

La série 'Move Forward with English' est l'œuvre d'un groupe d'inspecteurs en charge de la formation continue des professeurs d'anglais du cycle secondaire en Côte d'Ivoire.

Comme les manuels précédents, elle est bâtie autour des programmes éducatifs d'anglais en vigueur, fondés sur l'installation d'habiletés en vue d'un traitement efficace de situations complexes.

Cependant, elle se distingue des manuels précédents par l'intégration des quatre aptitudes ou compétences (l'écoute, la lecture, l'expression orale et l'expression écrite) dans la structure des leçons, ce qui permet à l'apprenant d'acquérir ces compétences graduellement depuis le premier jour de classe jusqu'au dernier jour.

Structure d'une unité

Le manuel comprend huit unités articulées autour des thèmes et contenus linguistiques prescrits dans les programmes éducatifs. Chaque unité comprend trois leçons, lesquelles sont à enseigner en trois sessions chacune. Chaque unité se termine par des activités de consolidation des acquis suivies de jeux et de chansons.

Structure d'une leçon

- **Situation d'apprentissage**

Contrairement aux manuels déjà existants, celui-ci, pour chaque leçon, propose une situation d'apprentissage qui met l'apprenant au centre d'un contexte d'apprentissage et qui détermine les habiletés à installer en vue du traitement efficace d'une situation complexe.

- **I observe**

Cette première étape de la leçon met les apprenants en présence des différents objets d'apprentissage. C'est une phase de découverte faite d'images avec des titres ou commentaires permettant aux apprenants d'anticiper sur la construction du sens des éléments à apprendre, en mettant en éveil leur curiosité.

- **I listen**

Cette deuxième phase de la leçon permet à l'apprenant d'écouter et de répéter deux dialogues mettant en relief les points lexicaux et grammaticaux à apprendre.

- **I speak**

A cette phase, l'apprenant fixe les points essentiels par la répétition et par l'interaction en binômes, sous la conduite du professeur.

- **I read**

Cette phase présente un texte de quelques lignes à lire sur le thème du jour.

- **I write**

Cette phase permet à l'apprenant de répondre à des questions sur le texte par écrit, dans un premier temps; Dans un deuxième temps, il écoute et écrit soit ce qu'il entend, ou la réponse de la question qu'il entend.

- **Grammar Focus**

Cette phase met en relief les points de grammaire auxquels l'apprenant a été exposé.

- **I say it well**

A cette phase l'apprenant répète soit la bonne prononciation de quelques mots ou la bonne intonation de quelques phrases.

- **Grammar Focus** (page.....)

Highlight the key grammar points presented and have them take notes in their notebooks.

- **I put it altogether**

Cette dernière phase tient lieu situation d'évaluation où l'apprenant traite une tâche complexe en mobilisant les ressources installées.

Generalities

Learning Context

- Read the learning context with the learners.
- Bring to make sense of the task through questions
- Help them identify the skills that they may need to accomplish the task, in terms of vocabulary and language functions

I observe

- Give them 3 mns to observe the pictures and discuss them in groups.
- Present the vocabulary items, and then the language function using the pictures or realia.

I listen

Have the learners listen to the dialogues in turn. Read them the dialogues with mimicry and pictures wherever possible, so they can work out their meanings.

I speak

- A. Have them listen and repeat the sentences with the correct intonation.
- B. Have them practice in pairs.

I read

A. Dialogues A&B

- Have them practice reading the dialogues in pairs.
- Monitor the activity moving around the rows and helping with intonation or pronunciation wherever necessary
- Choose 2 or 3 pairs for a demo on stage

B. Reading a text

Have them practise reading the words or text with the correct pronunciation.

I put it altogether (page.....)

Note that this activity is to be done in 55 minutes. Involve students as much as possible.

1. Explain the task to the learners;
2. Assign roles to different students
3. Have them prepare the task (go round to help when necessary);
4. Call a few pairs to perform;
5. Conduct feedback.

Lesson 1: Greetings*I write***A. Complete** (*page.....*)

Exercise:

- A. Good morning, Yao
- B. (1)....., Adjoua
- A. How are you ?
- B. (2).....,
- A. Good-bye
- B. (3).....

Answer key:

- A. Good morning, Yao
- B. (1)...*Good morning*...., Adjoua
- A. How are you?
- B. (2)...*Fine, ...thanks*....
- A. Good-bye
- B. (3)...*Good-bye*.....

B. I Listen and write (*page.....*)

1. What's your name?
2. My name is Paul.
3. How are you?
4. Fine,, thanks
5. Good-bye!

C. Put it in the correct order (*page.....*)

Exercise:

1. afternoon/Good
2. are/you/how?
3. fine/I/am
4. You/thank

Answer key:

1. Good afternoon
2. How are you?
3. I am fine
4. Thank you

Lesson 2: In the classroom

I read

B. Read the conversation (page.....)

Yéo: Where are you from, Elia?

Elia: I am from Bonon and you?

Yéo: I am from Odiénné.

Elia: Who is this boy?

Yéo: He is John; he is from Accra.

Elia: Nice to meet you, John.

John: Nice to meet you too, Elia.

C. True or false? (page.....)

1- False, *she is from Bonon.*

2- True

3- False, *he is from Accra.*

I write

A. Complete (page.....)

Answer key:

A. Good morning; my **name** is Moussa.

B. **Good morning**, I am Vanessa.

A. Nice to **meet** you, Vanessa.

B. Glad to meet you **too**, Moussa.

A. **Where** are you from, Vanessa?

B. **I** am from Dimbokro.

A. **Who** is this?

B. **He** is Thomas.

B. Listen and write (page.....)

1. Where are you from?

2. I am from Bingerville.

3. This is Moussa.

4. Here is Manoel.

5. Glad to meet you.

6. Nice to meet you too.

7. Who is this?

C. Put it in the correct order (page.....)

Answer key:

1. Nice to meet you.

2. I am from Daloa.

3. Where are you from?

4. Who is this?

5. Nice to meet you too.

Lesson 3: How many pens have you got?

I write

A. Complete the following dialogue between Yvan and Annick. (page.....)

Answer key:

Annick: How many pens have you got, Yvan?

Yvan: I have (got) two pens.

Annick: Please, give me one; there is no pen in my school bag.

Yvan: I'm sorry. There are two pens in my bag but there is only one blue pen.

B. Listen and write the words you hear. (page.....)

How many books have you got?

I have got one book / I've got one book.

How many pencils are there in your bag? How many erasures are there?

There are three pencils. There is one erasure.

C. Reorder the words from each list to obtain meaningful sentences. (page.....)

Answer key:

1. I have got one erasure.
2. There are two doors in the classroom.
3. How many books are there in your bag?
4. We have got English today.

Check 1

1. Observe the time and write the correct greeting (page.....)

- a. 7:00 am: ...*Good morning*.....
- b. 3:00 pm: ...*Good afternoon*.....
- c. 7:00 pm:*Good evening*.....
- d. 10:00 pm:*Good night*.....

2. Match the greetings or questions with the correct answers (page.....)

Exercise:

A	B
a. Good evening	1. Good-bye
b. What's your name?	2. Fine, thanks.
c. How are you?	3. You're welcome
d. Thank you	4. Good evening
e. Good-bye	5. Jack Ackmel

Answer key:

- a.4 b.5 c.2 d.3 e.1

3. Put in the correct order (page.....)

Answer key:

1. My name is Manoel.
2. I am from Daoukro.
3. Where are you from?
4. Is she from Daoukro?
5. Nice to meet you too.

4. Complete the dialogue (page.....)

Answer key:

A- Good morning; **my name is Koné/ I am** Koné.

B- **Good morning**, I am Winner.

A- **Nice to meet you**, Winner.

B- **Nice to meet you too**, Koné.

C- **Where are you from**, Koné?

A- **I am from** Zuénoula.

5. Find the missing letters in the following words to get names of classroom objects. (page.....)

Answer key:

1. **PEN (Example)**
2. RULER
3. BOOK
4. BOARD
5. DOOR
6. CHAIR
7. ERASURE
8. SCHOOL BAG

6. Observe these pictures about classroom objects. Then complete the sentences related to them with **there is** or **there are**. (page.....)

Answer key:

1. **There are** four books; **there is** no ruler.
2. **There is** one ruler; **there are** no books.
3. **There are** seven pens and **there are** two erasures.
4. **There are** five erasures and **there is** one school bag.
5. **There are** three chairs and **there is** one table.

Find the words from this list in the grid and circle them. (page.....)

DAY – NOON – AFTERNOON – NIGHT – MORNING - EVENING

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

UNIT 2 AT HOME

Lesson 1: I have a large family

I READ (page.....)

Read the text and complete the sentences with **parents - son - daughter - children-sister -brother**

Assita has a small family. Her father’s name is Bamba Issouf. Her mother’s name Awa Bamba. She has got a brother and a sister. Her brother’s name is Amhed Bamba, and her sister’s name is Fatou Bamba.

1. Assita is Mr and Mrs Bamba’s **daughter**.
2. Mrs Bamba and Mr Bamba are Ahmed and Fatou’s **parents**.
3. Amhed is Mr and Mrs Bamba’s **son**.
4. Ahmed is Fatou’s **brother**.
5. Fatou is Ahmed’s **sister**.
6. Ahmed and Fatou are Mr and Mrs Bamba’s **children**.

I write

A. Write your answer for each question about the text. (page.....)

1. Does Assita have a small family?	a. No, she doesn’t, she has a large family.
2. What is Mr Bamba to Assita?	b. Mr Bamba is Assita’s father.
3. Who is Assita’s mother?	c. Mrs Bamba Awa is.
4. Does Assita have a brother?	d. Yes, she does. She’s got a brother and a sister.
5. Has Assita got a sister?	e. Yes, she does.

B. Listen to your teacher and answer the questions. (Students provide their own answers). (page.....)

1. Who is your Dad?
2. Have you got a large or small family?
3. Do you have siblings?
4. What's your uncle's name?
5. What's your grandpa's name?
6. How many members does your family have?

C. Build your family tree. Write the names of each member. (page.....)

(Students provide their own family trees)

D. Put in the correct order

Answer

1. Anna has got a small family.
2. Do you have a brother?
3. What's your father's name?
4. What is Awa to Fofana? **OR** What is Fofana to Awa?
5. Fatou is Ahmed's sister.
6. How many people are there in your family?

Lesson 2: My house

C. Read

Read the dialogue and answer the questions. (page.....)

Moayé: Welcome to my house.

Zokou: Thank you.

Moayé: This is my living room. There is a sofa; and a TV set on a table.

Zokou: How many bedrooms are there in your house?

Moayé: Three; one is for my parents, one for me and one for the visitors.

Zokou: What room is this?

Moayé: It's the kitchen; There is a cooker, a fridge and a table.

Questions

- 1- Where are the sofa and the TV set?
- 2- Are there four bedrooms in the house?
- 3- What is there in the kitchen?

Answers

- 1- They are in the living room.
- 2- No, there are three.
- 3- A cooker, a fridge and a table.

I write

A. Complete (page.....)

Answer key:

- A- **Where** is the sofa?
- B- It is in the **in the living room**.
- C- How many **bedrooms** are there?
- D- **There** are three.
- E- Where is the **cooker / fridge / table**?
- F- It is **in** the kitchen.

A. I Listen and write (page.....)

1. This is my house.
2. There are four chairs in the living room.
3. The fridge is in the kitchen.
4. The cars are in the garage

B. Put it in the correct order (page.....)

1- It / dining room / my / is	1- It is my dining room.
2- bedroom / there / are / How many / beds / your / in/ ?	2- How many beds are there in your bedroom?
3- The / is / the / in / fridge / kitchen	3- The fridge is in the kitchen.

Lesson 3: In the kitchen

I write

A. Reorder the letters from each list to write words related to the kitchen. (page.....)

1. ratmro ...	1. mortar	8. votes	8. stove
2. finke	2. knife	9. ockroe	9. cooker
3. krof	3. fork	10. letpes	10. pestle
4. oginkoc top	4. cooking pot	11. slags	11. glass
5. fyr	5. fry	12. dounp	12. pound
6. sonop	6. spoon	13. shaw seshid	13. wash dishes
7. cause nap	7. sauce pan	14. degrif	14. fridge

B. Listen and write the words you hear. (page.....)

Read the words whose spellings look challenging and lead the learners to try to write them correctly. Here are some examples:

- Knife
- Fry
- Fridge
- Pestle

C. Here are answers. Write the corresponding questions. (page.....)

Answer: Patrick is in the kitchen.

Question: **Where is Patrick?**

Answer: He is washing the dishes.

Question: **What is he doing?**

Check2

1. What is your (page.....)

- Father's wife to you? ...**My mother.**
- Mother's daughter to you? ...**My sister.**
- Father's mother and father to you? **My grandmother and grandfather /My grandparents.**
- Mother and father's son to you? **My brother.**
- Mother's brother and sister to you? ...**My uncle and aunt...**
- Your aunt's daughter and son to you? **My cousins.**

2. Answer the questions below. (page.....)

Personal answers depending on pupils' experiences.

- a. Do you have a large family?
- b. How many members have you got in your family?
- c. Do you have siblings?
- d. Have you got cousins?
- e. What's your father's name?

A- Circle the correct answer (page.....)

- 1- There is a car in the **garage.**
- 2- The fridge is in the **kitchen.**
- 3- There is a TV set on **the table.**
- 4- The beds are in the **bedroom.**

B- Re order the letters to find the correct words. (page.....)

- 1- BEDROOMS
- 2- COOKER
- 3- HOUSE
- 4- BATHROOM
- 5- GARDEN

C- Ask the correct questions. (page.....)

- 1- How many chairs are there?
- 2- Where is the fridge?
- 3- Is the bed in the living room / kitchen / dining room...?

Exercise 1: Write true (T) or false (F) in front of each name of kitchen tool. Correct the wrong names. (page.....)

Answers:

- | | |
|------------------------------|---------------|
| 1. F. a frying pan (example) | 4. F. a knife |
| 2. F. a pestle | 5. T |
| 3. F. a cooker | 6. T. |

Exercise 2: Use the correct form of the verbs between parentheses to answer the following questions about what the people are doing. (page.....)

1. Fanta is frying Alloco (example)
2. Adou (He) is pounding yam.
3. Dally and Christina (They) are washing the dishes.
4. Nomel is cleaning the fridge.
5. Atowla and Anna are eating Attiekie.

UNIT3: TIME AND DATE

Lesson 1: What's the date today?

I write

A. Answer the following questions (page.....)

1. How many days are there in the week? **There are seven days in the week.**
2. How many months are there in the year? **There are twelve months in the year.**
3. How many days are there in the year? **There are 365 (three hundred and sixty-five) days in the year.**
4. When do you have class in the week? **Left to the students.**

B. Listen and write (page.....)

1. What day is today?
2. What's the date today?
3. How many days are there in the week?
4. What's the seventh month of the year?

5. **Sixty 60**

Sixty-one 61

Sixty-seven 67

Seventy 70

C. Write correctly the words (page.....)

1. YJUARN: JANUARY
2. UTASRADY: SATURDAY
3. EEKW: WEEK
4. OMNHT: MONTH
5. ERSETPMB: SEPTEMBER

Lesson 2: What's the time?

I write

A- Write the time. (page.....)

It's ten o'clock	It's half past nine
It's quarter past seven	It's quarter to six
It's twenty-five past three	It's twenty to nine

B- I Listen and write. (page.....)

1. What time is it?
2. It's eleven to eleven?
3. What's the time?
4. It's half past four?
5. Is it quarter to five?
6. It's nine o'clock
7. What time is the English class?

C- Put the letters in the correct order (page.....)

1. QUARTER
2. HALF
3. O'CLOCK
4. TIME
5. PAST

Lesson 3: The Time Table

I write

A. The following affirmations are about the pictures below. Write *T* for true and *F* for false. Correct the false affirmations. Write your answers like in the example. (page.....)

Answers:

- | | |
|--|--------------------------------|
| 1. F. Number one is French (example) | 5. F. Number five is History. |
| 2. F. Number two is Mathematics. | 6. F. Number six is Spanish. |
| 3. F. Number three is Natural Sciences | 7. F. Number seven is Physics. |
| 4. T | 8. F. Number eight is Civics. |

B. Listen and write the words you hear. (page.....)

- How many subjects do you study?
- What do you have on Tuesdays?
- What is your favourite subject?

C. Write the questions in this dialogue between Alice and Peter. (page.....)

Alice: What is your favourite subject?

Peter: My favourite subject is Physical education

Alice: What do you have on Mondays?

Peter: On Mondays? I have German and Natural sciences.

Check 3

Activity1: Write the following days or months in order. (page.....)

Example: 1. JANUARY

1. AAUJNAYR
2. PARLI: APRIL
3. AYDOMN: MONDAY
4. TOBOERC: OCTOBER
5. URSTHDYA: THURSDAY

Activity 2: Write the following sentences or questions in the correct order. (page.....)

Example: 1. Today is Monday.

1. Monday/today/is
2. What's the day today?
3. There are seven days in the week
4. How many months are there in a year?
5. What's the date today?

Activity 3: Write your answers to the following questions. (page.....)

1. There are seven days.
2. There are twelve.
3. Wednesday
4. October
5. What's the day today?

Exercises

A- Reorder the words to write a correct sentence. (page.....)

- 1- What time is it?
- 2- Is it ten o'clock?
- 3- What is the time?
- 4- It's quarter past eleven.
- 5- What time is the English class?

B- Write the time. (page.....)

- | | |
|------------------------------------|---|
| 1- 12:30 → It's half past twelve | 2- 18:30 → It's half past six (in the evening) OR p.m. |
| 3- 07:15 → It's quarter past seven | 4- 10:45 → It's quarter to eleven. |
| 5- 08:45 → It's quarter to nine | 6- 24:00 → It's twelve o'clock at night / It's midnight |

C- Complete with the correct number.

1-

Sixty	+	eleven	=	Seventy-one
-------	---	--------	---	-------------

2-

Seventy-two	-	twelve	=	Eighty-four
-------------	---	--------	---	-------------

3-

Seventy-nine	+	six	=	Eighty-five
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Song about the time

<https://www.youtube.com/watch?v=RBvmO7NgUp0>

Activity 7: Complete this text about students' time tables with information from the table. Write your answers like in the example. (page.....)

Answers

- | | | |
|----------------------|----------------|-----------------------|
| 1. Physics (example) | 3. Mathematics | 5. English |
| 2. Arts | 4. History | 6. Science |
| | | 7. Physical education |

Activity 8: Ask correct questions on two details of the text below. (page.....)

1. How many subjects does Diop study?
2. What are his favorite subjects?

Lesson 1: What do your parents do?**I write****A. Answer the following questions** (page.....)

1. What's Anna's mum's occupation? She's a doctor
2. What does Anna's Dad do? He's a mechanic.
3. What does a mechanic do? He repairs cars
4. What does a doctor do? He/she consults patients.

B. I Listen and write (page.....)

Answers are given based on their family experience.

1. What does your mother do?
2. What's your father's job?
3. What does your mother do in her job?
4. What does your father do in his job?

C. Write correctly the words (page.....)

1. HCAECMIN: *MECHANIC*
2. ERTCHEA: *TEACHER*
3. LTPLIO: *PILOT*
4. RDVIRE: *DRIVER*
5. WYALER: *LAWYER*

Grammar Focus (page.....)

Highlight the key grammar points presented and have them take notes in their notebooks. Note two major ways of asking about someone's job: 1. What does X do? 2. What's X's job/occupation?

I put it altogether (page.....)

Help them build up dialogues like in A&B. Monitor the activity.

Lesson 2: What do you work with?

I read

C- True or false (page.....)

- 1- False (Dad is a mechanic)
- 2- False (screwdrivers and pliers)
- 3- True
- 4- True
- 5- True

I write

A. Complete (page.....)

- B. What tool does a doctor use to work?
C. **A stethoscope, syringes and needles and a thermometer**

A. Who works with sunglasses

- B. Pilots do.

- A. Who works with a saw?

B. **The carpenter does.**

B. I Listen and write (page.....)

1. *The lawyer works with a law book.*
2. *What tool does a shoe polisher use to work?*
3. *Mechanics work with screwdrivers.*
4. *Teachers write on boards.*
5. *Who works with a hammer?*

C. Put it in the correct order. (page.....)

1. Air hostesses work on planes.
2. Who works with a hammer?
3. Mechanics work with screwdrivers.
4. What does a teacher work with?

Lesson 3: Where does a teacher work?

I write

A. Observe the pictures below and answer the questions about people's workplaces. (page.....)

Answers:

1. Patrick works in a garage.
2. Christina works in a bookshop.
3. Zonlewa works in a classroom/ a school.
4. Karim and Nomel work at a police station.
5. Audrey works on a plane.
6. Ballou works in carpentry.

B. Listen and write the words you hear. (page.....)

- Garage
- Farm
- Market
- Plane
- Station

C. The following answers are about workplaces. Write the corresponding questions. (page.....)

1. Sarah works in a school. **Where does Sarah work?**
2. They work in a garage. **Where do they work?**

I say it well

Have them say the questions and answers about workplaces. (page.....)

Example:

- **Where** does the mechanic work?
- He works **in** a garage.
- **Where** does the policeman work?
- He works **at** a police station.

Check4

Activity 1: Write the odd-one out from each list. Example: 1. Screwdriver (page.....)

1. Taxi driver pilot screwdriver teacher: **screwdriver**
2. Thermometer pliers carpentry blackboard stethoscope: **carpentry**
3. Carpentry blouse hospital garage office: **blouse**
4. Wear work place eat write: **place**
5. Blue shirt yellow white black: **shirt**

Activity 2: Answer the questions (page.....)

1. What do your parents do? (personal).....
2. Where does a doctor work? ...**At a hospital**.....
3. What does a carpenter work with? ...**At a carpentry**.....
4. Does mechanic work in a carpentry? **No, he doesn't; he works in a garage...**

Exercises

A- Circle the correct option. (page.....)

- 1- I am a doctor; I use a **syringe** to work.
- 2- The teacher does not use a **syringe** to work.
- 3- I use a hammer to work; I am a **mechanic**.
- 4- Where is the **dressmaker's** pair of scissors?

B- Who am I? (page.....)

- 1- The teacher uses me to work; I am a **board / book / ...**
- 2- The dress maker takes me to cut cloth; I am a **pair of scissors**.
- 3- I protect the pilot's eyes when he flies his plane; I am **sunglasses**.
- 4- The doctor needs me to take the patients' temperatures; I am a **thermometer**.
- 5- My role is to make shoes shine; I am a **shoe polisher**.

Song: What do you do? <https://www.youtube.com/watch?v=syut1tqUPWQ>

ACTIVITY 6: Match each job from column A with the corresponding workplace in column B. Write your answers like in the example. (page.....)

Answers:

- | | | | |
|----------------|------|------|------|
| 1. d (example) | 3. h | 5. g | 7. a |
| 2. f | 4. b | 6. c | 8. e |

Activity 7: reorder the words from each list to write correct questions about workplaces. Write your answers like in the example. (page.....)

1. **Where do farmers work? (example)**
2. Where does a pilot work?
3. Where do you work?
4. Where do the teachers work?

COMMUNICATION TASK (page.....)

For the English club magazine, you are sharing information on the occupations of your family members.

- Introduce yourself to the members of the club.
- Write about the occupations of two members of your family.
- Indicate where they work.

Explain the task to the learners

Make sure they follow the 3 instructions given by the topic

Check the following:

- *The writer introduces himself/herself*
- *Information about occupations of family members*
- *Specification of work places of mentioned family members.*

UNIT5: Clothes and Colours

Lesson 1: What are you wearing?

I write

A. Answer the following questions. (page.....)

1. His birthday is January 2
2. They are wearing traditional clothes
3. They are wearing modern clothes
4. (personal)
5. (personal)

B. I Listen and write (page.....)

For 1 and 3, they should give their personal answers.

1. What are you wearing?
2. I am wearing a pair of trousers?
3. When is your birthday party?
4. July 20, 2010.

C. Write correctly the words.

1. SSDER: **DRESS**
2. SRRTOEU: **TROUSERS**
3. LBOUES: **BLOUSE**
4. STHORS: **SHORTS**
5. PAC: **CAP**

I put it altogether

Help them build up dialogues like in A&B. Monitor the activity. They can simulate phone calls.

Lesson 2: I love your blue dress

I write

A. Answer the questions. (page.....)

- 1- A khaki uniform
- 2- No, they wear a blue and white uniform.
- 3- They wear green T-shirts and red shorts.
- 4- It's brown
- 5- No, she is a woman.
- 6- An orange dress and brown shoes.

B. I Listen and write

a) Read the sentences with the correct pronunciation and intonation.

1. What colour are the trousers?
2. They are black.
3. What's that?
4. It's a purple shirt
5. Is the T-shirt orange or purple?

C. Put it in the correct order (page.....).

1. PURPLE
2. WHITE
3. What colour are the trousers?
4. Are the shorts blue?
5. They are blue shirts.

Lesson 3: How much is this green tee-shirt?

I write

A. Complete each of the following sentences with the appropriate shopping term from the box. (page.....)

Answers:

- | | | |
|-----------|---------------|--------------|
| 1. seller | 4. price | 7. customers |
| 2. market | 5. shop | 8. expensive |
| 3. cheap | 6. bargaining | 9. discount |

C. Find the missing words in this conversation between a seller and a customer. (page.....)

Customer: *How much is* this bottle of oil?

Seller: 800 F CFA.

Customer: I want some carrots too, *how much are* they?

Seller: They are 250 the kilo.

Customer: Can you make a *discount*?

Seller: I'm sorry, this is a reasonable price.

I say it well (page.....)

Have them contrast words containing /*f*/ and /*tʃ*/ sounds to make them perceive the difference.

Example:

shop / check; shoes / choose

I put it altogether (page.....)

Explain the task to the learners.

The writing should respect the patterns of the dialogue with two characters interacting.

It should include words and structures related to shopping.

Monitor the activity.

Check5

Exercises

A- Select letters to write the name of a colour. (page.....)

1. BLUE
2. GREEN
3. PURPLE
4. PINK
5. BLACK
6. YELLOW
7. WHITE

B- Ask the question for each answer. (page.....)

- 1- Question: What colour is the shirt?
- 2- Question: What colour are the trousers?
- 3- Question: Are the skirts white or blue?
- 4- Question: What is it?
- 5- Question: Is the tie blue?

Activity 6: Find in the box the correct word for each of the definitions below. Write your answers like in the example. (page.....)

Answers:

- | | | | |
|--------------------|-------------|-------------|-----------|
| 1. price (example) | 3. market | 5. discount | 7. cheap |
| 2. expensive | 4. customer | 6. shop | 8. seller |

Activity 7: The following answers are about the cost of commercial articles. Write the corresponding questions. Write your answers like in the example. (page.....)

1. How much is the yellow shirt?
2. How much are the oranges?
3. How much is the blue pen?
4. How much are the onions?
5. How much is this bracelet?

COMMUNICATION TASK (page.....)

Before your future trip to Nigeria with the English club, write a letter to your pen friend to get information about the different articles you can buy there as souvenirs. In your letter,

- List the articles you plan to buy;
- Ask the price of each article;
- Check if you can benefit from discounts on the different prices.

Explain the task to the learners

Make sure they follow the 3 instructions given by the topic.

Check the following:

- The letter layout
- At least 2 articles are listed by the writer
- Words and structures related to prices.

UNIT6: FOOD AND DRINKS

Lesson 1:What do you have for dinner today?

I write

- A. The following pictures are about food and drinks. Write the correct name for each picture like in the example. (page.....)

Answers:

- | | | | |
|-------------------|-----------|---------------|-------------|
| 1. cake (example) | 4. rice | 7. soft drink | 10. bread |
| 2. meat | 5. coffee | 8. egg | 11. tea |
| 3. water | 6. yam | 9. wine | 12. cassava |

- B. Listen and write only the names of the food you eat. (page.....)

Read a list of drinkable and non-drinkable food items to the learners and ask them to write down only the non-drinkable items. (page.....)

- C. Write the questions in this dialogue between Anna and Rahim. (page.....)

Anna: What do you generally eat (in your family / at home...?)

Rahim: We eat kabato.

Anna: Do you sometimes eat rice (ou toutes autre questions correctes)?

Rahim: Yes, we do.

Anna: Do you drink wine (ou toutes autres questions correctes)?

Rahim: No, we don't; we drink soft drinks.

I say it well (page.....)

Have them say the following words:

- Rice
- Ice
- wine

I put it altogether (page.....)

Explain the task to the learners.

Give them time to prepare their oral presentations that should include:

- the location of their home countries,
- The food habits there,
- The areas where specific food items are popular.

Lesson 2: Fruits and vegetables are good for your health

I write

A. The following pictures are about fruit and vegetables. Choose the appropriate names like in number 1.

(page.....)

1. A/W. Dessin d'un ananas		2. A/W. Dessin d'aubergine		3. A/W. dessin de gombos		4. A/W. Dessin de piments	
avocado		aubergine	√	onion		beans	
apple		beans		cucumber		aubergine	
pineapple	√	tomatoes		okra	√	pepper	√
mango		carrots		cabbage		tomatoes	
5. A/W. dessin d'avocats		6. A/W. Dessin de bananes		7. A/W. Dessin d'oignons		8. A/W. Dessin de chou	
mangoes		guavas		beans		aubergine	
apples		bananas	√	cabbages		pepper	
avocados	√	apples		onions	√	tomatoes	
bananas		oranges		carrots		cabbages	√

C. Listen and write the words you hear. (page.....)

Ask the learners to listen and write only the words related to names of fruit. Here is an example of word list:

Pineapple, apple, carrot, okra, mango, tomato, oranges, onions. (feel free to make your own list)

C. Write a correct sentence about what each of the following people likes or doesn't like. Write your answers like in the example. (page.....)

Answers:

1. **Bamba likes mangoes. (example)**
2. *She dislikes cabbages / She doesn't like cabbages.*
3. *He likes banana.*

I say it well (page.....)

Have them say plural endings containing / z / and / iz / sounds like in tomatoes and oranges.

I put it altogether (page.....)

Explain the task to the learners.

Give them time to write the letter following the three instructions given in the topic.

Monitor the activity.

Lesson 3: African Cuisine

I write

- A. Match each dish from column A with the appropriate country in column B. write your answers like in the example. (page.....)**

Answers:

- | | | | |
|-----------------------|------|------|------|
| 1. d (example) | 3. a | 5. f | 7. e |
| 2. g | 4. b | 6. h | 8. c |

- B. Listen and write what you hear. (page.....)**

- Explain the task to the learners
- Read some names of recipes and ingredients.

- C. Write a correct answer to each of these questions about omelette recipe. (page.....)**

1. Do you make omelettes with meat or eggs? ***We make omelettes with eggs.***

2. Describe the different steps of making omelettes. Check the correctness of sentences and the correct use of connectors (first, second,, finally) (page.....)

I say it well (page.....)

Have them say the following words:

- recipe
- pour
- salt

I put it altogether

- Set the task
- Give the learners time to complete it
- Attract their attention on the necessity to follow the instructions given in the topic.
- Monitor the activity.

N.B. The expected productions should include words related to recipes and ingredients, structures for expressing needs and sequences

Check 6

Activity 1: The following affirmations are about the pictures of food items below. Write T for true and F for false. Correct the false affirmations. Write your answers like in the example. (page.....)

1. F. Number one is cassava. (example)
2. F. Number two is meat.
3. T
4. F. Number four is fish.
5. T
6. F. Number six is chicken.
7. F. Number seven is bread.
8. F. Number eight is water.

Activity 2: Match each question from column A with the appropriate answer in column B. Write your answers like in the example. (page.....)

Answers:

- | | | |
|----------------|------|------|
| 1. d (example) | 3. f | 5. g |
| 2. e | 4. c | 6. b |
| | | 7. a |

Activity 3: Reorder the letters from each list to write correct names of fruit or vegetables. Write your answers like in the example. (page.....)

1. OKRA (example)
2. MANGO
3. TOMATO
4. CARROT
5. ORANGE
6. CABBAGE
7. AVOCADO
8. AUBERGINE

Activity 4: In this text about likes and dislikes, write the verbs in the correct forms. Write your answers like in the example. (page.....)

1. like (example)
2. does not like / doesn't like
3. like
4. do you like

Activity 5: Group the following meal parts into the right columns. (page.....)

Djoumble - Thieboudienne - Rice - Kedjenou - Attieke -
Placaly - Foutou - Gnangnan - Tchonron - Biokeusseu

Main part of the meal	Sauce
<ul style="list-style-type: none">- Thieboudienne- Rice- Attieke- Placaly- Foutou	<ul style="list-style-type: none">- Djoumble- Kedjenou- Gnangnan- Biokeusseu

Activity 6: Reorder the main steps of Jollof Rice with chicken, a Nigerian recipe. (page.....)

Answers: E, C, B, D, A

COMMUNICATION TASK 1

Your *Facebook* friend Kodjo, from Ghana, wants information about the dishes people like eating in your country to help him prepare a presentation on the popular dishes of West Africa. (page.....)

- Select the names of some popular dishes you know.
- Describe each dish briefly.
- Record all the information on your mobile phone and send it to him.

Check the following:

- Names of dishes;
- Descriptions providing information on each specific dish;
- An audio document produced at the end of the activity.

COMMUNICATION TASK 2

(page.....)

You are going to Liberia for a vacation camp. Before you go, your host family there wants to get information about the food and drinks you like and what you don't like. In a letter, give them the necessary information.

- Tell them what your favorite food and drinks are.
- Indicate what you generally accept to eat when you are not at home.
- Specify if you have any food restriction or not.

Check the following:

- *The letter layout*
- *Information about the writer's favorite food and drinks;*
- *Information about food he/she accepts to eat away from home;*
- *Information about food restrictions (mention if there are some or not).*

UNIT7: HEALTH AND ENVIRONMENT

Lesson 1: Hygiene and parts of the body

I write

A. Answer the following questions (page.....)

1. We must keep clean to be healthy.
2. We must take our bath.
3. We must wash our hands with a hand sanitizer.
4. We mustn't drink dirty water.
5. What mustn't wear dirty clothes.

B. I Listen and write your answer. (page.....)

1. What must you do to keep clean? **Take our bath.**
2. What must you brush your teeth with? **A toothbrush and toothpaste.**
3. What must you wash your hands with? **a hand sanitizer.**
4. What do you filter water with? **A filter.**
5. Write 4 parts of the body **example: head shoulder belly legs.**

C. Write correctly the words. (page.....)

1. LCENA: **CLEAN**
2. AWHS: **WASH**
3. AEHD: **HEAD**
4. EETF: **FEET**
5. HMTOU: **MOUTH**

Grammar Focus (page.....)

Highlight the key grammar points presented and have them take notes in their notebooks. Highlight the fact that after 'must'/mustn't, we have no 'to'. Next, present the irregular plural of 'tooth' and 'foot'

I say it well (page.....)

Have them say the greeting phrases. Note that statements end with a falling tone while questions end with a rising tone. Pronounce foot/feet and tooth/teeth with the long /l:/and /u:/

I put it altogether (page.....)

In pairs, pupils make selection of the right phrases and build appropriate sentences.

Lesson 2: Insalubrity and common diseases

I write

A. Answer the following questions. (page.....)

1. Why are there many diseases around today? ...**because of insalubrity: gutters are full; people throw rubbish everywhere, etc.**
2. What should people do to keep their environment clean? **They should the gutters; they shouldn't throw rubbish everywhere.**
3. What should we do to avoid malaria? **They should cut the grass around their houses and sleep under impregnated mosquito nests.**

B. I Listen and write my answers. (page.....)

1. Koffi has malaria. What should he do? **Go to hospital**
2. The rubbish dump is full. What should people do? **Collect it.**
3. The gutters are full with dirt. What shouldn't people do? **Clean them.**
4. The water is not clean. What should you do? **Filter it.**
5. The classroom is untidy. What should you do? **Sweep it.**

C. Write correctly the words. (page.....)

1. EDSIASE: **DISEASE**
2. OOTTHCEHE: **TOOTHACHE**
3. IDUNTY: **UNTIDY**
4. TERTGU: **GUTTER**
5. EESWP: **SWEEP**

Grammar Focus (page.....)

Highlight the key grammar points presented and have them take notes in their notebooks. Note that **should/shouldn't** is softer than **must/mustn't**.

I put it altogether

Pupils work in groups. See to it that they use **should/shouldn't** in their sentences. Examples: *We should clean the board; we should sweep the floor; we shouldn't throw papers everywhere; we should have a trash basket; we should put benches in order;*

Lesson 3: Water and Health

I write

A. Answer the following questions about the text. (page.....)

1. No, it doesn't; it comes from different sources.
2. water from the lake; water from the sea; water from the tap;
3. No, they aren't, because some waters contain bacteria.
4. Because it is important for life

B. I Listen and write my answer. (page.....)

1. Write 3 sources of water: **eg. Water from the river, from the sea; tap water...**
2. Can you drink water from lakes? Why? **We can't because they contain bacteria.**
3. Can you drink water from the tap? Why? **Yes, because it is clean.**
4. How can you make water from lakes or rivers drinkable? **Filter it.**

C. Write the sentences in the correct order. (page.....)

1. Can you drink water from lakes?
2. Water from rivers contain bacteria.
3. Is mineral water drinkable?
4. We can't drink water from rivers.
5. We must boil water from lakes before drinking it.

Grammar Focus (page.....)

Highlight the key grammar points presented and have them take notes in their notebooks. Note that **'can'** here expresses **possibility** rather than capacity.

I say it well

Have them say the statements and questions. Note that statements end with a falling tone while questions end with a rising tone.

I put it altogether

Help them recap the different sources of water. Some are drinkable because they are clean and don't contain bacteria; Water is called 'Blue Gold' because it is important for life.

Check 7

Activity 1: Build correct sentences using the table

Example: 1.C

A	B	C	Answers
1. I wash my body	with	A. a broom	1-C
2. I wash my hand		B. a hand sanitizer	2-B
3. You filter water		C. a sponge and soap	3-D
4. You sweep your room		D. a filter	4-A
5. I brush my teeth		E. a toothbrush and toothpaste	5-E

Activity 2: Complete the sentences with *must* or *mustn't*.

Example: 1.

1. I take my bath every day.
2. You throw rubbish in the streets.
3. You drink water from the tap.
4. You wear dirty clothes.
5. You sleep under a mosquito nest.

Activity 3: Find the odd-one out from each list.

Example: 5. boil

1. Malaria headache stomachache gutter toothache: ***gutter***
2. Lake river disease the sea tap water: ***disease***
3. Sweep sanitizer clean wash filter: ***sanitizer***
4. Headache nose ear foot knee: ***headache***
5. Boil gutter water filter lake: ***gutter***

Activity 4: Write what people should do in each situation.

Example: 3. You should wash them.

1. A: I have a headache B: *You should go to the hospital/You should see a doctor.*
2. A: My room is dirty B: *You should clean it.*
3. A: My clothes are dirty B: *You should wash them.*
4. A: The water from the river is not clean B: *You should boil it/You should filter it.*
5. A: There are a lot of mosquitoes in my room B: *You should clean it/You should spray insecticide.*

Activity 5. Write an answer.

1. A: Can I drink water from the river? B: *No, it contains bacteria.*
2. A: Can I drink water from the tap? B: *No, it is not clean.*
3. A: Can you send me an sms? B: *No, I have no mobile phone.*
4. A: Can you sweep your room? B: *No, I don't have a broom/Yes, I have a broom.*
5. A: Can you brush your your teeth? B: *No, I have no toothpaste.*

COMMUNICATION ACTIVITY

It's the Environment Day in your school. The English Club of your school asks you to write 10 commandments to keep the school clean and healthy. Use should/shouldn't, or must/mustn't. The best 10 commandments will be published in the English Club school magazine.

Examples of commandments

1. You must keep your body clean	6. You should clean the benches and the tables
2. You mustn't wear a dirty school uniform	7. You should collect rubbish in te school yard
3. You should sweep the classroom floor	8. You must cut the grass
4. You musn't throw waste paper in the classroom	9. You mustn't cut the trees
5. You must clean the blackboard	10. You should spray insecticide

GAMES AND SONGS

A. Crossword puzzle about sources of water

ACROSS: 1. Water 2. lake 3. River 4. Sea

DOWN: 5. Well 3. Tap 4. Mineral 5. Rain

Lesson 1: The importance of sports

I write

A. Answer the questions about the text. (page.....)

- 1- The text is about **the importance of sports.**
- 2- When you practice sports, **you are in good health. You make a lot of friends.**
- 3- **No, it's an endurance sport.**
- 4- The different types of sports: **endurance sport, combat sports, ball sports.**

B. I Listen and write (page.....)

- a) Explain the task to the learners.
- b) Read the sentences with the correct pronunciation and intonation.
 1. There are many sorts of sports; endurance sports, ball sports and combat sports.
 2. What sport do you prefer?
 3. I prefer combat sports; I do karate.

C. Put it in the correct order (page.....)

1. WRESTLING
2. MARTHAON
3. Do you practise swimming?
4. I prefer karate to hurdle / Hurdle to karate

Lesson 2: The African Cup of Nations

I write

A. True or false? (page.....)

- 1- **False (The text is about the African Cup of Nations)**
- 2- False
- 3- True

B. Answer the questions (page.....)

- 1- Players of national teams of different countries.
- 2- Defenders tackle attackers to stop them.
- 3- Yes
- 4- To win the competition and take the cup to their country.

C. I Listen and write (page.....)

a) Explain the task to the learners.

b) Read the sentences with the correct pronunciation and intonation.

- 1- African Cup of Nations.
- 2- The players play on the playground.
- 3- Attackers dribble defenders to score goals.
- 4- The players play well to win the cup.

D. Put it in the correct order. (page.....)

1. MIDFIELDERS
2. DEFENDERS
3. KICK
4. PLAYER
5. Attackers dribble to score goals.

Lesson 3: Traditional games

I write

A. True or false? (page.....)

- 1- False
- 2- True
- 3- True

B. Answer the questions. (page.....)

- 1- Two
- 2- Forty
- 3- Yes, but after the homework.

C. I Listen and write. (page.....)

a) Explain the task to the learners.

b) Read the sentences with the correct pronunciation and intonation.

- 1- Awalé and sac race are traditional games.
- 2- Let's play ludo.
- 3- Why not play checkers?
- 4- That's interesting.

D. Put it in the correct order. (page.....)

- 1- Let's play hide and seek.
- 2- Why not do our homework first?
- 3- That's a good idea.

Check8

1- Circle the following words in the grid like in the example. (page.....)

PLAYERS – TEAM – GOALKEEPER – DEFENDERS – PLAY – GOAL – FOOTBALL - REFEREE –
NATION – KICK – MIDFIELDER

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

2- Who am I? (page.....)

- A- I am a **goal keeper**.
- B- I am a **defender**.
- C- I am a **referee**.
- D- I am an **attacker**.
- E- I am a **coach / trainer**.

3- Ask the questions for these answers. (page.....)

- 1- There are eleven.
- 2- To pass defenders and score goals.
- 3- The goalkeeper (can).
- 4- Yes, there are.
- 5- The referee does.

4. Circle the odd in each of the following lists. (page.....)

- a- swimming
- b- football
- c- ludo
- d- football
- e- tennis

6. Ask the questions to these answers. (page.....)

- a- What sport do you practise?
- b- Does she prefer tennis to basketball?
- c- Is volley ball a ball sport?
- d- How many players are there in a handball team?
- e- Where do footballers play?

7. Write in the correct column. (page.....)

Suggesting	Refusing	Accepting
-Let's go to the stadium -Why not play hide and seek? -I suggest that we stay at home.	- No, I am busy - I'm affraid I can't - <i>That's a good idea but...</i>	- Fabulous - That's a good idea. - OK

8. How many players are there in each of these sport or game? Circle the correct options. (page.....)

- a- Football→11- 13
- b- Basketball→5
- c- Rugby→7 or 15
- d- Tennis→1 or 2
- e- Boxing→1
- f- Volleyball→6
- g- Handball→7
- h- Ludo→2-3 or 4
- i- Awalé→2
- j- Checkers? →2

9. Which sport do you prefer? Individual or team sport? Tell your partner and say why. (page.....)

Personal