour chemicals in rivers	d- Preservation of soils
5- Use composts	e- Reduction of noise pollution

TIME TO EXTEND

Use the expressions below to give advice or to express prohibition.
Example: 1-Everyone should plant a tree every year.

1- Everyone / plant a tree every year (advice)
2- For Konan, people / pour toxic waste in the lagoon. (prohibition)
3- Villagers / set fire in the bush for hunting. (advice)
4- Timber companies / cut small trees. (prohibition)
5- Agricultures / use chemical fertilizers. (advice)
6- Students / throw away papers everywhere. (advice)
7- Fishers / use chemicals to fish. (prohibition)

MY OWN NOTEBOOK

-Are you good at English?
-Yes, I am.
-Please, don't disturb me.

SESSION 3

COMMUNICATION ACTIVITY

On the Environment Day, you are asked to read a leaflet provided by the USA embassy in order to have more information about environmental problems today and how to solve them.

As you read the text, do all the activities that follow.

A- Read the text and choose the best option to answer the question below:

What is the text about?

a) Solutions to environmental problem

b) How global warning appears

c) Destruction of forest

Global warming : everyone's problem

Global warming is the augmentation of the temperature of the earth's near surface air and oceans. Concentrations of greenhouse gases lead to global warming. These gases are the result of human activities such as deforestation and factories fumes. Deforestation and factories smokes cause high temperature. The effects of global warming are the dissolution of polar ice and the rising of sea level. It also increases the precipitations (rain and snow), floods, storms and droughts in the world. To stop this situation, we should try to minimize emissions of carbon dioxide by planting more trees. They can capture the carbon dioxide. Also, we can use smaller cars, to spend less fuel, avoiding ecosystem contamination.

Adapted from: http://environment.nationalgeografic.com/global-warming/gw-overview.html

B- Read the text and give short answers to the questions below.

1- What is global warming?

2- Give the cause of global warming.

3- Name two things people should do to minimize emission of carbon dioxide.

C- Write a paragraph of five (5) lines maximum in which you say what people should do or shouldn't do to keep their environment safe.

LESSON 2

I MUST PREVENT DISEASES

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

During an English class, the students of 5ème1 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.

Vocabulary related to diseases and health

Language function focus

- Expressing sufferings
- Expressing obligations

Everyday English

What's wrong with you?

You must see a doctor.

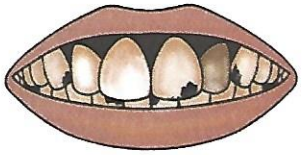
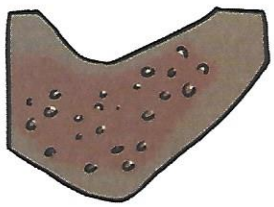


SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
To cough ; Malaria ; Skin disease ; Diarrhea ; Covid-19 ; Tooth decay ; Stomachache ; Headache.	-Asking and answering questions about diseases.	A: Kpakito, **what's wrong with you?** B: **I have** malaria. **I'm suffering from** malaria.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT

 Headache	 Tooth decay	 Stomachache	 Covid-19
 Diarrhea	 Skin disease	 Malaria	 To cough

- LISTEN AND REPEAT



TIME TO PRACTISE

Activity 1: Guest the disease through the symptoms below for each number.

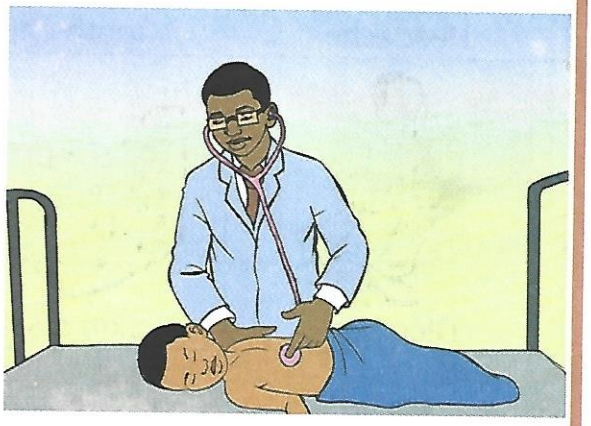
Example: number 1- Malaria

1- Fever; headache ; cold ; lack of appetite
2- Strong pain in the head
3- Bad smell from the mouth ; black teeth
4- Dots on the skin ; itching
5- Strong pain in the stomach
6- Fatigue ; respiratory problem ; cough ; flu
7- Going to toilet many times ; liquid excrement

Activity 2: Use the words or expressions in the box below to complete the dialogue between a doctor and two young patients. Then role-play it with your neighbour. Do like this: 1-wrong

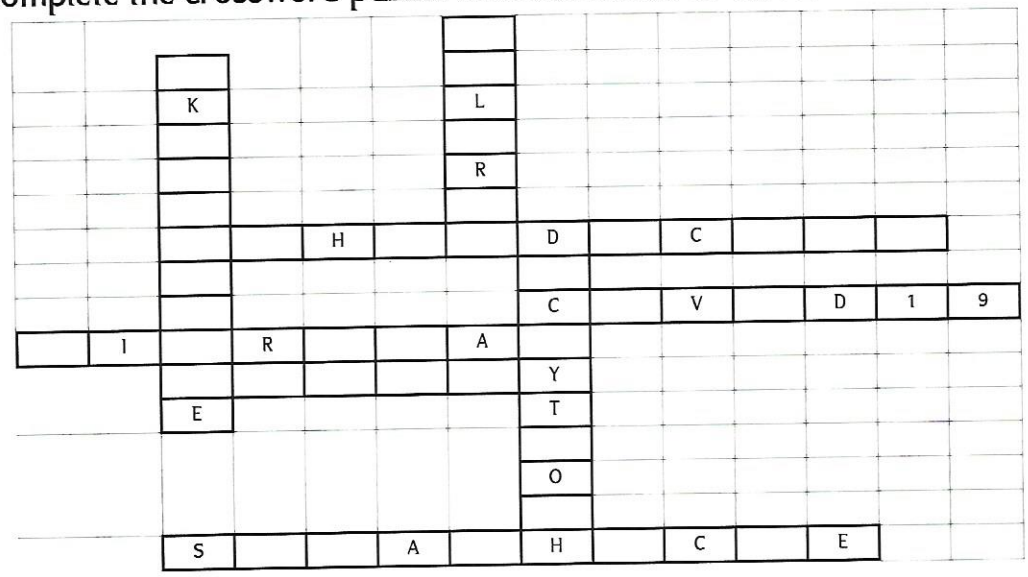
suffers - disease - suffering from - with - wrong - decay

Doctor: Good morning boys! What can I do for you?
Kpakito: I don't feel well doctor!
Zekinan: Me too, I don't feel well!
Doctor: Ok! What's (1)..... with you Kpakito?
Kpakito: I'm (2).....headache.
Doctor: And you Zekinan, what's wrong (3).....you?
Zekinan: I don't know exactly but I don't feel well.
Doctor: Ok! I'm going to check you up.
Zekinan / Kpakito: Ok
Doctor: Kpakito, are you cold?
Kpakito: Yes!
Doctor : Let me do your check up.
Kpakito: What (4)..... is Zekinan suffering from?
Doctor: Let me see! He has dots on his skin. Zekinan, open your mouth! Oh what a bad smell!
Kpakito: He may have a tooth (5).....
Doctor: Yes! He (6).....from skin disease and a tooth decay.



TIME TO EXTEND

Complete the crossword puzzle with the names of diseases



MY OWN NOTEBOOK

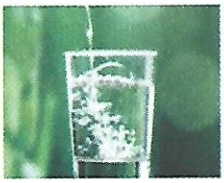
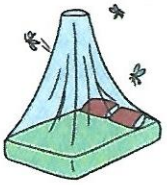
-How do you feel today?
-I feel better
-Speedy recovery

SESSION 2

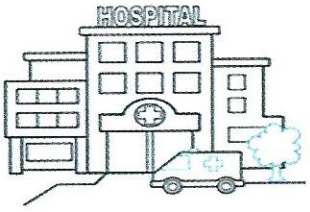
Learning points		
Vocabulary focus	**Language function focus**	**Structures**
To prevent ; Mosquito net ; Clean water ; Decayed food ; Face mask ; Toothbrush ; Toothpaste ; To have a rest ; Chewing stick ; Insecticide	Expressing obligations	A: I am suffering from malaria. **What must I do?** B: You **must** go to hospital and you **have to** sleep under a mosquito net.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT

 Clean water	 Toothbrush	 Mosquito net	 Toothpaste	 To have a rest
 Face mask	 Decay food	 Chewing stick	 Insecticide	 To prevent a disease

- LISTEN AND REPEAT





Bini: Good morning, Aya! You seem to be sick!
What's wrong with you?
Aya: I'm suffering from malaria!
Bini: It's a dangerous disease! You **must** go to hospital and see a doctor. And to prevent malaria you **have to** sleep under a mosquito net.
Aya: Thank you!
Bini: You're welcome!

TIME TO PRACTISE

Activity 1: Fill in each gap with the appropriate word or expression from the box below to make each sentence meaningful. Example: 1- to prevent

toothpaste - have a rest - clean water - toothbrush - mosquito net - face mask - decayed food - insecticide - to prevent - tooth decay

1- If you want to avoid a disease, it is important ..... it.
2- The medicine against fatigue is to ..... .
3- Sleeping under a ..... protects you against mosquito bites.
4- Brush your teeth with a ..... not with a Chewing stick to avoid decayed teeth.
5- When you suffer from ..... you can't chew food well.
6- In villages people don't drink ..... .
7- "Colgate" is a ..... .
8- If you eat ..... you will suffer from stomach ache.
9- People should wear ..... to avoid covid-19.
10- ..... is used to kill mosquitoes.

Activity 2: Complete the sentences below. Use words or expressions that you know from this lesson. Example: 1-must

a- Kpakito ..... go and see a doctor because he is sick.
b- When mosquitoes bite you, you can catch ..... .
c- Sleeping under a ..... protects you against mosquito bites.
d- ..... provokes mouth smell.
e- Generally, ... is caused by lack of rest.
f- Konan doesn't drink ..... So, he suffers from diarrhea.
g- People have to wash their hand regularly and wear face mask to prevent ..... .

TIME TO EXTEND

Match each disease in column A with the way to prevent it in column B. Example: 1- f

Column A	Column B
1- Headache	a. drink clean water
2- Tooth decay	b. wear a face mask and wash regularly your hands
3- Stomach ache	c. sleep under a mosquito net and spray your bedroom with an insecticide
4- Malaria	d. don't eat decay food
5- Skin disease	e. brush your teeth twice a day
6- Covid 19	f. sleep at least 6 hours a day
7- Diarrhea	g. take a bath twice a day

MY OWN NOTEBOOK

-What is the answer for number 3?
-It's .....
-Are you sure?
-Yes, Sir.
-What's about number 5?

SESSION 3

COMMUNICATION ACTIVITY

It is the World Health Day. During a competition organized by the English club of your school, the chairman gives you a text to read in order to sensitize your fellow students. Read the text and do the activities that follow:

A- As you read the text say what it is about;

It is important to prevent diseases. It will help you stay well and healthy. Preventing diseases makes sense. After all, you get only one life, and you want it to last as long as possible. Around the world, there are diseases that are caused by the way we live our lives. Most of them are associated with lack of some preventive measures. If you don't wash yourself, you can catch diseases like ringworm, head lice and tooth decay. You can catch malaria too if you don't sleep under a mosquito net or if you don't spray your bedroom with an insecticide. Many other diseases arise from lack of prevention. Therefore, prevention is better than cure.

Adapted from htpps://www.skillsyouneed,com/ps/healthy-body.htr

B- Read the text again and write true (T) if the statement is true or false (F). Justify your answers by indicating the line(s). Example: 1-F (L 1).

1-It is not important to prevent diseases.
2-Human gets only one life.
3-Most diseases are due to lack of taking preventive measures.
4-If you wash yourself, you can avoid disease like ringworm and head lice.
5-Malaria is not a disease.
6-To prevent malaria, you don't need to sleep under a mosquito net.
7-Cure is better than prevention.

C- After reading the text, write a paragraph of five (5) lines to say how people can avoid COVID-19.

LESSON 3 MY HEALTH DEPENDS ON WATER

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

On the occasion of "Water Day" celebrated in Divo, the students of 5ème1 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.

Vocabulary related to water-related diseases

Language function focus

- Expressing possibilities/ impossibilities
- Expressing probabilities

Everyday English

You can wear a face mask against COVID-19.

You can be sick if you drink unclean water.

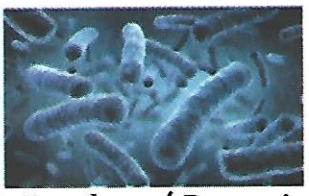
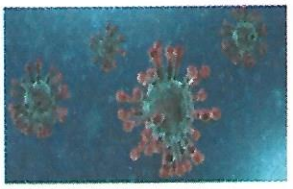


SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Dirty water ; Microbes ; Virus ; Bacteria ; Parasites ; Faeces ; Urinate ; Stagnant water ; To filter ; To defecate	Expressing possibility and impossibility	A: You **can** be sick if you drink this dirty water. B: I **cannot** be contaminated.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT

 Dirty water	 Microbes / Bacteria	 Viruses
 Parasites	 To defecate	 Faeces
 To urinate	 Stagnant water	 To filter water

- LISTEN AND REPEAT



Alima: What's going on?
Jeanne: Yesterday I swam in the nearby river. I **can** be infected!
Alima: Possibly! There are too many parasites in that river.
Jeanne: But I didn't drink the water, so I **cannot** be contaminated
Alima: You **can.**

TIME TO PRACTISE

Activity 1: Use the right words or expressions from the box to complete the sentences.
Example: 1-dirty water

dirty water ; microbes ; viruses ; parasites ; to defecate ; faeces ; to urinate ; stagnant ; to filter water

1- When you drink....., you are exposed to many diseases.
2- Ebola ..... can be found in the infected rivers.
3- Usually animals ..... infect rivers.
4- Microbes and ..... are the pathogens of water-related diseases.
5- You can avoid many diseases if you get into habit of drinking .....
6- When infected people..... in rivers, they transmit their diseases to others.
7- You can't avoid malaria if ..... water is near your house.

Activity 2: Use the "can" or "cannot / can't" to express possibilities or impossibilities.
Example: 1- You can filter river water before drinking it.
1- Filter river water before drinking it.
2- Be infected if you swim in polluted river.
3- Be sick if you drink clean water.
4- Catch malaria if you sleep under mosquito nets.
5- Swallow parasites if you drink infected lagoon water.
6- Avoid skin diseases if you don't wash your body every day.

TIME TO EXTEND

Decide whether the statements below are true (T) or false (F).
Example: 1-F

Actions
1-You can't filter river water before drinking it.
2-You can avoid skin diseases if you don't wash your body every day.
3-You can't be sick if you drink clean water.
4-You can avoid COVID-19 if you use face masks.
5-You can't catch malaria if you pour stagnant water near the house.
6-You can't swallow parasites if you drink infected lagoon water.

MY OWN NOTEBOOK

-Please Sir, may I go out?

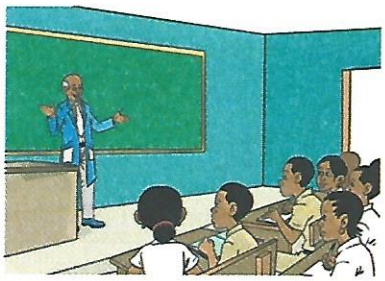
SESSION 2

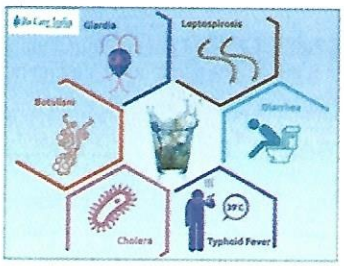
Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Typhoid fever ; Hepatitis ; Cholera ; Diarrhea ; Dengue ; Onchocerciasis ; Scabies	Expressing probability	A- If you vomit and have diarrhoea, it **may be** cholera. B- It **may not be** cholera because I don't vomit.

TIME TO LEARN

- **LOOK, LISTEN AND REPEAT**

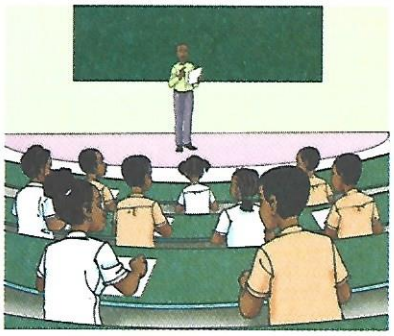
Mr. Akoitika: Good morning class!
Class: Good morning sir!
Mr. Akoitika: This morning we are going to learn about water-related diseases and their symptoms. Zepou, can you give me some names of water-related diseases?
Zepou: Yes sir! There are **typhoid fever** and **hepatitis.**
Mr. Akoitika: Well done Zepou! What else class? can you complete the list?
Zoukpi: There are **onchocerciasis** and **diarrhea.**
Mr. Akoitika: Very good Zoukpi! ? Can you complete the list Akouba?
Akouba: There are **dengue** and **scabies.**
Mr. Akoitika: That's a good job class ...





DISEASES	SYMPTOMS	PREVENTION
Typhoid fever	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
Hepatitis	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
Scabies	itching on the buttocks and between fingers	- avoid swimming in dirty rivers - wash your body with clean water and soap

• LISTEN AND REPEAT



Mr. Akoitika: ... Now, what is the manifestation of scabies?
Zara: Hum! They **may be** itching on the buttocks and between fingers.
Mr. Akoitika: You're right! What are the symptoms of diarrhoea?
Ayakan: They **may not be** like those of dengue disease : liquid faeces, feeling weak, abdominal pain.

TIME TO PRACTISE

Activity 1: Read the symptoms below and say which disease they describe.
Example: 1-Onchocerciasis

1- Loss of vision, cataract, skin rashes, and changes of pigmentation.
2- High fever, headache, stomach pain and constipation or diarrhea.
3- Fatigue, dark urine, abdominal pain, yellow skin and eyes, loss appetite.
4- Itching on the buttocks and between fingers.
5- Eye pain, fever, muscle pain, headache, bone pain, joint pain, nausea and vomiting.
6- Liquid faeces, weak, abdominal pain, rushing to toilet.

Activity 2: Write correct sentences with "may be" or "may not be" using the symptoms below. **Example: 1-It may be typhoid fever.**

1- He feels high fever, headache, stomach pain and constipation or diarrhoea. (typhoid fever).
2- She goes to toilet too many times. (diarrhoea)
3- He is itchy on the buttocks and between fingers. (dengue)
4- She has bone pain, joint pain, nausea and vomiting. (diarrhoea)
5- They feel fatigue, they have dark urine, abdominal pain, yellow skin and eyes. They also lose appetite. (hepatitis)

TIME TO EXTEND

With your partner, check your knowledge about symptoms of some diseases.
Example: 1-B: high fever and stomach pain

1- A: Name two symptoms of typhoid fever.
B: .....
2- A: Give two symptoms of scabies.
B:.....
3- A: Can you cite two symptoms dengue disease?
B:.....
4- A: Quote two symptoms of hepatitis
B:.....
5- A: cite two symptoms of diarrhoea
B:.....

MY OWN NOTEBOOK

- What do you advise me to do?
- How did you manage?

SESSION 3

COMMUNICATION ACTIVITY

On the occasion of Water Day celebrated in your school, you decide to read an article on diseases caused by water, published by the New York Time, in order to sensitize your friends. While you read the article, do the activities that follow.

A- Read the article and give the causes of diseases caused by water;

Diseases caused by water

Water-borne diseases are the ones caused by pathogenic microbes spread via contaminated water. The majority of the diseases caused by water worldwide mainly affects children. This is due to poor hygiene and weak immunity.

Microorganisms and other contaminating agents together cause serious conditions such as cholera, diarrhea, typhoid, amebiasis, hepatitis, scabies, and worm infections. Antibacterial medications are used for treatment depending on the nature of the disease. However, common precautions to keep the surroundings hygienic can help to stop the spread of these diseases. Additionally, maintaining personal hygiene also reduces the occurrence of diseases caused by water dramatically. One should make sure that their drinking water is filtered and purified. Also, the water used for cooking at home should be equally pure.

Adapted from: https://www.news-medical.net>health

B- Read the article again and answer these questions.

1- Which people are the most exposed to diseases caused by water?

2- Cite three (3) diseases caused by water.

C- Make a list of precautions you must take in order to avoid them.

UNIT SUMMARY

• REVISION GAME

Find six words related to diseases.
Example: 1-Headache

a	e	m	o	c	d	O	m	k	e	n	s	E	t	z	p
v	c	s	S	r	b	L	a	e	e	i	t	S	m	g	g
p	e	v	K	i	s	B	L	f	g	e	h	l	j	1	k
s	i	v	l	w	y	Z	A	c	b	a	f	M	n	i	1
o	p	q	N	s	t	S	A	v	1	d	d	Q	e	q	x
a	e	c	D	m	g	L	l	i	1	i	r	E	u	p	u
s	x	p	l	f	H	E	a	d	a	C	H	E	x	j	f
b	t	h	S	i	r	F	d	e	n	c	1	H	d	n	e
p	f	w	e	z	v	J	p	c	o	v	i	D	1	9	g
b	d	i	a	r	r	H	e	a	s	g	h	B	k	e	u
u	r	t	s	s	x	N	f	y	n	m	s	V	w	y	z
p	r	e	e	f	p	H	j	t	e	m	a	l	v	d	u
n	j	h	s	o	p	X	q	o	q	v	n	E	x	j	k
b	a	h	K	e	w	H	s	o	z	p	f	G	1	e	a
o	t	s	P	k	s	B	h	t	g	a	v	S	k	u	E
p	c	s	T	o	m	A	c	h	a	c	h	M	i	c	D

• REVISION

Exercise 1: Write the name of each disease.
Example: 6-Tooth decay


1-.....


2-.....


3-.....


4-.....


5-.....


6-.....

Exercise 2: Read the sentences below. Then give the people some advice. Use "should" or "shouldn't". **Example: 1- shouldn't**

1- You / defecate in the river when swimming.
2- Students / clean the schoolyard once a week.
3- People / smoke in public places.
4- Citizens / use biodegradable packing.
5- Authorities / forbid the use of chemical fertilizers in farms.
6- We / replant trees if we think about the future generation.

Exercise 3: Express obligation or prohibition either with must, have to, can't or mustn't.
Example: 1-We must save water

1- We save water.
2- People urinate in the river.
3- Students clean their school yard.
4- People throw waste in the river.
5- Pupils drink safe water to avoid water-related diseases.
6- People replant trees.

Exercise 4: Note down the odd-one from the list below.

1- hepatitis - cholera - malaria - tiger-
2- typhoid fever - onchocerciasis - dengue - snake
3- Bottle - dental caries - diarrhoea - headache
4- tooth decay - shoes - scabies - stomach ache

• WHAT I CAN DO

Did you do well in this unit?
Use a cross (X) to say what you can do and what you can't do.

	I can	I can't
names environmental problems		
name of water-related diseases		
giving advice		
expressing obligation		
expressing probability		

• EVALUATION

Look through the unit and discuss the questions below with your neighbour.
1-Which exercises do you think were easy?
2-Which exercises do you think were useful?
3-Which exercises do you think were difficult?

SKILL : READING

UNIT 8



LESSON 1

LET'S TALK ABOUT SPORTS AND GAMES

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

On the National Sports Day in Accra (Ghana), you are invited by your Ghanaian friend. Once there, he gives you a brochure to read in order to inform you about the different sports and games that are practised in his country.

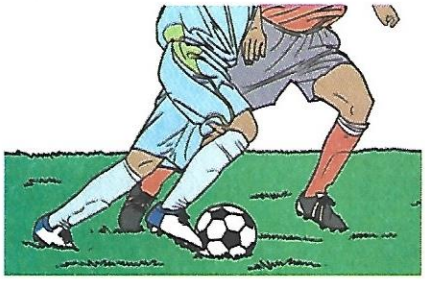
Vocabulary related to sports and games

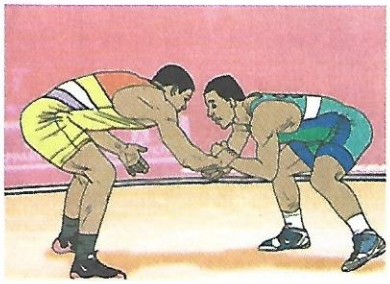
Language function focus

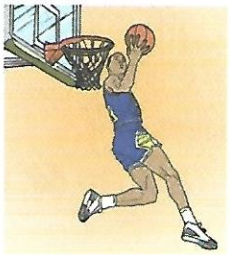
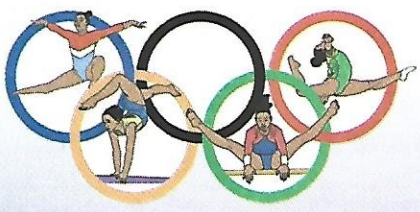
- Talking about the practice of sports
- Expressing likes and dislikes

Everyday English

I enjoy playing football.





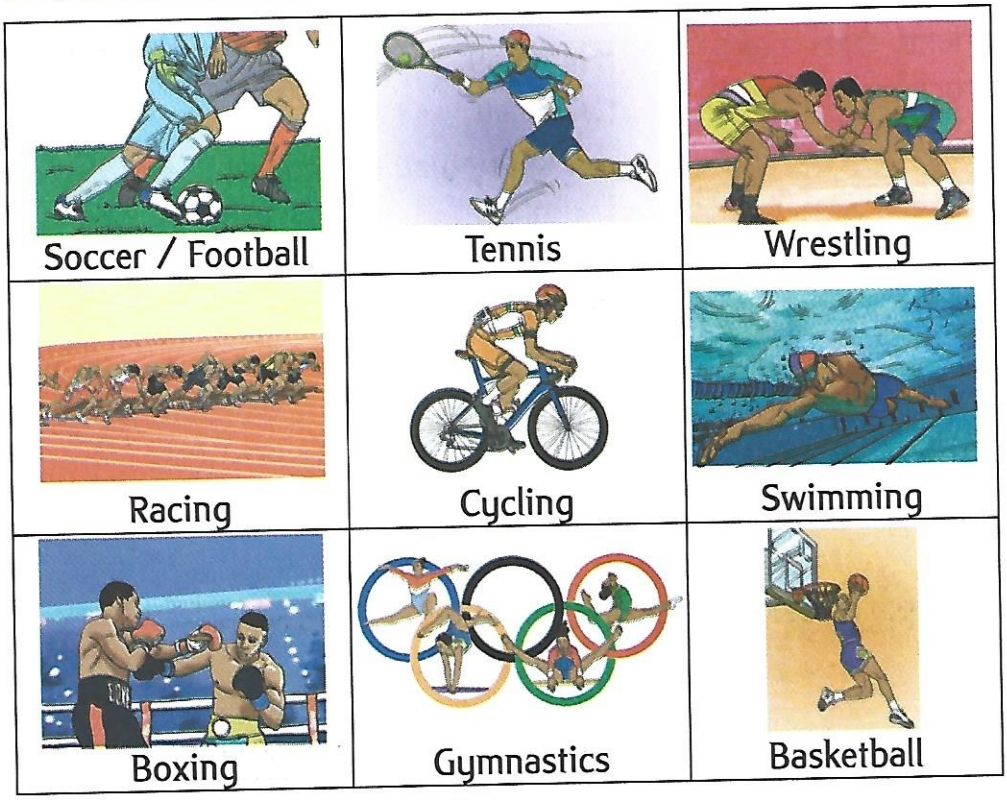


SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Soccer/Football ; Tennis ; Racing ; Boxing ; Basketball ; Gymnastics ; Swimming ; Cycling ; Wrestling	Talking about the practice of a sport	**-To do judo** **-To play football** **-To go swimming**

TIME TO LEARN

- **LOOK, LISTEN AND REPEAT**



- **LISTEN AND REPEAT**

Using **to do, to go, to play** to talk about the practice of sports

-Elena **does** gymnastics. Her brother does karate and judo.
(Do is used for a recreational activity or a non-team sport that does not use a ball.)

-Aicha and Ana **go** swimming. After that Aicha goes boxing and Ana goes wrestling.
(Go is used with activities that end in-ing)

-Kambiré plays tennis. But can't play football and basketball.
(Play is used with ball sports or competitive games where we play with another person.)

TIME TO PRACTISE

Activity 1: Reorder the letters below to obtain meaningful words related to games and sports.

Example: 1=WRESTLING

1- GNILTRSEW=
2- SMANYGTSIC=
3- NNSETI=
4- IGNCRCA=
5-SLBLBEAKTA=
6-LBOTOFLA=
7-CSCEOR=
8-MIMGISNW=

Activity 2: With the words in the box, make appropriate combinations.

Example: To go swimming

To go To play To do	Handball Baseball Swimming Tennis Racing Karate Judo Soccer Gymnastics

TIME TO EXTEND

Fill in the gaps with the appropriate verb forms from the box below.

Example: 1-is going

is doing - are doing - is playing - are playing - is going - are going

1- Akouba ..... swimming.
2- Yaba and Amy ..... volleyball.
3- Memphis ..... Karate.
4- Students ..... dancing.
5- Aby ..... gymnastics.
6- Siata and Kalifa ..... handball.

MY OWN NOTEBOOK

- Do you allow me to use your...?
- Which page are you on?

SESSION 2

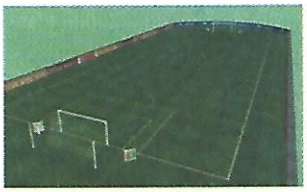
Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Basketball court ; Football field ; Tennis court ; Boxing Ring/Arena ; Swimming pool ; Cycling track ; Gymnastics floor ; Racing track ; Wrestling ring/Arena	Expressing likes and dislikes	I **like** tennis, but I **dislike** gymnastics.

TIME TO LEARN

• **LOOK, LISTEN AND REPEAT**


Boxing ring /Arena


Basketball court


Football field


Tennis court


Swimming pool


Cycling track


Gymnastics floor


Racing track

• **LISTEN AND REPEAT**

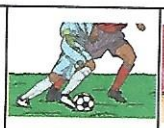
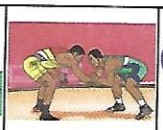
Affiba: Konan, which sports do you **like**?
Konan: I **like** basketball, but I **dislike** gymnastics.

TIME TO PRACTISE

Activity 1: Match the following sports with their appropriate field. **Example: 1-e**

SPORTS	FIELDS
1- Boxing	a- Floor
2- Basketball	b- Field
3- Swimming	c- Track
4- Cycling	d- Court
5- Football	e- Ring
6- Gymnastics	f- Pool

Activity 2: With your neighbour, look at the information in the table then ask answer questions about what they like(✓) or dislike (X)

								
Baky	✓	X	X	✓	✓	X	X	✓
Koly	X		✓	X	X			X
Abena and Jane	X	X	✓	✓	X	✓	X	✓

Example: 1. A. What does Baky like?

B. Baky likes playing football, racing, basketball and cycling.

2. A

B.

3. A

B.

4. A.

B.

5. A

B.

TIME TO EXTEND

Complete the sentence with "like" or "dislike". Mind the subject of the sentence.

Example: 6-like.

1- Koffi ..... swimming because he doesn't know how to swim.

2- Konakan and Yeo ..... basketball because they want to become basketball stars.

3- Elivis ..... football because he plays it well.

4- I ..... wrestling because it's dangerous.

5- Jame .....tennis because It keeps his body and mind fit.

6- Elena and july ..... gymnastics because it's their favourite sport.

MY OWN NOTEBOOK

- Let's go and play tennis!
- Are you good at tennis?

SESSION 3

COMMUNICATION ACTIVITY

On the occasion of National Sports Day celebrated in Accra (Ghana), the 5ème1 students of College Moderne of Nebo are invited. They are given leaflets dealing with sports and games. They read them so as to have information in order to make their choice later on. As a participant, read the leaflet and do the activities that follow :

A- Read the text and say what it is about.

The importance of Sport for Children's Health

Sport helps children to develop both physically and mentally. Physical activity should be part of our daily life. Practising any kind of sport from an early age helps children in many ways, for example, group activities improve interaction and social integration. It also improves the mental level and promotes a healthy lifestyle in adulthood. Sports have multiple healthy benefits. If we talk on a psychological or personality level, sports activities (especially those done in groups) help children to strengthen their social self-esteem, and allow them to understand the importance of having and respecting the rules.

B- Read the text and say if the statements below are true (T) or false (F). Indicate the line(s) of the text to justify your answer;

Statements
1- Sport doesn't help children to develop both physically and mentally.
2- Physical activity should be practised every day.
3- Sport favours social integration.
4- Sports done in groups allow children to understand the importance of respecting rules.

C- Tell the class the sport or game you like or dislike and say why.

LESSON 2

FOOTBALL, THE KING SPORT

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

The students of 5è1 from Collège Moderne Ogoudou are invited in Pretroria by their pen friends to watch the final of the African Nations Cup. Once there, they decide to read a text in order to know everything about this competition.

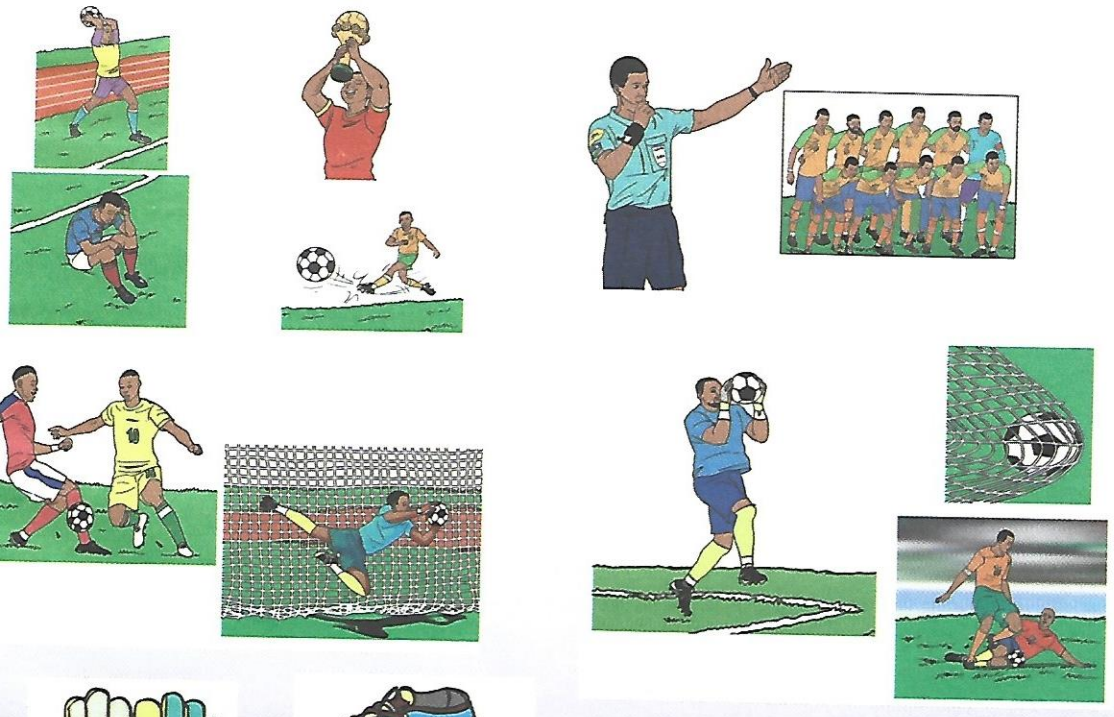
Vocabulary related to football

Language function focus

- Expressing passive actions
- Comparing

Everyday English

I dream of becoming a football star.

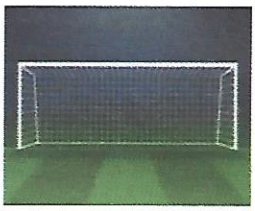


SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Ball ; Football field ; Goalpost ; Football player ; Football match ; Goalkeeper ; Gloves ; Cleated shoes	Expressing passive actions	-The ball **is stopped by** the goalkeeper. - Football **is played** on a field.

TIME TO LEARN

• LOOK, LISTEN AND REPEAT

 A referee	 A ball	 Goalpost	 A football player
 A football match	 A goalkeeper	 Gloves	 Cleated shoes

• LISTEN AND REPEAT

The goalkeeper **stops** the ball. (Present simple active)
The ball **is stopped** by the goalkeeper. (Present simple passive) :

PASSIVE VOICE
(am/is/are +past participle of verb)

TIME TO PRACTISE

Activity 1: Read the statements below about football. Then, complete each of them with the appropriate word from the box.

Example: 1-field

ball - player- gloves - referee - cleated - match

1- A football match is administered by a ..... .
2- Goalkeepers wear ..... .
3- Drogba is a good football..... .
4- .....shoes protect football players.
5- This football ..... is very interesting!
6- Football is a sport which is played with a ..... .

Activity 2: Write the sentences below whether in present active or passive form.

Example: 1-The ball is stopped by the goalkeeper.

1- The goalkeeper stops the ball.
2- Eleven players compose a football team.
3- The ball is kicked by the striker.
4- Girls play football.
5- Football players wear cleated shoes.
6- A football match is played by two teams.

TIME TO EXTEND

Rewrite the sentences below in present simple passive.

Example: 1-A football match is watched by Mr. Konan.

1- Mr. Konan watches a football match.
2- Diarra buys cleated shoes.
3- Amy does karate.
4- Students clean the football field.
5- Messi scores two goals.
6- Asec and Africa play a match today.

MY OWN NOTEBOOK

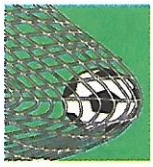
- It's a penalty shot
- I like swimming

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
To score a goal ; To shoot a corner ; A coach ; A trophy ; A penalty shoot ; A football team ; Supporters	Comparing	-Football is **more** interesting **than** volleyball. -Volleyball is **less** interesting **than** football. -Football players are **faster than** handball ones.

TIME TO LEARN

- **LOOK, LISTEN AND REPEAT**

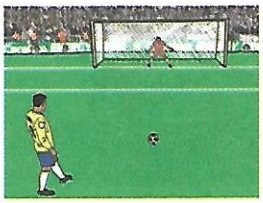

To score a goal


To shoot a corner


A coach


A trophy


Kolo Toure is a defender


A penalty shoot/kick


A football team


Supporters



Yaya Touré is a midfielder



Gervhino is a striker

- **LISTEN AND REPEAT**

Yapy: Are football players **faster than** handball ones?
Koubi: Yes, they are.
Yapy: Koubi, between rugby and football, which one is interesting?
Koubi: Football is **more interesting than** rugby. (Two/three or more syllable adjective)
Yapy: Which one is **less popular?**
Koubi: Rugby is **less popular than** football. (Two/ three or more syllable adjective)

TIME TO PRACTISE

Activity 1: The words in column A are about football. Match them to their corresponding definitions or synonyms in column B. **Example : 1-d**

COLUMN A	COLUMN B
1-Supporters	a-To gain a point
2-Team	b-To hit the ball
3-Striker	c-Fans.
4-Midfielder	d-Group of players who perform for a club.
5-Coach	e-A player who scores goals.
6-Trophy	f-Cup which recompenses the winners
7-Goal	g-A player who plays at the central part of the field.
8-To shoot	h-A person who teaches and trains the members of a sport team.
9-To score	i-Point

Activity 2: Select the right element in brackets to express comparisons.
Example: 1-larger

1- Ebimpé stadium is (larger/ more larger) than Plateau stadium.
2- Basketball players are (more taller/ taller) than football players.
3- The strikers are (faster/ less faster) than defenders).
4- Goalkeepers should be (quicker/ more quicker) than defenders.
5- This player is (big/bigger) than the others.
6- Football is (more interesting/ interesting) than the other sports.

TIME TO EXTEND

Use the words from the box to complete the paragraph below to make it meaningful.
Example: 1-football

than - goals - team - matches - football- striker

Souley and Adam are two boys whose favourite sport is (1)..... They never miss the football (2)..... shown on TV. They know a lot about football. For example, they know that a football (3)..... is made up of eleven players; the (4).....is the one who scores the (5)..... and must be faster (6).....the other players. Souley and Adam dream of becoming great footballers one day.

MY OWN NOTEBOOK

-Did you enjoy the football match?
- Yes, I did!

SESSION 3

COMMUNICATION ACTIVITY

During a competition organized by the English club of your school, the coordinator gives you the text below to read and do the tasks that follow it.

A-Choose the option that best completes the sentence below.

This text...

a) explains the rules of sports competition.
b) gives the importance of playing football.
c) explains the rules of a football match.
d) gives a general view about football.

FOOTBALL

Football is one of the most popular games in the world. It is a game of excitement and thrill as nobody knows at which moment a match a team can score. It is known as a game full of uncertainties.

Football is played between two teams and each team has 11 players in it and one of the players is a goalkeeper. There is a "Goal Post" constructed at each of the two ends of a big field. A big net is tied with that goalpost. Each player competes with his opponent and tries to kick the ball into opponent's goal post which is called as "Goal". Two goalkeepers stand in front of their team's goal post. They play to prevent the ball entering their goal post to save a goal.

There is a referee in football game who judges the goal scored by a player. He also ensures that the game is played honestly. The game is of 90 minutes with two sessions of 45 minutes each with a break of 10 minutes. In case of no goal or equal goals, extra time of 30 minutes and finally "Penalty Shootout" of 5 attempts is given to each team.

Adapted from TeachingBAyan.com

B-Answer the questions below about the text

1-What name is given to football in North America?
2-How many teams are opposed in a football match?
3-Is there only one goal post on a football field?
4-what is the objective of each team in a football match?
5-What's the referee's role in a football match?
6-How many breaks are there in a match?

C-After reading the text about football, write a six-line paragraph to compare football with another game you know

LESSON 3 WHAT IS YOUR FAVOURITE TRADITIONAL GAME?

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

The students of 5e3 from Moderne Collège Niambezaria read a text on traditional games during their English club meeting in order to acquire more abilities.

Vocabulary related to traditional games

Language function focus

- Using the superlative
- Expressing the end of an action
- Using "make" and "play"
- Making suggestions

Everyday English

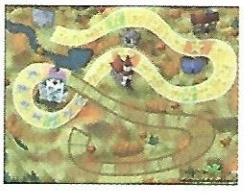
I enjoy playing video games.
















SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Marbles ; Ludo ; Scrabble ; Draughts ; Skills game ; Card ; Hopscotch	Using superlatives Expressing the end of an action	-Ludo is the easiest game. Scrabble is the most thoughtful game. - Girls no longer play hopscotch. -People don't play marbles any more.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT


Marbles game


Ludo game


Scrabble


Cards


Hopscotch


Draughts


Skills game

- LISTEN AND REPEAT

Willy, do you want to play marbles with me?



Why? Don't you know it is **the most** thoughtful and **the oldest** game?



No, I **no longer** play marbles.

Yes, I know it. But please, I **don't** play marbles **any more.**

TIME TO PRACTISE

Activity 1: Odd one out. Choose the word which is not part of the group.

Example: 1- Draughts

1- football / handball / draughts / swimming
2- cards /. ludo / awale / tennis
3- hopscotch / handball / swimming / baskeball
4- marbles / rugby / skills game / scrabble
5- goalkeeper / cleated shoes / marbles / gloves

Activity 2: Choose the appropriate superlatives in the sentences below.

Example: 1- the oldest

1- Awalé is (the older / the oldest) game in Africa.
2- Videogames are (the most interesting / the more interesting) games today.
3- Gervinho is (the fastest / the faster) striker in the world.
4- Michael Jordan was (the greatest / the great) basketball player of his generation.
5- Cards game is the (most thoughtful / the more thoughtful) games.

TIME TO EXTEND

Write questions and answers using "no longer" or "any more".

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.**

1- Drogba / a player of the Ivorian team.
2-The elephant / African champion
3- Awalé / modern game
4- Many students / play marbles
5- Adults / ludo game at home
6- Samuel Eto' / the best football player in the world.

MY OWN NOTEBOOK

- How often do you play scrabble a week?
- I play it twice a week.

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Video games ; Success ; Jump rope ; Chess game ; Clapping game ; Hide-and-seek ; Guessing game	• Using "make", "help" and "let" • Making suggestions	-We **should** play video games -It **makes / helps** me feel relaxed. -**Let** me start first.

TIME TO LEARN

• **LOOK, LISTEN AND REPEAT**


Video games


Success


Jump rope


Chess game


Clapping game


Hide-and-seek

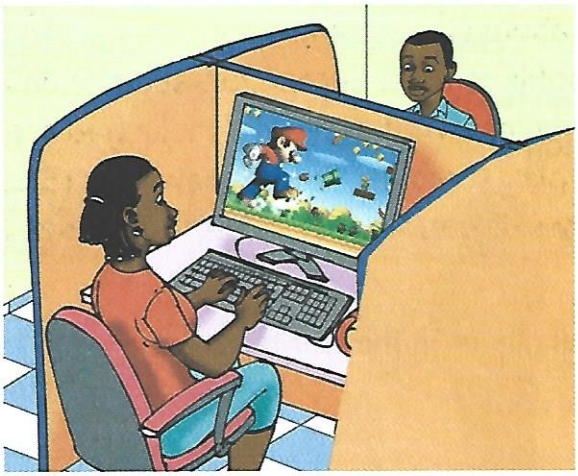


Guessing game

• **LISTEN AND REPEAT**

Jane, we **should** play video games, we are getting bore there.

It **helps** me learn more.



Yes! You're right; It will **make** us feel relaxed.

Ok, **let's** go! But why **shouldn't** we use these two computers?

TIME TO PRACTISE

Activity 1: Guess the game through the clues below. Example: 1-It's success

1- In this game, you try to find the way to get to the fortune.
2- The game consists in jumping to avoid to touch the rope that goes up and down.
3- Your eyes are covered and you try to find someone.
4- This game is played on a TV, computer or smartphone screen.
5- In this game, some clues are given and you try to guess the name.
6- In general, this game is played by girls. They clap hands and sing.

Activity 2: Complete the folowing dialogue with: make / let's / should or shouldn't. Then practise it with your neighbour. Example: 1-make

Assiba: Traditional games (1)..... people keep their cultures.
Jame: So, (2)..... play a traditional game!
Assiba: We (3)..... play cards. It's relaxing.
Jame: Cards is relaxing but not thoughtful. Why (4)..... we play scrabble?
Assiba: You're right. It (5)..... us learn new words.
Jame: We (6)..... play awalé from time to time.

TIME TO EXTEND

Complete the letter below. Use the words from the box. Example: 1-scrabble

should - interesting - scrabble - Africa - helps -than - played

Dear Abiba
I'm wrting this letter to tell you about (1)..... and awalé.
Awale is from (2)..... and scrabble is from Europe. Scrabble is an exciting game which (3)..... you improve your vocabulary. And awalé will make you acquire skills.
More (4)..... two persons can play scrabble. Whereas awalé is (5)..... by two persons. Both are known as (6)..... games. If you want to become an active learner, you (7)..... play either scrabble or awalé.
Your friend
Kwame

MY OWN NOTEBOOK

-Let me help you!
-Thanks! That's kind of you!

SESSION 3

COMMUNICATION ACTIVITY

During a competition organized by the British Embassy in your school, you are given the text below to read and do the tasks that follow it.

A- Read the text and say what it is about.

Games, way to learn

"Let's play a game," is a phrase that brings smiles to so many faces. Games are a fundamental way that humans interact and learn. They provide so many benefits for people of all interests and abilities. Children especially love playing games and these activities provide such a great opportunity for them to practice so many skills. In The Thrive offices in the Bozeman Public Schools are filled with various board games, card games, and even art supplies to make your own games. Because games can be such a great icebreaker, Coordinators often suggest that mentors and mentees start off their relationship by playing games as a way to get to know each other. Games can teach important social skills such as communicating verbally, sharing, waiting, taking turns, and enjoying interacting with others.

Adapted from: https://althrive.org/thrive-mentoring-story-community-copy/

B- Read the text again and match the words from column A with their synonyms in column B.

Example: 1-d

COLUMN A	COLUMN B
1. phrase (line 1)	a. give
2. provide (line 2)	b. affinity
3. abilities (line 3)	c. educate
4. mentees (line 7)	d. expression
5. relationship (line 7)	e. protégé
6. teach (line 8)	f. competences

C- Write short answers to these questions according to the text.

1- Which phrase brings smiles to so many faces?
2- Who especially loves playing games?
3- How should mentors and mentees start their relationship?
4- List the things games can teach.

UNIT SUMMARY

• REVISION GAME

Write as many words related to sports and games. Each team wins one point for each correct word. Any words that are unreadable or misspelled are not counted.

NAMES OF SPORTS AND GAMES

TEAM 1	TEAM 2	TEAM 3	TEAM 4

• REVISION

Exercise 1: Read each sentence and underline the correct verb in brackets.

Number 1 is an example.

1- Many children like to (go - play- do) football.
2- A good training is important to (play - do - go) professional boxing.
3- Let's (play - go - do) swimming!It's good for our health.
4. When did you start to (play - do - go) karate ?
5- My friend and I like to (do - go - play) cycling after school.
6- We dislike to (go - do - play) racing . It's tiring.
7- Don't you want to (go - do - play) Kung fun? It's cool.
8- If you (play - go - do) athlectics, you will develop endurance.

Exercise 2: Choose the best option for each sentence to express comparatives and superlatives.

Example: 1- best

1- Lionel Messi is the ..... football player in the world.
a) good b)best c) better
2- Gervhino is the ..... player of the ivorian national football team.
a) fast b) fastest c) faster.
3- Rugby is the ..... sport among all the sports.
a) more dangerous b) dangerous c) most dangerous.
4- Football is .....than the other sports.
a) Most popular b)more popular c) popular.
5- A basketball court is .....a football field.
a) Smaller b) small c) smallest.

Exercise 3: Read the paragraph below and complete it with the words from the box to make it meaningful. Example: 1-team

field - coach - midfielder- striker- goalkeeper- team - defender -

A good football (1)..... is the one which has a talented (2)..... to score goals; a very mobile (3)..... to serve balls to the attacker; a brave (4)..... to stop strikers and a fearless ..... to stop balls. It does need a good (5)..... to train them because he is not on the football (6)..... during the match.

Exercise 4: Write the present passive form of the sentences below.

Example: 1-Awalé is played by Europeans.

1- Today, Europeans play Awalé.
2- Teachers teach many games at school.
3- More and more people practise sport.
4- Americans prefer baseball.
5- Asians do martial arts.
6- The boys watch a football match.

• WHAT I CAN DO

Did you do well in this unit?
Use a cross (X) to say what you can do and what you can't do.

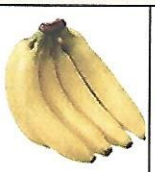
	I can	I can't
give names of sports		
give name of games		
use go, do and play		
express the end of action		
use let, help and make		

• EVALUATION

Look through the unit and discuss the questions below with your neighbour.
1-Which exercises do you think were easy?
2-Which exercises do you think were useful?
3-Which exercises do you think were difficult?

Likes and Dislikes

Look at the information in the table and write about what they like and don't like.

	 apples	 pears	 strawberrie	 bananas	 oranges	 grapes	 watermelon
Paul	✓	✗	✗	✓	✓	✗	✗
Emma	✓	✓	✓	✗	✗	✓	✗
Pam & Sue	✗	✓	✓	✗	✓	✗	✓

Answer the questions

1. What does Paul likke?
   Paul likes .....
2. What does Emma like?
   Emma .....
3. What do Pam and Sue like?
   .....
4. What doesn't Paul like?
   .....
5. What doesn't Emma like?
   .....
6. What doesn't Pam and Sue like?
   .....
7. What do Paul and Emma like?
   .....
8. What do Paul, Pam and Sue don't like?
   .....

Complete the sentences with information from the table.

- Emma likes ..., ..., ..., and ... but she doesn't like ..., ... nor ... .
- Paul likes ..., ... and ..., but he doesn't like ..., ..., ... nor ... .
- Paul and Emma like ..., but they don't like ... .
- Pam, Sue and Paul like ..., but they don't like ... .

Give short answers.

1. Does Paul like apples? .....
2. Does Emma like pears? .....
3. Do Pam and Sue like oranges? .....
4. Does Emma like strawberries? .....
5. Does Paul like grapes? .....
6. Do Paul and Emma like watermelon? .....
7. Does Paul like bananas? .....

Positive	Comparative	Superlative
beautiful	more beautiful	most beautiful
big	bigger	the biggest
black	blacker	the blackest
bright	brighter	the brightest
clean	Cleaner	the cleanest
clever	Cleverer	the cleverest
confused	more confused	the most confused
difficult	more difficult	the most difficult
dirty	dirtier	the dirtiest
fascinating	more fascinating	the most fascinating
famous	more famous	the most famous
far	farther /further	the farthest/ furthest
fast	faster	the fastest
fat	fatter	the fattest
fierce	fiercer	the fiercest
late	later	the latest
old	older	the oldest
poor	poorer	the poorest
proud	prouder	the proudest
quiet	quieter	the quietest
sharp	sharper	the sharpest
short	shorter	the shortest
slow	slower	the slowest
small	smaller	the smallest
strange	stranger	the strangest
strong	stronger	the strongest
tall	taller	the tallest
thin	thinner	thinnest
ugly	uglier	the ugliest
weak	weaker	the weakest
wise	wiser	the wisest
young	younger	the youngest

WORDLIST

A

Add (verb) = ajouter
Aunt (noun) = tante
Autumn (noun) = automne
A pinch of (loc.) = une pincée de
A slice of (loc.) = un morceau de
Add up (verb) = ajouter
After (adv.) = après
Apple (noun) = pomme
Apricot (noun) = abricot
Avocado (noun) = avocat
Ache (noun) = mal
Agree (verb) = être d'accord

B

Behing (adj) = derrière
Bookstore (noun) = librairie
Break (noun) = pose, recréation
Bean leaves (noun) = feuilles d'haricot
Bedsheet (noun) = drap
Blanket (noun) = couverture
Be in a hurry (exp.) = se dépêcher
Be late (exp.) = être en retard
Breakfast (noun) = petit-déjeuner
Barber (noun) coiffeur
Barber's shop (noun) = salon de coiffure (homme)
Big (adj.) = grand
Bricklayer (noun) = maçon
Broom (noun) = balai

C

Can (verb) = pouvoir
Chemistry (noun) = chimie
Clock (noun) = montre
Chop (verb) = découper
Church (noun) = église
Cook (verb) = préparer; cuisine
Cloud (noun) = nuage
Cloudy (noun) = nuageux
Cold (adj.) = froid
Country (noun) = pays
Car wash (noun) = lavage de voiture
Carpenter (noun) = menuisier
Cash register (noun) = caisse enregistreuse
Cashier (noun) = caissière
Collect (verb) = ramasser
Comb (noun) = peigne
Cook (noun) = cuisinier
Cooker (noun) = cuisinière à gaz
Cool (adj.) = frais
Crowded (adj.) = peuplé; bondé de monde
Cut (verb) = couper

D

Do (verb) = faire
Draw (verb) = dessiner
Dirty (adj.) = sale
Duty (noun) = devoir
Daughter (noun) = fille
Daughter-in-law (noun) = belle-fille
Dinner (noun) = diner
Dry season (noun) = saison sèche
Dirty adj.) = sale
Dusty (adj.) = poussiéreux
Dress (noun) = robe
Dish (noun) = mets
Dark (adj.) = noir ; sombre
Defecate (verb) = déféquer
Destroy (verb) = détruire
Dirty (adj.) = sale
Disease (noun) = maladie
Dot (noun) = point; bouton
Due to (adv.) = grâce à

E

Easy (adj.) = facile
Early (adv.) = tôt
Earring (noun) = boucle d'oreille
Eggplant (noun) = aubergine
Excessive (adj.) = excessif; trop

F

Form (noun) = class
Favorite (adj.) = préféré(é)
Find (verb) = trouver
Fish (noun) = poisson
Fireman (noun) = pompier
Fragrant (adj.) = qui sent bon

G

Gate (noun) = entrée, portail
Garden (noun) = jardin
Get up (verb) = se réveiller
Go up (verb) = passer en classe supérieure
Gap (noun) = espace
Grandchildren (noun) = petits-enfants
Granddaughter (noun) = petite-fille
Grandfather (noun) = grand-père
Grandmother (noun) = grand-mère
Grandson (noun) = petit-fils
Groundnut (noun) = arachide
Go back (verb) = retourner
Greengrocer (noun) = vendeur de fruits

H
Have (verb) = avoir
Hard (adj) = difficile , dure
How (adj.) = comment
Half (adv.) = moitié
Hot (adj.) = chaud
Hair clipper (noun) = tondeuse à cheveu
Hairdresser (noun) = coiffeuse
Hairdresser's (noun) = salon de coiffure (femme)
Hammer (noun) = marteau
Housemaid (noun) = ménagère
Hat (noun) = chapeau
Headscarf (noun) = foulard

I
Infirmary (noun) = infirmerie
In front of (adv.) = devant
Iron (verb) = repasser

J
Job (noun) = tâche ; travail
Judge (noun) = juge
Juice (noun) = jus

K
Keep (verb) = garder
Kill (verb) = tuer
Kind (adj.) = gentil
Kitchen (noun) = cuisine

L
Library(noun) = bibliothèque
Locate (verb) = localiser
Line up (verb) = se mettre en rang
Listen (verb) = écouter
Late (adv.) = en retard
Learn (verb) = apprendre
Lay down (verb) = s'étendre; être couché
Lunch (noun) = déjeuner
Law court (noun) = cour de justice
Lawyer (noun) = avocat

M
Movie (noun) = film
Mark (verb) = donner une note, corriger
Make up (verb) = (se) maquiller
Meal (noun) = repas
Meat (noun) = viande
Mosque (noun) = mosquée
Mark (noun) = note
Messy (adj.) = desordonné; derangé
Midday (noun) = midi
Midnight (noun) = minuit
Make (verb) = faire
Measure (verb) = mesurer
Mechanic (noun) = mécanicien
Midwife (noun) = sage-femme

N
Next to (adv.) = près de ; à côté de
Noisy (adj.) = ennuyant ; bruillant
Nephew (noun) = neveu
Newspaper (noun) = journal
Noon (noun) = midi
Noisy (verb) = bruyant
Nurse (noun) = infirmière
Necklace (noun) = chaîne
Nice (adj.) = joli
Night gown (noun) = robe de nuit
Noise (noun) = bruit

O
Office (noun) = bureau
Oil (noun) = huile
Okra (noun) = gombo
Office (noun) = bureau
On sale (loc.) = à vendre
Oil (noun) = huile
Okra (noun) = gombo
Onion (noun) = oignon
Oven (noun) = four
Ozone layer (noun) = couche d'ozone

P
Playgroung(verb) = terrain ; air de jeu
Put on (verb) = porter (un habit)
Past (adj.) = passé de
Plan (verb) = planifier
Pretty (adj.) = belle ; joli
Proud (adj.) = fier
Palm nuts (noun) = graines
Pillow (noun) = coussin ; oreiller
Plug in (verb) = brancher
Potash (noun) = potasse
Prawn (noun) = écrevette
Plane (noun) = avion
Plunger (noun) =ventouse
Policeman (noun) = policier

Q
Quarter (noun) = un quart d'heure
Quiz (noun) = interrogation écrite

R
Restroom (noun) = salle d'eau
Read (verb) = lire
report (noun) = feuille de devoir
resume (verb) = reprendre
Remove (verb) = enlever ; retirer
Roast (verb) = braiser
Rain (noun) = pluie
Rainy (adj.) = pluvieux
Resume (verb) = reprendre ; recommencer
Repair (verb) = réparer

S

staffroom (noun) = salle des professeurs
Sit down (verb) = s'asseoir
Subject (noun) = matière ; discipline
Sing (verb) = chanter
Start (verb) = commencer ; débuter
Stay down (verb) = reprendre sa classe
Speak (verb) = parler
Sad (adj.) = triste
Salt (noun) = sel
Shave (verb) = raser
Socket (noun) = prise de courant
Son (noun) = fils
Son-in-law (noun) = beau-fils
Sweep (verb) = nettoyer; balayer
Switch off (verb) = éteindre
Switch on (verb) = allumer
Schedule (noun) = programme
Shopping (noun) = achat; emplettes
Snow (noun) = neige
Spring (noun) = printemps
Summer (noun) = été
Sun (noun) = soleil

T

Taste (verb) = goûter
Test (noun) = évaluation; devoir
Tidy (verb) = ranger ; mettre de l'ordre
Tailor (noun) = tailleur ; couturier
Tape measure (noun) = mètre
Tool (noun) = outil
Trowel (noun) = truelle
Thong (noun) = tapette
Thousand (noun) = mille
Tie (noun) = cravate
Trainers (noun) = basket (chaussure)
Trousers (noun) = pantalon
Tangerine (noun) mandarine
Then (adv.) = ensuite ; alors
Tooth decay (noun) = carie dentaire
Toothpaste (noun) = patte à brosser
Toothbrush (noun) = brosse à dent

U

Unfortunately (adv.) = malheureusement

V

Very (adv.) = très

W

Where (adv.) = où
What (adj.) = qu'est-ce que, quel, quelle
Word (noun) = mot
Waste (verb) = perdre; gaspiller
Watch (verb) = regarder
Weather (noun) = temps
Wind (noun) = vent
Winter (noun) = hiver

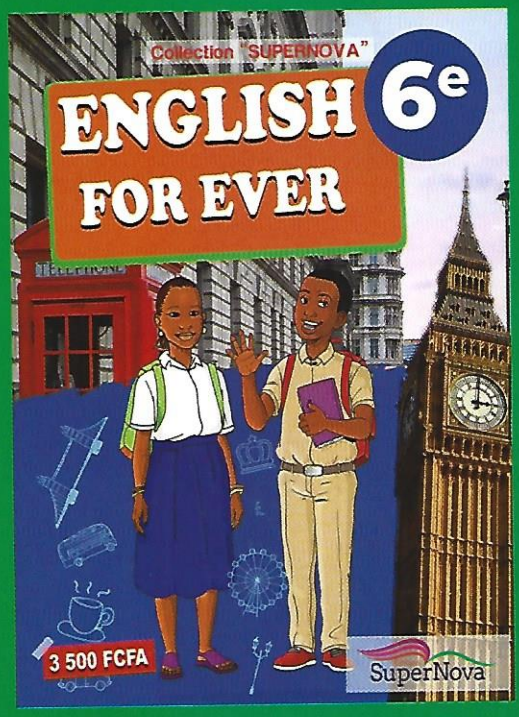
Y

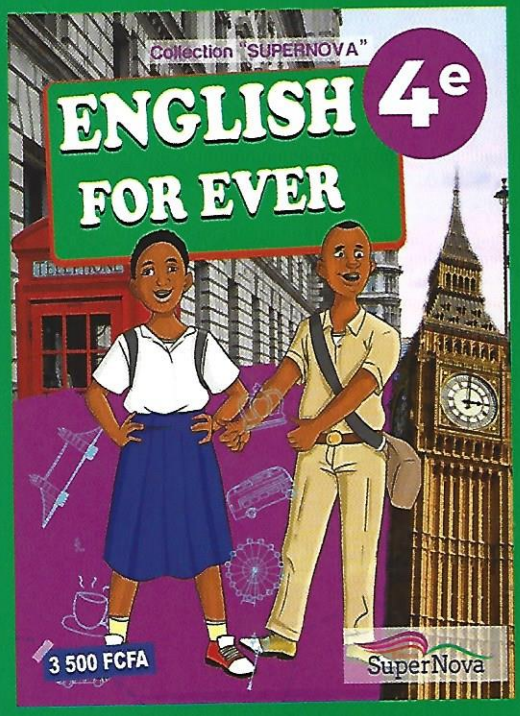
Yard (noun) = cour
Yam (noun) = igname

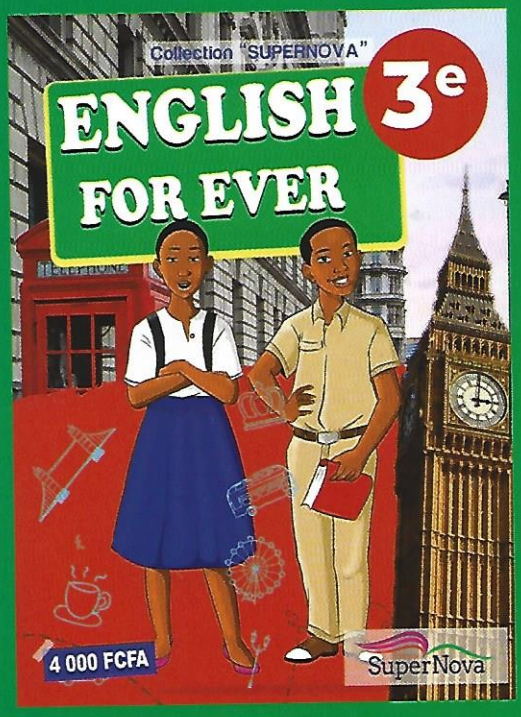
FORME DE BASE	PRÉTÉRIT	PARTICIPE PASSÉ	TRADUCTION
Be	was / were	been	être
Beat	beat	beaten	battre / frapper
Become	became	become	devenir
Begin	began	begun	commencer
Break	broke	broken	briser /casser
Come	came	come	venir
Cut	cut	cut	couper
Do	did	done	faire
Draw	drew	drawn	dessiner
Drink	drank	drunk	boire
Eat	ate	eaten	manger
Feel	felt	felt	se sentir
Give	gave	given	donner
Go	went	gone	aller
Have	had	had	avoir
Hide	hid	hidden	cacher
Keep	kept	kept	garder
Know	knew	known	savoir
Learn	learnt	learnt	apprendre
Lend	lent	lent	prêter
Make	made	made	faire / fabriquer
Speak	spoke	spoken	parler
Tell	told	told	dire
Understand	understood	understood	comprendre
Write	wrote	written	écrire

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DANS LA MÊME COLLECTION







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