Manuel

MOVE FORWARD 5e

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Vallesse

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Avant-Propos

La Collection 'Move Forward with English' est l'œuvre d'un groupe d'inspecteurs et d'encadreurs en charge de la formation continue des professeurs d'anglais des lycées et collèges en Côte d'Ivoire. Cette Collection s'étend de la 6e à la Terminale.

Comme tous les autres manuels au programme, cet ouvrage **Move Forward 5e** est bâti autour des programmes éducatifs d'anglais en vigueur, fondés sur l'installation d'habiletés en vue d'un traitement efficace de situations complexes. Cependant, il se distingue par l'intégration des quatre aptitudes ou compétences (l'écoute, la lecture, l'expression orale et l'expression écrite) dans la structure de chaque leçon, ce qui permet à l'apprenant d'acquérir ces compétences graduellement du premier jour de classe au dernier.

Le manuel comprend huit unités articulées autour des thèmes et contenus linguistiques prescrits par les programmes éducatifs. Chaque unité comprend trois leçons et se termine par des activités de consolidation des acquis, des jeux et des chansons.

Chaque leçon est structurée comme suit :

- **Learning Context :** met l'apprenant au centre du contexte dans lequel les apprentissages devront s'effectuer.
- **I observe :** expose l'apprenant aux différents objets d'apprentissage (images avec titres ou commentaires) et permet d'éveiller sa curiosité.
- **I listen :** invite l'apprenant à écouter et à répéter deux dialogues mettant en relief les points lexicaux et grammaticaux à aborder.
- **I speak :** aide à fixer les points essentiels par la répétition et les interactions entre apprenants sous la conduite du professeur.
- **I read :** amène l'apprenant à lire un texte de quelques lignes en rapport avec le thème du jour.
- **I write :** l'apprenant s'entraine à la production écrite d'abord en répondant à des questions posées sur le texte, puis en écrivant ce qu'il entend de ce que dit le professeur.
- **Grammar focus :** met en relief les points de grammaire auxquels l'apprenant a été exposé.
- **I say it well :** enseigne à l'apprenant la bonne prononciation ou la bonne intonation.
- **I put it all together :** tient lieu de situation d'évaluation ; amène l'apprenant à traiter une tâche complexe en mobilisant les ressources installées au cours de la leçon.

Étudier l'Anglais à partir de la Collection Move Forward with English, c'est faire le choix d'aller véritablement de l'avant.

Les auteurs

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Summary



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UNIT 1

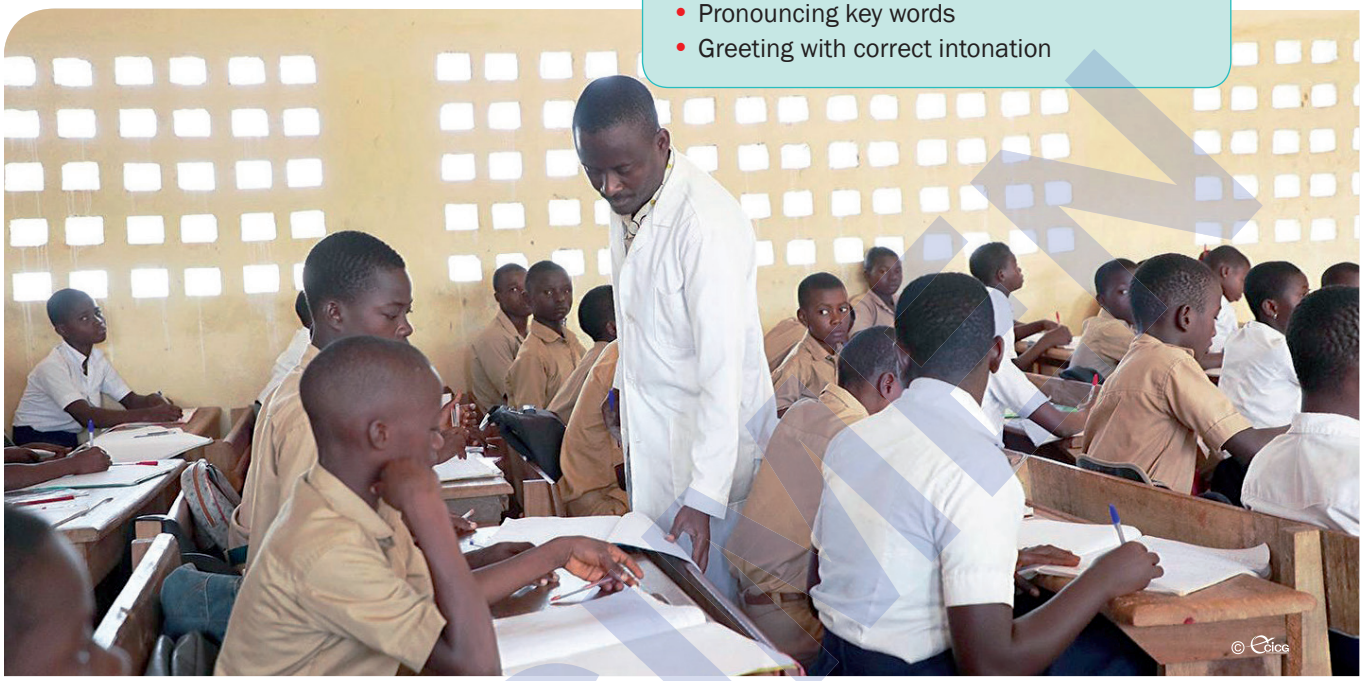
AT SCHOOL

Lesson 1 Good morning, Sir!

Learning Context: *It's the beginning of the new school year. You meet a classmate for the first time. You greet each other and have a short conversation.*

Key to this lesson

- Vocabulary related to greetings and how to address people
- Greeting and responding to greetings
- Pronouncing key words
- Greeting with correct intonation



I OBSERVE

A Titles

Title	Family name	Example of people
Mister (Mr)	Djedje	Your male teacher
Missis (Mrs)	Anoma	She's married to Mr Anoma
Miz (Ms)	Yao	We don't know if she's married or not
Miss	Oulai	Unmarried woman
Madam	Woman	Your female teacher
Sir	Man	Your male teacher

B Time and greetings

Time	Greetings
6.30 am	Good morning
10 am	Hello, hi, Good morning
12pm	Hello, hi
3pm	Hello, hi, good afternoon
6pm	Hello, hi, good evening

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I LISTEN





A **Dialogue 1: Listen and Repeat.**

Anna Agnimel: Good morning, Madam.
Mrs Yeo: Good morning, Miss Agnimel. How are you today?
Anna Agnimel: I'm fine, thank you! How about you?
Mrs Yeo: I'm pretty good, thank you. Are you one of my pupils?
Anna Agnimel: Yes, I am.
Mrs Yeo: Great! Good-bye Miss Agnimel, see you later!
Anna Agnimel: Good-bye, Mrs Yeo!

B **Dialogue 2: Listen and Repeat.**

Christina: Hi, What's your name?
Paul: Hi, my name is Paul; and you, what's your name?
Christina: My name's Christina.
Paul: Nice to meet you.
Christina: Nice to meet you, too. Is Mr Indat your English teacher?
Paul: Yes, he is; he's a very good teacher!
Christina: He's my teacher too! He's good!
Paul: Well, it was nice meeting you. I have class now. Bye bye Christina.
Christina: Bye Paul, see you later!

I SPEAK

A **I listen and repeat.**

- **A:** Good morning/evening/ afternoon. **B:** Hi/Hello.
- **A:** How are you today? **B:** Pretty good, thank you.
- **A:** What's your name? **B:** My name's...
- **A:** Nice to meet you. **B:** Nice to meet you, too.
- **A:** It was nice meeting you. **B:** It was nice meeting you, too.

B **I practise with my partner.**

- 1. You and your partner, practise asking and answering questions as in A.
- 2. You, and your partner, practise roleplaying Dialogues 1 and 2.

I READ

Read the text and write "C" for "Correct" or "I" for "Incorrect" for each greeting or address. Write your answers like this: 1.C.

Greetings change from morning to evening. From early morning to 12pm, we say "Good morning, hi, or hello". After 12pm, you can use "Good afternoon, hi, or hello". At 8 pm, use "Good evening, hello, or hi".

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Now, how do we address people? Address a man by “Mister” (Mr), plus his family name; for example, Mister Koffi. When you use “Sir”, don’t use the family name. If you address a married woman, use “Missis” (Mrs), plus the name of her husband, for example, Mrs Guei; if the woman is not married, just say “Miss” (Miss), plus her family name; If you don’t know if a woman is married or not, use Ms (Miz) plus her family name, for example, Ms Appia. Now, you know how to address people when you greet them.

Correct or incorrect?

1. (6 am) Good morning, Madam.
2. (11.30 am) Good afternoon, Sir.
3. (2 pm): Good afernoon, Mr Aney.
4. (7.30 pm) Good evening, Miss Silué.
5. Sir Lasme
6. Mister Kodj
7. Miss Diabaté
8. Mrs

I WRITE

A **Write in your copybook the correct greeting corresponding to the time.**

1. 3.30 PM:
2. 6.AM:
3. 7.45 PM:
4. 10 AM:

B **Listen and write in your copybook.**

1. ..... 2. .....? 3. ..... 4. .....

Grammar Focus

‘Be’ in the present:

I am	(I'm)	It is	(It’s)
You are	(You’re)	We are	(We’re)
He is	(He’s)	You are	(You’re)
She is	(She’s)	They are	(They’re)

I say it well

- Good morning, Sir.
- How are you?
- Fine, thanks.
- Nice to meet you.
- It was nice meeting you.

I put it all together

After the long vacation, school starts again. In the school yard, you meet Mrs Aneh and Mr Djoman, two English teachers.

- Greet each of them.
- Respond to their greetings.
- Say “Good-bye”.

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UNIT 1

AT SCHOOL

Lesson 2

Where is your English book?

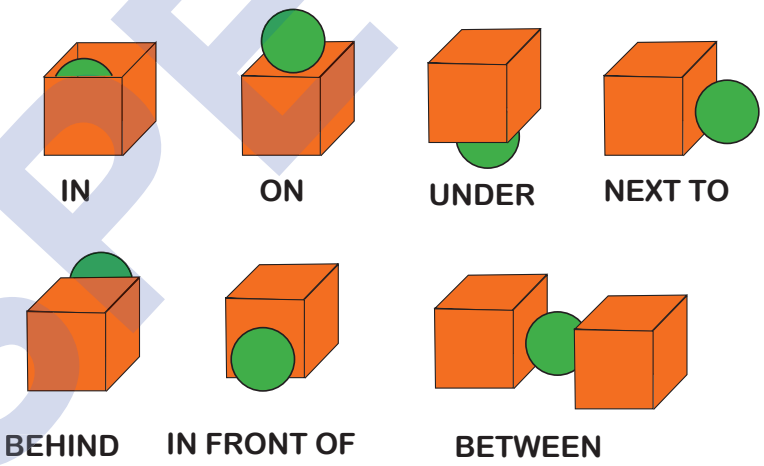
Learning Context: *During the English lesson, you and your classmates are asking and answering questions to locate each other and your school things.*

Key to this lesson

- Vocabulary related to school things
- Locating objects and people
- Asking and answering questions about where people and things are.



I OBSERVE



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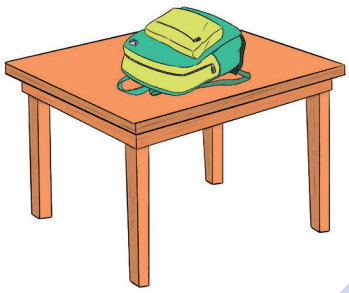
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1



*The book is **in** the bag.*

2



*The bag is **on** the table.*

3



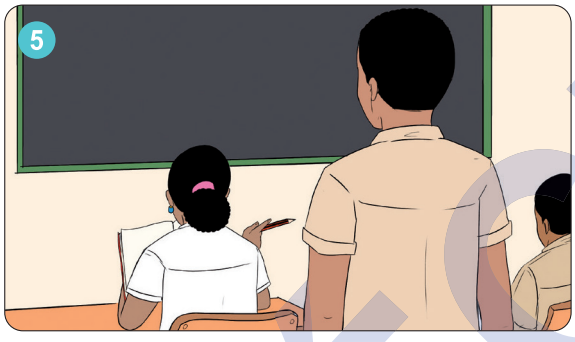
*The bag is **under** the chair.*

4



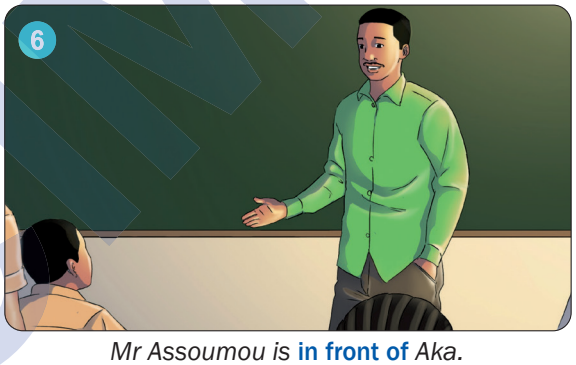
*Josue is **between** Sita and Lou.*

5



*Konan is **behind** Marie.*

6



*Mr Assoumou is **in front of** Aka.*

7



*Manu is sitting **next to** / **near** / **close to** Kate.*

8



*Georges is sitting **far** from Aya.*

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I LISTEN

A **Dialogue 1: Listen and Repeat.**

Eloise: Hi, Aken!
Aken: Hello, Eloise.
Eloise: Where are your school things?
Aken: In my school bag.
Eloise: And where is your bag?
Aken: There, under my table.
Is your bag under your table too?
Eloise: No, it isn't, it's on the table.



B **Dialogue 2: Listen and Repeat.**

Marvel: Hi, Elie; where do you sit in the classroom?
Elie: There; behind Maimouna.
Marvel: Great! I sit behind Maimouna too.
Elie: So, you are next to me.
Marvel: That's right. Maimouna's table is in front of our table.
Elie: Right, we are neighbours.
Marvel: What about you, Grace? Where do you sit?
Grace: My table is behind your table.
Elie and Marvel: So, we are between Maimouna and you.
Grace: That's it. Now, let's get in. The English teacher is coming!

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I SPEAK

A **I listen and repeat.**

- **A:** Where is your desk? **B:** My desk is behind your desk.
- **A:** Is your pencil case in your bag? **B:** Yes, it is. / No, it isn't.
- **A:** Where are your books? **B:** They are on the table.
- **A:** Are her pens on her table? **B:** No, they aren't; they are in her pencil case.

B **I practise with my partner.**

1. You and your partner, practise asking and answering questions like in A.
2. You, and your partner, practise roleplaying Dialogues 1 and 2.

In dialogue 2,

- ask questions about your classmates' places in the classroom;
- give your partners your position in the classroom;
- respond to your partner's questions.

I READ

Read the text and write T (True) or F (False) for each statement, in your copybook. Write your answers like in the example.
Example: 1. T

Apie Suzanne is a student. Every morning, she puts her school things in her bag and goes to school. She leaves home early because her school is far from her house.

In her class, she sits behind her friends Atcho, Lou Tra and Sessegnon. They are in front of her. On her bench, she sits between her neighbours Sali and Nangui. There are three boys behind her.

When the teacher comes, she puts her school things on her table and her bag under it. Then she follows the lesson. She is a good student.

True or False?

1. Appie Suzanne puts her school things in her bag to go to school.
2. Appie Suzanne's house is close to her school.
3. In class, Atcho sits in front of Appie Suzanne.
4. Sali and Nangui sit next to Appie Suzanne.
5. To follow the lesson, Appie Suzanne puts her bag on her table.

I WRITE

A **In your copybook, complete the dialogue using the words or expressions from the box.**
Example: 1. Where

in	next to	where	close to	in	between	in front of	far

A: ...(1)..... is your pen?
B: It's (2).....my pencil case.
A: Are the students...(3)....the classroom?
B: No, they aren't; they are...(4).....the classroom.

A: Fanta is sitting ...(5).....Xavier.
B: John is...(6).....Maxime and Dibi.
A: Do you live ...(7).... from your school?
B: No, I live ...(8)..... my school.

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B **I Listen and write.**
Listen to the audio and complete the gaps in your copybook.

1. … ..... is your school bag?
2. The pencils are … ..... the pencil case.
3. In the classroom, I sit … ..... Aka.
4. Eloise is sitting … ..... Fanta.
5. I live .....the school.
6. Soumahoro is sitting ..... Koné and Rama.
7. Are the workbooks..... the table?

C **Put it in the correct order.**

1. are / table / the / workbooks / The / on /
2. pen / there / bag / Is / in / the / a / ?
3. school / Binaté / lives / from / the / far
4. to / classroom / Our / next / is / 5ème 4
5. bag / My/desk / is /my / under.
6. your / Where /pencils /are / ?
7. house / My / is / the / next to / school

Grammar Focus

Prepositions of place
In – on – under – near - next to - close to – between - far from

Possessives
My – your – his – her

Relative pronoun
Where

I say it well

- We are in the classroom.
- Her books are in her bag.
- Are the pencils under the pencil case?
- Where are your pens?
- Konan lives far from the school.
- Who is sitting between Zokou and Ladji?

I put it all together

At break, you and some classmates meet other friends in the school yard. Take turns asking and answering questions about where you sit in your classrooms.

- Ask your friends where they sit in their classrooms.
- Answer your friends' questions about where you sit in your classroom.

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UNIT 1

AT SCHOOL

Lesson 3

I have got three pens in my bag

Learning Context: *The students of 5ème 2 of Lycée Municipal Djékanou are back to school after the long vacations. At break, they are talking about their new classroom with some of their friends from the other classrooms.*

Key to this lesson

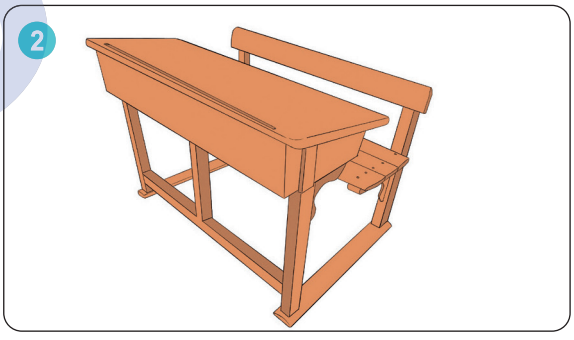
- Vocabulary related to the classroom
- Asking and responding to questions about people and objects in the classroom



I OBSERVE



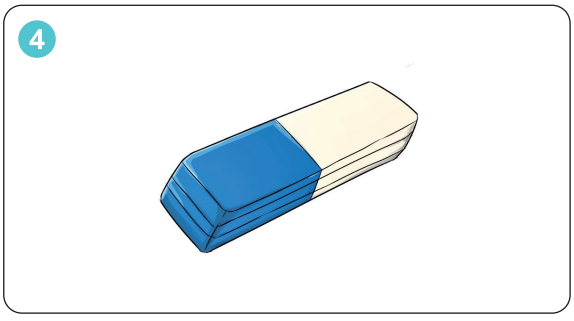
Sery and Sita are **pupils.**



a bench



Sery and Sita are **neighbours.**



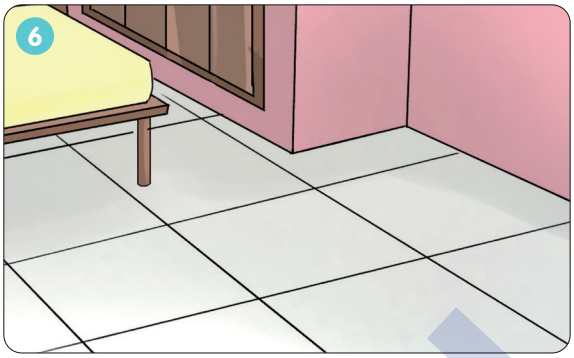
an eraser

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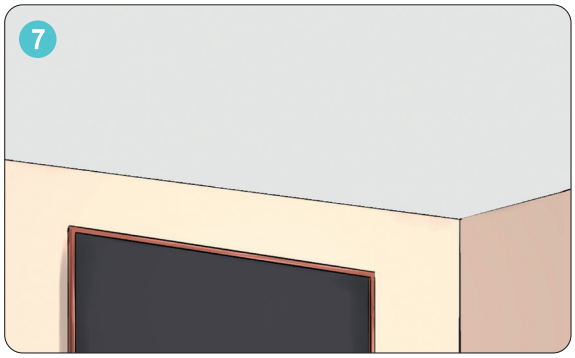
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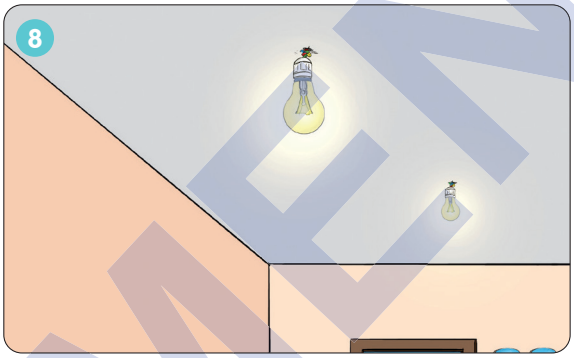
a compass

6 

the floor

7 

the ceiling

8 

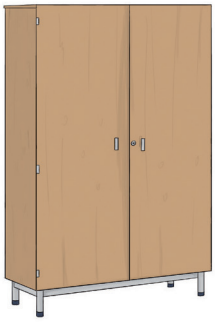
the lights

9 

a pencil box / case

10 

a desk

11 

a cupboard

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I LISTEN

A **Dialogue 1: Listen and Repeat.**

Fatim: Hi, Okou, how are you doing?

Akou: Good. Welcome back to school, Fatim.

Fatim: Thanks. Are you in 5ème 5?

Akou: No, I'm not. I am in 5ème 6.

Fatim: Wow! Are you in the new building?

Okou: Yes, the floor of our classroom is shining and there are big lights on the ceiling.

Fatim: You're lucky. I am in a very old classroom where there is no desk for teachers.

Okou: Oh, sorry to hear that. Look, who is that big boy standing there?

Fatim: It's Sery. He is my neighbour.

B **Dialogue 2: Listen and Repeat.**

Akou: Hi Fatim, who is your Mathematics teacher?

Fatim: It's Mr. N'da; he's a very good teacher.

Akou: Have you got your geometry tools?

Fatim: I have a pencil, a ruler, and a compass.

Okou: You need a set square too.

Fatim: You're right. I have one; it's in my pencil case.

I SPEAK

A **I listen and repeat.**

- **A:** How are you doing? **B:** (I'm) good.
- **A:** Are you in 5ème 5? **B:** No, I'm not / yes, I am.
- **A:** Who is this boy? **B:** It's Sery.
- **A:** Have you got your geometry tools? **B:** Yes, I have / No, I haven't.

B **I practise with my partner.**
Ask and answer questions about

- the classroom environment;
- the identity of people;
- the objects you have.

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I READ

Read the text below and answer all the questions related to it in your copybook.

MY SCHOOL

My name is Akouba and I am 10 years old. I go to school at Collège Moderne Affiénou. I am in 5ème. In our class there are 82 students, 35 girls and 47 boys.

My classroom is big and nice. Our English teacher is Miss Gertrude Kouadjo. She likes decorating the walls of the class with posters and our work. In our class there is a computer and a blackboard. My desk and my chair are brown. On my desk I have my pencil case; it is colourful. In my pencil case I have many things: a red sharpener, two pencils, an eraser, three markers, a pot of glue and a purple pen.

I walk to school with my friend Sophia. We like our school because it is very clean and it has a green garden where students have planted trees.

Adapted from ISL Collective.com

Questions

1. Where does Akouba go to school?
2. How many boys are there in her class?
3. Who is Miss Gertrude Kouadjo?
4. List three things Akouba has in her pencil case.
5. Why do the students like Collège Moderne Affiénou?

I WRITE

A **Observe the name under each picture. In your copybook, write T if it is true and F if it is false, and correct the false names.**

1 

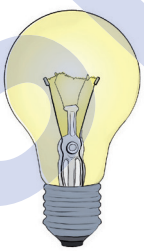
an eraser

2 

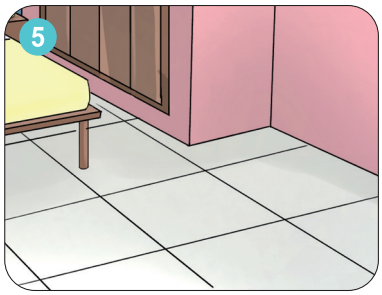
a cupboard

3 

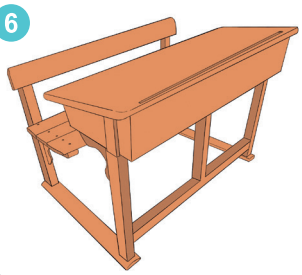
a pupil

4 

a set square

5 

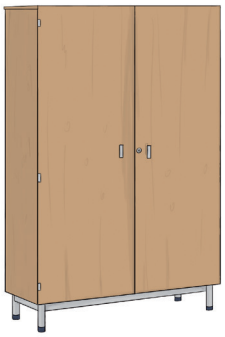
a floor

6 

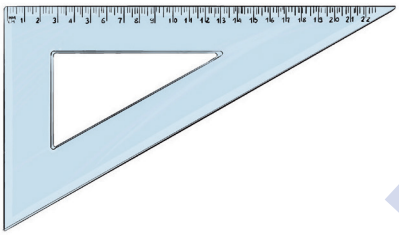
a desk

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7 

a ceiling

8 

a compass

B **Listen and write the words you hear in your copybook. Number 1 is an example.**

1. ceiling 2. ... 3. ... 4. ... 5. ...

C **The following answers are about the classroom. Write the corresponding questions in your copybook.**

1. I'm good. .....?
2. No, I'm not; I am in 5ème 3. .....?
3. It's Mrs. Fofana. .....?
4. Yes, I have. .....?

Grammar Focus

Yes/no questions with to be and to have

Are you in..... ?
Yes I am / No, I'm not.
Have you got..... ?
Yes, I have / No, I haven't
Is that your..... ?
Yes, it is/ No, it isn't.

I say it well

- The floor of our classroom is shining.
- There are big lights on the ceiling.
- The classroom environment
- The identity of people
- Have you got your geometry tools?

I put it all together

At a meeting of the English club, you are invited to talk about your new classroom to the other members to share information on it. In your speech,

- say in which classroom you are;
- indicate how many students there are in your classroom;
- mention the important objects there are in your classroom and their number.

SPECIMEN

MOVE FORWARD 5e_MANUEL 26062023.indd 17 26/06/2023 10:49

CHECK 1

1 **Copy this exercise in your copybook. Write Correct or Incorrect in front of each sentence. Then propose your correction for the incorrect sentences.**

1. Good morning, Mr./Incorrect ⇒ **Mr. Silué**
2. Good evening, Sir Kouadio.
3. Good afternoon, Mrs Indat.
4. Good night, Miss.
5. Thank you, Madam.

2 **Copy and complete with the titles in the box.**

1. Good morning **Sir.**
2. Good evening .....Mel.
3. Good night.....
4. Thank you, ...Guei.

Sir
Madam
Mrs
Mr

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

A	B
1. People use me to clean the board.	a. lamp
2. A small bag for keeping small classroom instruments.	b. cupboard
3. A geometry instrument for drawing circles.	c. duster
4. An object that gives light to the classroom.	d. compass
5. A big piece of furniture for keeping the classroom materials.	e. pencil case

4 **Answer each of the following questions to give information on you.**

1. Are you a girl?
2. Who is your English teacher?
3. Have you got a pencil?
4. Are you a student?
5. Are you in 6ème?

5 **Match the time with the greetings.**
Example: 1.D

Time	Greetings
1. 6.30 am	A. Good night.
2. 2 am	B. Good afternoon.
3. 12 pm	C. Good evening.
4. 5 pm	D. Good morning.
5. 11 pm	E. Good morning.

6 **Choose the correct preposition inside the brackets and write down the sentences in your copybook.**

a. The students are (in-on-under) the classroom.
b. The board of our classroom is (behind-in front of-under) the students.
c. When I am in class, I sit (on-under-behind) a chair.
d. Sita's neighbour is sitting (behind-next to-between) her.
e. To come to school, I put my school things (behind-on-in) my school bag.
f. I don't walk very long to school because I live (far from-close to-on) it.
g. Marvin is sitting (behind-between-on) Solange and Thomas.

SPECIMEN

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CHECK 1

7 **Match each questions with the correct answer.**

A (Questions)	B (Answers)
1. Do you live far from your school? 2. Where are your pens and pencils? 3. Where is your school bag? 4. Is your class close to the laboratory? 5. Where do you copy your lessons? 6. Are you sitting behind Clarisse and Isa?	a. It's under my table. b. Yes, it is. c. Yes, I am. d. No, I live next to it. e. In my copybook. f. They are in my pencil case.

8 **Put in the correct order to build meaningful sentences.**

1. your / is / book / Where / ? .....
2. under / your / bag / Put / the / table. ....
3. from / the / you / Do / far / school / live / ? .....
4. sitting / is / Who / behind / Salif / ? .....
5. is / The / to / the / teacher / board / next .....

Communication activity

You are at the first meeting of the English club of your school. The chairman asks the participants to introduce themselves.

- Greet them and give your name.
- Say what class you are in.
- Indicate who your English teacher is.

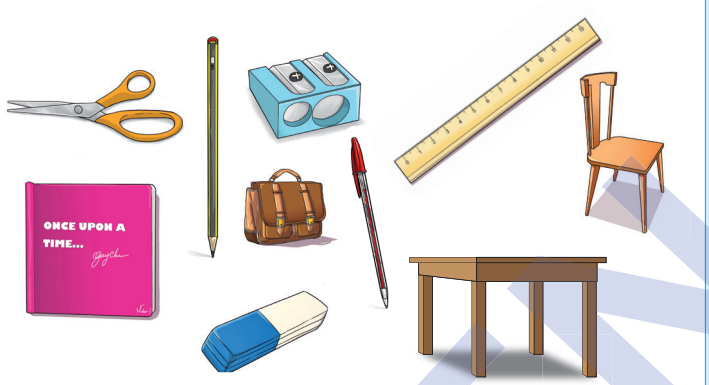
SPECIMEN

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Games and Song

SCHOOL SUPPLIES SONG

Pencil! Pencil!
Sharpener! Sharpener!
Eraser! Eraser!
Ruler! Ruler!
Book! Book!
Scissors! Scissors!
Chair! Chair!
Desk! Desk!
Pen! Pen!
Bag! Bag!



https://www.youtube.com watch?v=41cJ0mqWses

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

DAYS – 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	G	H	T	E
S	A	P	R	Z	H	N	H	K	N
V	C	Z	N	L	S	V	I	A	I
A	B	W	O	Z	T	T	W	R	N
L	T	M	O	R	N	I	N	G	G
Z	W	Z	N	I	Z	Y	S	N	L
V	N	O	O	N	L	K	V	Z	Y

GAME: GUESSING GAME: WHO AM I?

1. I'm a form of greeting. I can be used in the morning, in the afternoon, and in the evening.
2. I indicate places or positions. I'm the opposite of far.
3. I indicate places or positions. I'm the opposite of under.
4. I'm a school thing. I'm black or white. Teachers and pupils write on me.
5. I'm a school thing. Pupils use me to trace straight lines.

SPECIMEN

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UNIT 2

AT HOME

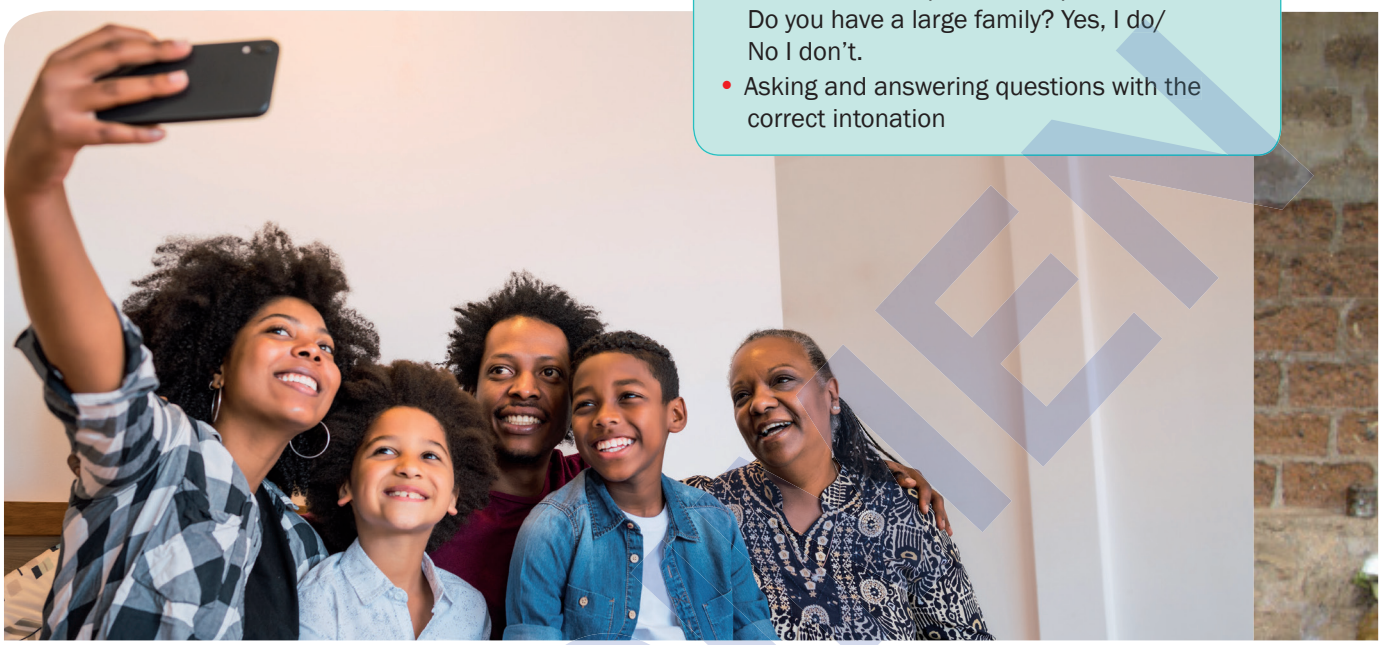
Lesson 1

I have a large family

Learning Context: *It's the beginning of the new school year. You and your classmates ask one another questions about your family members to know one another better.*

Key to this lesson

- Vocabulary related to extended family and family relations
- Asking and responding to questions with "to have" in the present simple
  Do you have a large family? Yes, I do/ No I don't.
- Asking and answering questions with the correct intonation



I OBSERVE


Flora Gnagne

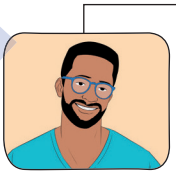

Robert Ackmel


Paul Gnagne


Gregoire Gnagne

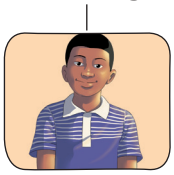

Elizabeth Akmel Gnagne


Ackmel Anna


Armel Gnagne


Kate Gnagne

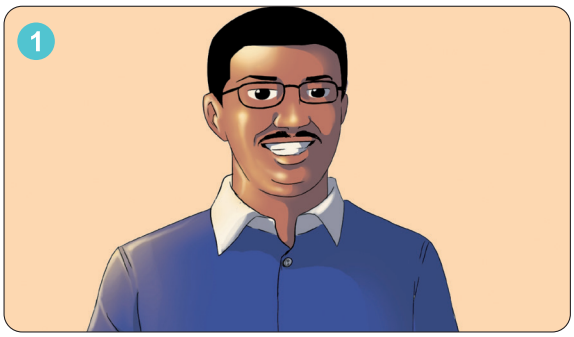

Rock Gnagne


Mark Gnagne


Anoh Leontine

SPECIMEN

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1


I'm Grégoire Gnagne.
I'm Elizabeth's **husband.**

2

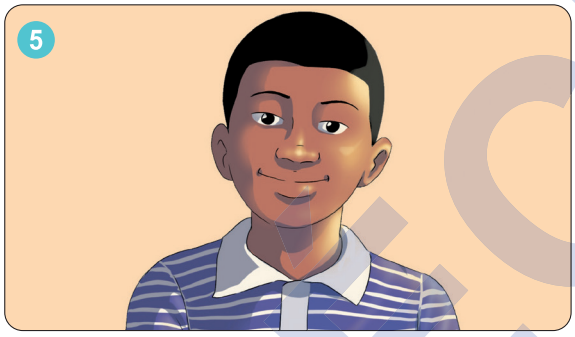

I'm Elizabeth Akmel.
I'm Gregoire's **wife**.

3


I'm Armel Gnagne.
Mr and Mrs Gnagne are my parents.
I'm their **son**, and Kate is my **sister**.

4


I'm Kate Gnagne. Mr and Mrs Gnagne are my **parents**. I'm their **daughter** and Armel and Rock are my **brothers**.

5


I'm Mark Gnagne. Armel Gnagne is my **dad**. Gregoire Gnagne is my **grandpa** and Elizabeth Gnagne is my **Grandma**. I'm their **grandson**.

6


I'm Leontine Anoh. I'm Kate Gnagne's daughter; so, Grégoire and Elizabeth Gnagne are my **grand-parents.** I'm their **grand daughter**.

7


I'm Paul Gnagne. I'm Mark's father's brother, I'm Mark's **uncle** and he's my **nephew**.

8


I'm Anna Akmel. I'm Leontine's mother's sister, so I'm Leontine's **aunt**, and she's my **niece**.

SPECIMEN

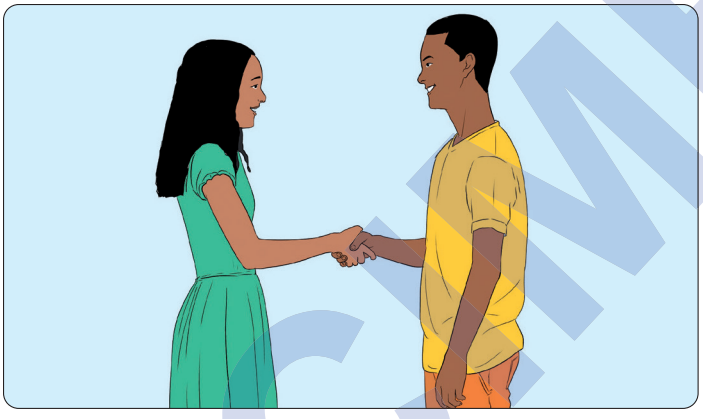
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Mark and Leontine are **cousins**.

I LISTEN

A **Dialogue 1: Listen and Repeat.**



Armel: Hi Mefou, how are you today?
Mefou: I'm fine, thank you. How about you?
Armel: Fine, thanks. Tell me, do you have a large family?
Mefou: Of course, I do. I have my brothers and sisters, and mum and dad. But I also have my grandparents, my aunts, uncles, and cousins. Don't you have an extended family?
Armel: Are you kidding? Of course, I do! All Africans have large families.
Mefou: You're right!

B **Dialogue 2: Listen and Repeat.**

A: Have you got a large family?
B: Yes, I have. I have my nuclear family, but I also have my extended family.
A: Exactly! I have uncles, aunts, cousins and grandparents....
A: Yes, that's right. How many people live in your parents' house, right now?
A: Humm....We're about 10!
B: Wow, we have about the same number!

SPECIMEN

MOVE FORWARD 5e_MANUEL 26062023.indd 23 26/06/2023 10:50

I SPEAK

A **I listen and repeat.**

- **A:** How are you today? **B:** I'm fine, thank you.
- **A:** Do you have a large family? **B:** Yes/Of course, I do.
- **A:** Does Mefou have uncles and cousins? **B:** Yes, she does / No, she doesn't.
- **A:** Have you got a nuclear or large family? **B:** I have a large family/ nuclear family.
- **A:** Has Armel got a nuclear family? **B:** Yes, he has / No, he hasn't.

B **I practise with my partner.**

The classroom environment.

- 1. You and your partner, practise asking and answering questions like in A.
- 2. You, and your partner, practise roleplaying Dialogues 1 and 2.

I READ

Read the text and write true (T) or false (F) for each statement, in your copybook.

Number 1 is an example.

Africans generally have large families. Of course, they have their nuclear family: Dad, Mum, and children (brothers and sisters). But they also have the extended family: grand-parents, grand-children, uncles, aunts, nephews, nieces and cousins. Sometimes, you may have more than ten people living in the same house in Africa! Do you have a large or nuclear family? How many members are there in your family?

True or False?

1. Africans generally have small families. **F**
2. The nuclear family consists of the father, the mother, and brothers and sisters.
3. The extended family consists of Dad, Mum, brothers and grandparents.
4. You can find less than 10 people living in the same house.

I WRITE

A **Write your answers to the following questions in your copybook.**

1. Do you have a large family?
2. How many members are there in your family?
3. What's your father's brother to you?
4. What's your mother's sister to you?

B **Listen to the passage and complete the table.**

Time	from	Lives in	Number of brothers	cousins	Total number

SPECIMEN

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Grammar Focus

Present simple of "have" vs "have got".

Have	Have got
• Do you have a large family?	• Have you got a large family?
Yes, I do/ No, I don't.	Yes, I have/ No, I haven't.
Does Anna have sisters and brothers?	Has Anna got a large family?
Yes, she does/ No, she doesn't.	Yes, she has/ No, she hasn't.

Personal pronouns	Possessive adjectives
I	My
You	Your
He/She/It	His/her/its
We	Our
You	Your
They	Their

Possessive case

My mother**'s** name is Anna.
Rose**'s** father is Dadié.
Diop**'s** brother is Moustapha.

Expressing family relations

A: What is Gregoire Gnagne to Armel Gnagne? **B:** He is Armel Gnagne's father.
A: What is Kate to Anna? **B:** She's Anna's mother.

I say it well

- Anna's brother: /z/
- Rose's father: /iz/
- Diop's sister Djénébou: /s/

I put it all together

Your Nigerian friend and you are talking about your family members in order to know each other better.

- Greet each other.
- Ask questions about your friend's family (large or small?/ number of family members, etc).

SPECIMEN

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UNIT 2

AT HOME

Lesson 2

Let's visit my house

Learning Context: *You and your classmates are going to visit each other next Saturday. In order to show them round, you learn how to describe a house.*

Key to this lesson

- Vocabulary related to rooms, furniture and house appliances
- Describing a house
- Using determiners
- Asking and answering questions with correct intonation



I OBSERVE



a duplex



an apartment building

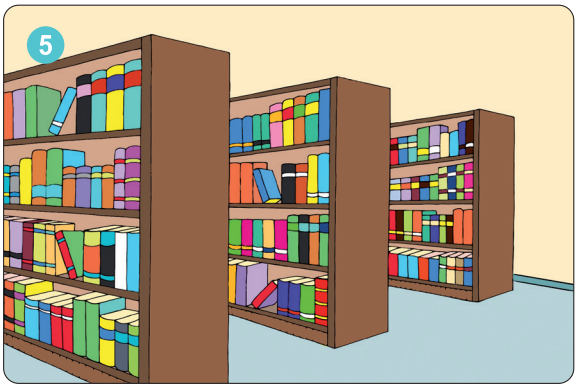
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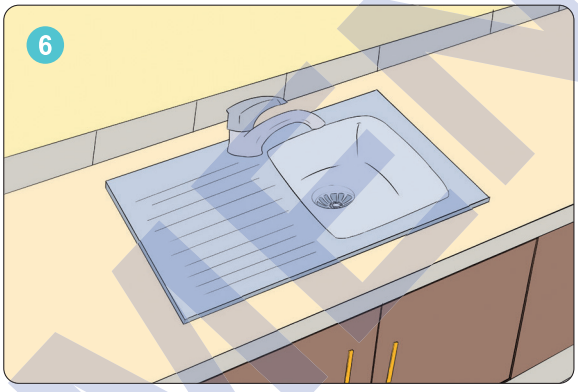
a hut



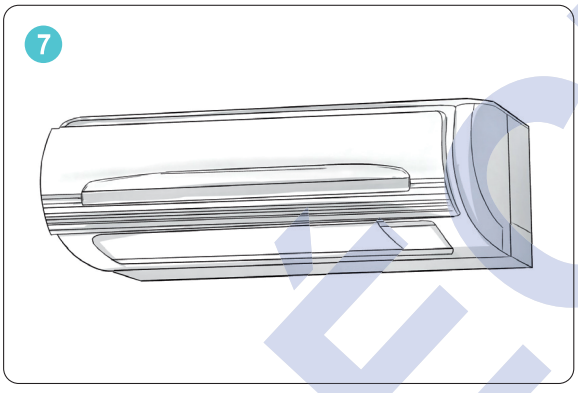
a balcony



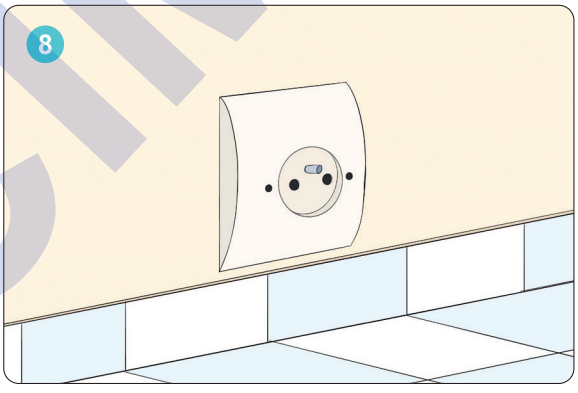
a bookshelf (3 bookshelves)



a sink



air conditioner (A/C)



an electric socket

I LISTEN

A **Dialogue 1: Listen and Repeat.**

Ali: This is my apartment building. I live on the first floor. Here's my apartment.
Immaculée: Wow! I like this balcony. We can see the whole town from here.
Yan: What is this door?
Ali: It's the door to my bedroom, and that's the kitchen.
Marie: Fabulous! It's very big.
Ali: You're right. We often eat here.
Immaculée: I like your house. Now, Marie, when are we going to visit your place?
Marie: My place? I live in a small hut in the village near the town.
All friends: Wow, that's great!

SPECIMEN

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B **Dialogue 2: Listen and Repeat.**

Yan: Welcome to my **duplex**, dear friends.
Friends: Wow, it's very big! Can you show us round?
Yan: Sure! This is the **living room**. There is a **cupboard** next to the **bookshelves**.
Marie: How many **bedrooms** are there?
Yan: Four; one for my parents, one for me, one for my sisters, and one for visitors.
Immaculée: Can you show us your bedroom?
Yan: Here it is! There is a bed, a table and a chair.
Ali: And what is this?
Yan: A **bookshelf** for my school things.
Marie: And you have **an air-conditioner** too.
Yan: Yes, I put it on when it's very hot.
Immaculée: I suppose that this room is the kitchen.
Yan: Yes; there is **a fridge** and **a sink**.
Ali: Great! I love your house.

I SPEAK

A **I listen and repeat.**

- **A:** Is there a balcony in your house? **B:** Yes, there is one / No, there isn't.
- **A:** How many bedrooms are there in your house? **B:** There is one / There are four.
- **A:** Are there sockets in your bedroom? **B:** Yes, there are / No, there aren't.

B **I practise with my partner.**

1. You and your partner, practise asking and answering questions like in A.
   - Ask and answer questions about your house.
   - Give the number of rooms / tables / chairs.
   - Say where the furniture / the appliances are.
2. You, and your partner, practise roleplaying Dialogues 1 and 2.

I READ

Read the following text and write your answers in your copybook.

My name is Tra Lou. I go to school at lycée moderne Vavoua. I live in a large duplex near my school. There are five bedrooms, a kitchen, a living room and a dining room. There is also a balcony.

The kitchen is very big with a large sink where we wash the plates. When the meal is ready, the family eats in the dining room.

In my bedroom, there is a bookshelf where I put my school things. There is a cupboard too where I put my clothes. There is also an air conditioner. I turn it on to have fresh air when it is hot.

To learn my lessons, I sit on the balcony.

I like the duplex where I live.

Questions

1. Where does Tra Lou live?
2. Are there six bedrooms in her duplex?

SPECIMEN

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3. What is there in the kitchen?
4. Where does Tra Lou put her school things?
5. Does Tra Lou learn her lessons in her bedroom?

I WRITE

A **Complete the sentences or questions appropriately, in your copy-book.**
Example: 1. There are

1 ..... five bedrooms in the house.
2 ..... a fridge in the kitchen?
3 .....is the fridge? It's in the .....
4 ..... a sink in the kitchen.

B **Listen and complete the answers in your copybook. Number 1 is an example.**

1. There are **huts** in the village.
2. Is there a table on the ...?
3. We put school things on a ... .
4. This is a ... .
5. ... .

C **Reorder the words to make meaningful sentences.**

1. a/in/live/hut/I .....
2. bedroom/Is/a/in/there/split/the/? .....
3. buildings/There/in/are/city/the .....
4. the/in/There/ cupboard/is/a/living-room .....

Grammar Focus

There is + singular nouns:
There is a balcony in my apartment....
There are + plural nouns:
There are ten floors in the apartment building.....
How many floors are there in this apartment building?
Is there an air conditioner in your bedroom?

I say it well

- Bookshelf / Bookshelves
- Building
- Balcony
- Duplex
- Hut
- There is a sink in the kitchen

I put it all together

Your Liberian friends come to visit you at home. Show them round.

1. Show them the rooms of your house.
2. List the different appliances that are in your house.
3. Tell them what you do in the different rooms.

SPECIMEN

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UNIT 2

AT HOME

Lesson 3

Konan is having lunch

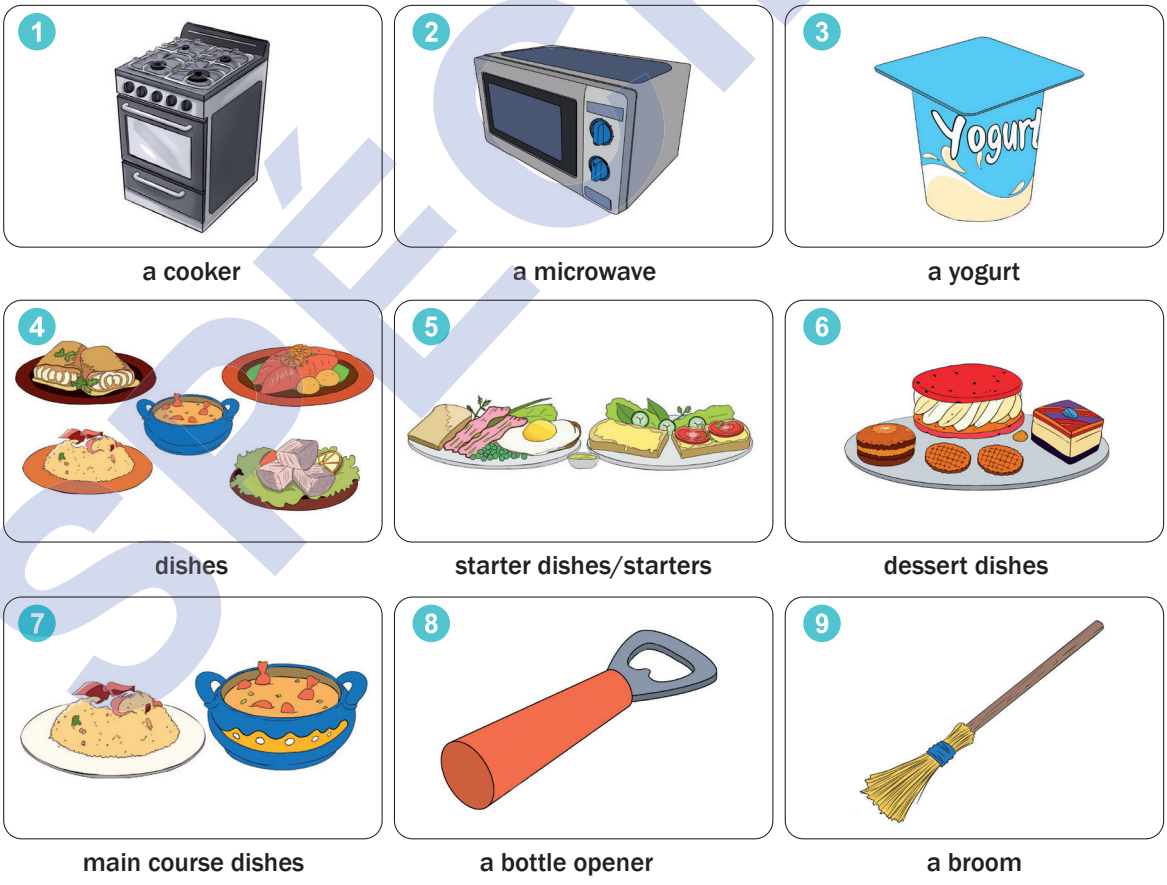
Learning Context: *The students of 5ème 3 of Lycée Municipal M'bengué are commenting a picture of their Ghanaian penfriend Kossia in the kitchen of her family house to discover her activities after class.*

Key to this lesson

- Vocabulary related to the Kitchen
- Describing ongoing actions

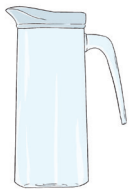


I OBSERVE

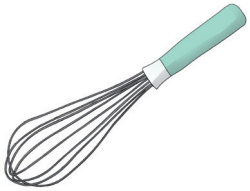


SPECIMEN

MOVE FORWARD 5e_MANUEL 26062023.indd 30 26/06/2023 10:51

10 

a carafe

11 

an egg beater

12 

a mixer

13 

a garbage bag / a trash bag

I LISTEN

A **Dialogue 1: Listen and Repeat.**

Koffi: Hi, Kodj, are you coming for lunch in my family as planned?

Kodj: Sure!

Koffi: Great! My mom is cooking several dishes.

Kodj: Wow! Can you give me some details?

Koffi: There are starters like salad, eggs, and beans. As main dish, you can have *attieke, foutou, kabato, and placaly.*

Kodj: Really? I am fond of placaly. Any dessert?

Koffi: Of course! There's yogurt, ice-cream, cake, etc.

Kodj: Great! Can we go now? Ah, ah, ah...

B **Dialogue 2: Listen and Repeat.**

Koffi: Did you like the dishes, Kodj?

Kodj: Yeah, Your mom is a real Chef.

Koffi: Yes, everything was ready before time. She uses the microwave to heat the food.

Kodj: It was really delicious, but I finally ate more cake.

Koffi: You know, she uses an electric egg beater and a mixer to get everything ready.

Kodj: Fantastic! I'm sorry my stomach is so small.

I SPEAK

A **I listen to the audio and repeat what I hear.**

B **I practise with my partner.**

1.You and your partner, practise asking and answering questions as in A.

Ask and answer questions about

- kitchen tools,
- dishes,
- food preferences.

2. You, and your partner, practise roleplaying Dialogues 1 and 2.

SPECIMEN

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I READ

Read the text below and answer the questions related to it in your copybook.

COOKING

Cooking is a process to make food ready to eat by heating it. Cooking can kill bacteria that may be in the food. Cooking is often done in a kitchen using a stove or an oven. It can also be done over a fire. The heat for cooking can be made in different ways. It can be from an open fire that burns wood or charcoal. It can be on a stove or in an oven that uses propane, natural gas, or electricity. People often cook meat by boiling, roasting, frying, or grilling it. Some foods such as bread or pastries are usually baked.

Adapted from www.englishforkidz.com

Questions

1. What is cooking?
2. What can cooking do according to sentence 2?
3. How many ways of making the heat for cooking are mentioned in the text? Choose the right option.
   a. three b. two c. four
4. What types of food are usually baked according to the text?

I WRITE

A **Read each definition or description and write down what you think it refers to. Write your answers like in the example in your copybook. Example: 1.** starter

1. This dish comes before the main food. .....
2. There is kabato and tchonron soup today. .....
3. People use me to clean dirty floor. .....
4. After cleaning the floor, I put the dirty things in it. .....
5. You have the choice between cakes, yogurt, or oranges. .....
6. This machine helps to heat cold food quickly. .....
7. People use it to beat eggs. .....
8. This recipient keeps water hot or cold for a long period. .....
9. People use it to mix vegetables. .....
10. If you want to open a bottle, take it. .....

B **Use the information between parentheses to write correct answers about people's activities. Write your answers like in the example.**
Example: 1. He is cleaning the floor.



Question: What is Essis doing? (to clean the floor)
Answer: He is cleaning the floor.



Question: What are Anna and Rahim doing? (to drink yogurt)
Answer: .....

SPECIMEN

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Question: What is Gertrude doing? (to mix vegetable)
Answer: .....



Question: What is Bohui doing? (to wash the dishes)
Answer: .....

Grammar Focus

Questions / answers in the present continuous

- What is **X** doing?

He/she is + verb + ing

- What are **X** and **Y** doing?

They are + verb + ing

I say it well

- What do you have as dessert?
- There's yogurt, ice-cream and cake.
- Use the garbage bag, please.
- My mom is cooking several dishes.

I put it all together

In a text messaging, comment three pictures of your recent birthday party to your Nigerian Facebook friend, Ezo. In your comments,

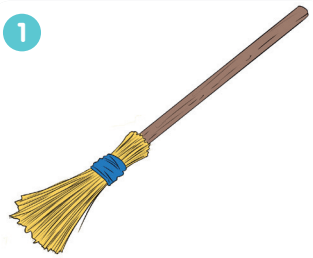
- say where you are in picture 1 and what you are doing;
- give the names of the girls and the boys in picture 2 and what they are doing;
- describe the festive scene in picture 3.

SPÉCIMEN

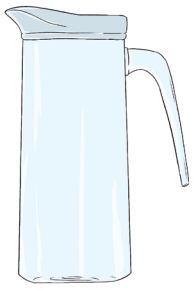
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CHECK 2

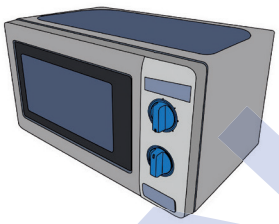
1 Write the correct name of kitchen object under each picture like in number 1.

1 

a broom

2 

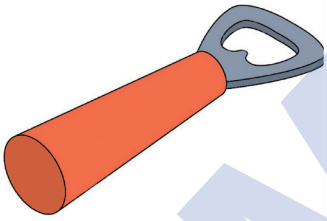
.....

3 

.....

4 

.....

5 

.....

6 

.....

2 Match each question from column A with the correct answer in column B.

A	B
1. What is Alice doing? 2. Where is the bottle opener? 3. What are Anna and her mother doing? 4. Is Boli washing the dishes?	a. Yes, he is. b. They are having breakfast. c. It's on the floor. d. She is cooking dinner.

3 Copy and complete the following statements about family relations in your copy book.

1. My father's father is my .....
2. My mother's mother is my.....
3. My father's sister is my.....
4. My mother's brother is my .....
5. My mother's son is my.....
6. My son's son is my.....

4 Copy again and complete the statements below about family relations in your copybook.

1. My boy is my.....
2. My girl is my.....
3. My sister's son is my.....
4. My brother's daughter is my .....
5. My brother's children and my children are .....
6. My daughter's son is my.....

SPECIMEN

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CHECK 2

5 **Answer the following questions.**

1. Do you have a large or a nuclear family?
2. How many members are there in your family?
3. How many brothers and sisters have you got?
4. What's your mother's sister to you?
5. What's your sister's daughter to you?

6 **Reorder the letters below in your copybook to find the correct words.**

a- HKOBSLEFO
b- KOSETC
c- PXULED
d- OUCBPDAR
e- ABYCLNO
f- MTBAROHO
g- EBSOKOFSHLEV

7 **Answer the questions in your copybook. When you are at home, where**

a- do you sleep?
b- do you eat?
c- do you wash yourself?
d- does your mother cook?
e- do you watch TV?
f- does your father park his car?

8 **Circle the correct answer**

A. There is a car in the

a- kitchen. b- living room. c- garage.

B. The fridge is in the

a- kitchen. b- bathroom. c- garden.

C. The family eats in

a- the bedroom. b- the dining room. c- the garage.

D. I sleep

a- on a chair. b- in a bed. c- on a table.

E. To have fresh water, I

a- turn on the split. b- open the fridge. c- open the cupboard.

Communication activity

You've sent some pictures of a celebration in your family to your Nigerian pen friend. In order to help him/her better understand the scenes, write comments on the pictures. In your text,

- indicate what the celebration is about;
- mention where the people are in each picture;
- say what the people are doing in each picture.

SPÉCIMEN

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Games and Song

WE ARE FAMILY SONG

Mommy and daddy,
Sister and brother,
Grandma and grandpa,
My family.

Mommy and me,
Daddy and me,
My family,
I love my family.
Sister and me,
Brother and me,
My family,
I love my family.

https://www.youtube.com watch?v=GiRUF7hvWuM

Grandma and me,
Grandpa and me,
My family,
I love my family.

I love my family,
I love my family,
I love my family.
And my family loves me.



WHO AM I?

1. My father is Mr Konan; his father is Mr Konan; he is .....
2. Anna is my mother's daughter; I am her.....
3. She is my brother's sister; I am her .....
4. He is my brother's brother; I am his.....

GAME: GUESSING GAME: WHO AM I?

I have the same dad and mum, but I'm a female and you're a male.
I'm your mother's brother
I'm your father's father
I'm your mother's mother
I'm your daughter's son
I'm your aunt's son
I'm your sister's son
Who am I?

SPECIMEN

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UNIT 3

TIME AND DATE

Lesson 1

Can you tell me the date, please?

Learning Context: *To plan your birthday parties, you and your classmates ask and answer questions about your birthdays.*

Key to this lesson

- Vocabulary related to dates
- Asking and responding to questions related to telling the date;
  Can you tell me the date, please?
  What day is it please?
  Excuse me, what's the date today?
- Pronouncing key words
- Asking and answering questions with the correct intonation



I OBSERVE

A Asking and giving the date



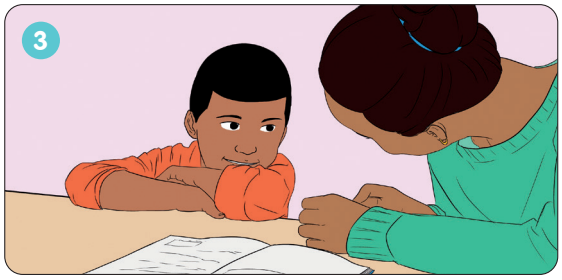
Carl: *Excuse me Anna, what day is today?*
Anna: *Oh, today is Monday, I think.*
Carl: *Thank you!*
Anna: *you're welcome!*



Vivi: *Sorry Dad, are we in October today?*
Dad: *Yes, we are.*
Vivi: *Thank you, Dad!*
Dad: *You're welcome!*

SPECIMEN

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Tito: *Please Mum, what year is this?*
Mum: *This is the year two thousand and twenty-two.*
Tito: *Thank you, Mum!*
Mum: *You're welcome!*



Prof: *Anna, can you tell me the date?*
Anna: *Yes, sir. Today is Monday, the first of November, two thousand and twenty-two.*
Prof: *Very good!*

B Ordinal numbers

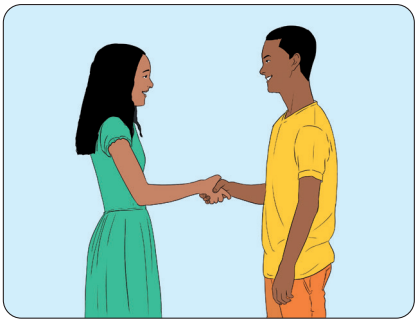
Numbers: One to thirty

First: 1st	Seventh: 7th	Twenty-second: 22nd	Twenty-eighth: 28th
Second: 2nd	Eighth: 8th	Twenty-third: 23rd	Twenty-ninth: 29th
Third: 3rd	Ninth: 9th	Twenty-fourth: 24th	Thirtieth: 30th
Fourth: 4th	Tenth: 10th	Twenty-fifth: 25th	Thirty-first: 31st
Fifth: 5th	Twentieth: 20th	Twenty-sixth: 26th	
Sixth: 6th	Twenty-first: 21st	seventh: 27th	

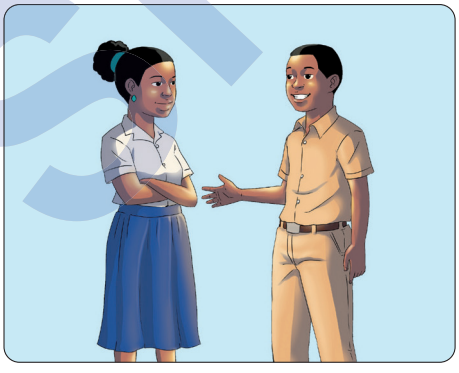
I LISTEN

A Dialogue 1: Listen and Repeat.

Armel: Hi Jacky, how are you today?
Jacky: Pretty fine, thank you. How are you?
Armel: Fine, thanks. Tell me, when were you born?
Jacky: Well, I was born on the 24th of December, 2010.
Armel: Wow, so you're only twelve years old?
Jacky: Exactly! How about you, when were you born?
Armel: The 1st of January, 2011.
Jacky: So, your birthday party coincides with the new year!
Armel: Absolutely!



B Dialogue 2: Listen and Repeat.



A: When is your birthday party?
B: The first of January.
A: Really? What a coincidence with the new year!
B: You're right. How about yours?
A: Emmm, my birthday party is on the fifteenth of March.
B: Great! Do you usually invite many people to your birthday party?
A: Not many, just a few friends.
B: Oh, I see.... As for me, I invite a lot of friends for my birthday party.

SPECIMEN

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I SPEAK

A **I listen and repeat.**

- **A:** Excuse me, what day is today? **B:** Today is Friday, I think.
- **A:** When were you born? **B:** I was born on the 10th of July 2008.
- **A:** When is your birthday party? **B:** The 10th of July.
- **A:** How old are you? **B:** I'm 12/ I'm twelve years old.
- **A:** Do you usually invite many people for your birthday party? **B:** Yes, I do.

B **I practise with my partner.**

1. You and your partner, practise asking and answering questions like in A.
2. You, and your partner, practise roleplaying Dialogues 1 and 2.

I READ

Read the text and, in your copybook, write true (T) or false (F) for each statement.
Number 1 is an example: 1.F.

Miss Adi was born on February 7, 2010. She is twelve years old on February 7, 2022. She is planning to organise a birthday party soon. She usually does not invite many people at her birthday party. She invites only a few friends from the neighbourhood. They all dress up. They sing the "Happy birthday" song, dance, drink, and eat delicious food.

True or False?

1. Adi is eleven years old. **F**
2. She wants to organise a birthday party soon.
3. She usually invites a lot of people at her birthday party.
4. During the birthday party, people dress well.

I WRITE

A **Write your answers to the following questions in your copybook.**

1. What's the first month of the year?
2. When were you born?
3. How old are you?
4. When is your birthday party?

B **Listen to the passage and complete the table.**

Name	Date of birth	Age	Birthday party
Soro			
Alla			
Lasme			
Guei			
Ekissi			

SPECIMEN

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Grammar Focus

A. Writing and saying the date

I write	I say
October 31, 2021 January 1, 2021	The 31st of October The first of January 2021

B. Asking and answering questions about day and date.

A: What day is today?
B: Today is Tuesday.
A: What's the date today?
B: Today is the first of February, two thousand and twenty-two.

C. Writing and saying the date

Cardinal	Ordinal
1 (One) 2 (Two) 3 (Three) 4 (Four) 5 (Five) 6 (Nine) 7 (Twelve) 8 (Twenty) 9 (Thirty)	1st (First) 2nd (Second) 3rd (Third) 4th (Fourth) 5th (Fifth) 9th (Ninth) 12th (Twelfth) 20th (Twentieth) 30th (Thirtieth)

I say it well

- When were you born?
  I was born on the first of January, 2021.
- When's your birthday party?
- What day is today?
  Today is Saturday.
- What's the date today?
  Today is the twentieth of December 2021.

I put it all together

To participate in their birthday parties, your classmates ask and answer questions about their birthdays.

- Greet each other.
- Ask your partner the date of his/her birthday.
- Take notes of your partner's answer and report it to the class.

SPECIMEN

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UNIT 3

TIME AND DATE

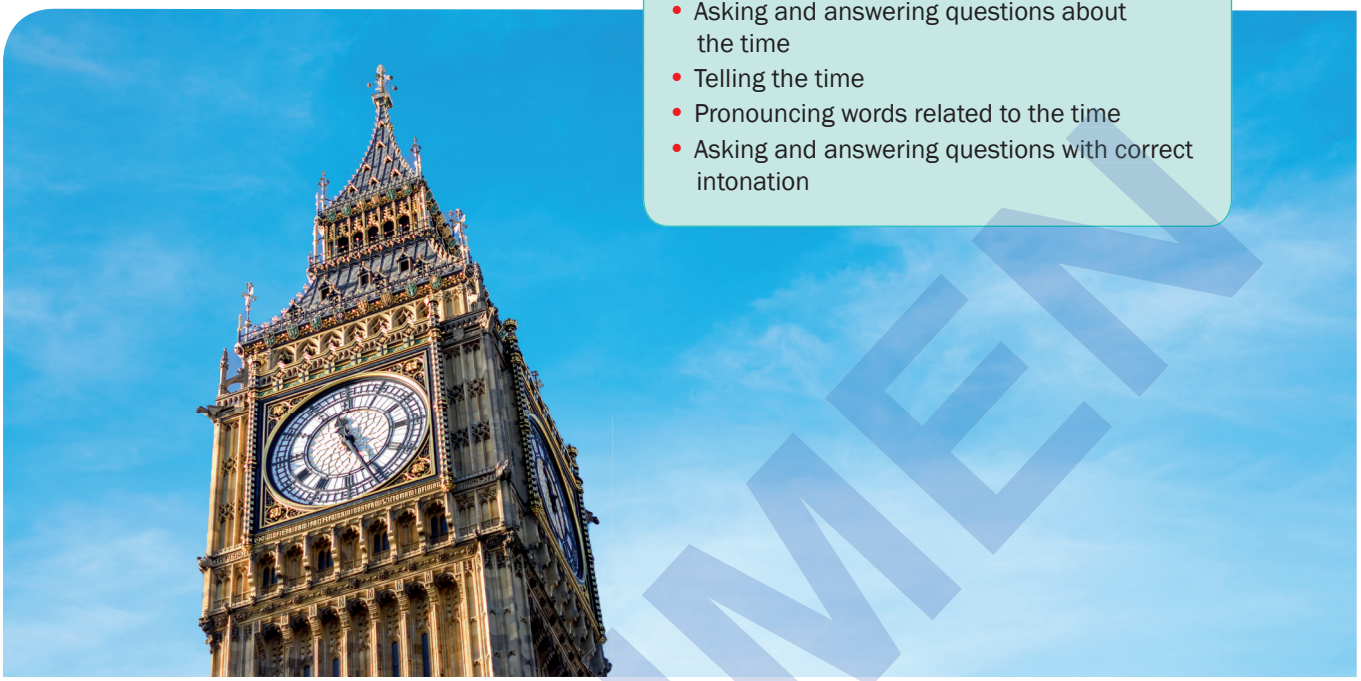
Lesson 2

What time is your next lesson?

Learning Context: *To write about your activities at school, you learn how to say and write the time.*

Key to this lesson

- Vocabulary related to time
- Asking and answering questions about the time
- Telling the time
- Pronouncing words related to the time
- Asking and answering questions with correct intonation



I OBSERVE

A Reading the time.



A.	2:00 -	It's two o'clock.	G.	2:00 -	It's two o'clock.
B.	2:05 -	It's five past two.	H.	2:05 -	It's five past two.
C.	2:10 -	It's ten past two.	I.	2:10 -	It's ten past two.
D.	2:15 -	It's a quarter past two.	J.	2:15 -	It's a quarter past two.
E.	2:20 -	It's twenty past two.	K.	2:20 -	It's twenty past two.
F.	2:25 -	It's twenty-five past two.	L.	2:25 -	It's twenty-five past two.

Adapted from https://www.vocabulary.cl/Basic/Telling_Time.htm

SPÉCIMEN

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A Saying the time.

1



Konan: Guéi, **What's the time?** / **What time is it?**
Guéi: It's 12 **o'clock.**

2



Sita: Mamadou, **Is it** 10 o'clock?
Guéi: No, **it's quarter to eight.** / No, it's seven **forty-five.**

I LISTEN

A Dialogue 1: Listen and Repeat.

Soumahoro: Hello, Aké! What time is it?
Aké: It's twenty past eight.
Soumahoro: Thanks. It's time for the English lesson.
Aké: I don't have class now.
Soumahoro: What time is your next lesson, then?
Aké: Nine twenty, it's Maths.

B Dialogue 2: Listen and Repeat.

A: What's the time?
B: It's quarter past ten.
A: Thank you! It's time for break.
B: When is your next lesson?
A: Ten fifty-five.
B: My next class is after break, at half past ten.

I SPEAK

A I listen and repeat.

- **A:** What's the time? **B:** It's half past ten / It's ten thirty.
- **A:** What time is it? **B:** It's quarter to ten. / It's nine forty-five.
- **A:** What's the time? **B:** It's midday / It's midnight.
- **A:** Is it ten o'clock? **B:** Yes, it is.
- **A:** Is it twenty-five past eight? **B:** No, it's not; it's ten ten.
- **A:** What time is your next English class? **B:** At eleven twenty-five.
- **A:** Is your next lesson at ten? **B:** Yes, it is. / No, it's at twenty to eleven.

B I practise with my partner.

1. Ask and answer questions like in A, and about your next lessons.
2. You, and your partner, practise roleplaying Dialogues 1 and 2.

SPÉCIMEN

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I READ

Read the text and, in your copybook, answer the questions below.

Hi, my name is Marvell. I go to school at lycée moderne Bangolo. I study a lot of subjects at school. On Mondays, I have French at 7:30. After French, I have two hours of Maths. Then there is break at quarter past ten. My next lesson after break is English, at 10:30.
In the afternoon, I have Physical training at 04:00 o'clock. I finish classes at six o'clock in the afternoon.

Questions

1. What time does Marvell have French?
2. Does he have break at ten o'clock?
3. Does Marvell have class on Monday afternoon?
4. What time is Marvell's last class of the day?

I WRITE

A **Write the time in your copybook.**

1. **10:00: Ten o'clock**
2. Quarter past nine.
3. Eleven fifty-five.
4. 02:59
5. Ten past ten.

B **Listen and write the words you hear in your copybook. Number 1 is an example.**

1. What time is it?
2. It's ... ... eleven.
3. ... the time?
4. It's four ... .
5. Is it ... to five?
6. It's nine ... .
7. What time is the ... class?
8. When is your next ... ...?

C **Put the words in the correct order.**

1. is / time / it / What/?
2. half / past / is / five / It
3. What/ lesson /is / time / your /English/?
4. at / Maths / ten / I / have / thirty
5. It /five/ten/morning /to/the /is/ in

SPECIMEN

MOVE FORWARD 5e_MANUEL 26062023.indd 43 26/06/2023 10:52

Grammar Focus

Asking and answering questions about the time.

What's the time? It's nine to two.
What is the time? ⇒ It's ten thirty.
What time is it? ⇒ It's twelve o'clock.
Is it eleven to ten? ⇒ Yes, it is / No, it isn't; it's five o'clock.
What time is your Geography lesson? ⇒ At 9:00 o'clock.

I say it well

- What's the time?
- What time is it?
- It's half past ten.
- It's ten thirty.
- It's five o'clock.
- When is your next English class?
- At eleven twenty-five.
- It's ten fifty-five.
- It's a quarter to eleven.

I put it all together

Your friend from Ghana wants to get information about your schedule.

- Write the days and times you have your different subjects at school.
- Tell him the days you have class.
- Indicate the time of each subject.

SPÉCIMEN

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UNIT 3

TIME AND DATE

Lesson 3

What do you do on weekends?

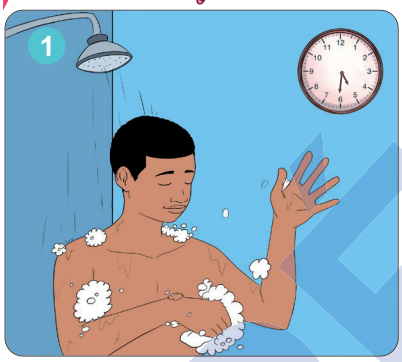
Learning Context: *The students of 5ème 6 of Lycée Moderne M'bengué are discussing their daily schedules with the English teacher to share information on their lives out of class.*

Key to this lesson

- Vocabulary related to time and dates
- Asking and responding to questions about time
- Asking and responding to questions about schedules



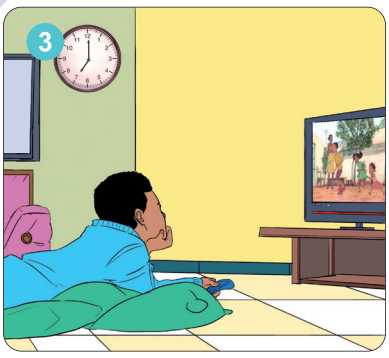
I OBSERVE



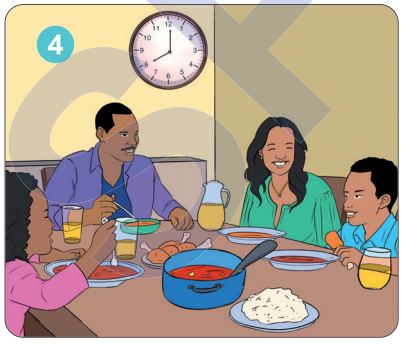
At five thirty, Sékongo takes his bath.



At 6 o'clock, Sékongo has breakfast with his sister.



At 7 p.m., Sékongo watches television.



At 8 p.m., Sékongo has dinner with his parents.



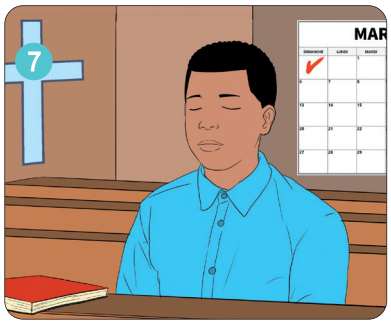
At eight thirty p.m., Sékongo and his sister wash the dishes.



On Saturdays, Sékongo pays visit to his grandmother.

SPECIMEN

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On Sundays, Sékongo goes to church.



In August, Sékongo visits his village.

I LISTEN

A **Dialogue 1: Listen and Repeat.**

Stephy: Hi, Sekongo. Can you come to my house this weekend?
Sekongo: I'm sorry I can't. Every weekend, I pay a visit to my grandmother.
Stephy: I need you for only this weekend; it's my mom's birthday and all our classmates are coming.
Sekongo: I know, but my grandmother is waiting for me. I love her so much!

B **Dialogue 2: Listen and Repeat.**

Stephy: Where does your grandmother live?
Sekongo: In Songon, a wonderful city in the suburb of Abidjan.
Stephy: Why do you love her so much?
Sekongo: Every time I visit her, she cooks delicious traditional dishes for me. At night, she tells fantastic stories.
Stephy: Really? Take me there next week. I'm fond of stories.

I SPEAK

A **Complete the dialogue between A and B in your copybook. Then roleplay it with your partner.**

A: Can you come.....?
A: Why don't you .....?
A: Where does ..... live?

B: (I'm) sorry I can't.
B: Because (every weekend), I ..... .
B: He/she lives ..... .

B **I practise with my partner.**

1. Ask and answer questions like in A, and about your next lessons.
2. You, and your partner, practise roleplaying Dialogues 1 and 2.

SPÉCIMEN

MOVE FORWARD 5e_MANUEL 26062023.indd 46 26/06/2023 10:52

I READ

Read the following text and, in your copybook, answer the questions related to it.

My daily routine

Hello! My name is Bianca. I am nine years old. I get up at seven thirty in the morning and take a shower. I eat breakfast at eight o'clock. I walk to school with my mother. I start school at eight thirty in the morning. I have many friends at school, but my best friends are Lerna, Rena and Talia. We eat lunch together at school at a quarter to twelve. At a quarter past twelve, we play volleyball together and have so much fun.

After school, I do my homework and watch my favorite cartoon.

I eat dinner with my parents at a quarter to six in the afternoon. After we eat dinner together, my parents and I watch a movie and eat popcorn. I go to bed at nine pm.

Adapted from GrammarBank.com 2020

Questions

1. How old is Bianca?
2. What time does she wake up?
3. Copy and complete this table with information from the text.

Time when Bianca starts school.	
Number of best friends.	
Time when Bianca plays volleyball.	

4. List two things Bianca does after school.
5. Does Bianca have dinner alone? Justify your answer.
6. What does Bianca do at nine pm?

I WRITE

A **Listen to Anne Maria's Sunday routine and write the missing parts in your copybook.**

Number 1 is an example.

1. At five thirty, Anne Maria takes her bath.
2. At ..., Anne Maria ... with her sister.
3. At ..., Anne Maria ... .
4. At ..., Anne Maria ... to her grandmother and has lunch with her.
5. At ..., Anne Maria does her ... .
6. At ..., Anne Maria ... with her parents.
7. At ..., Anne Maria and her sister ... .

B **Use the information between parentheses to write correct answers about people's schedules. Write your answers like in the example.**

Example: 1. Every Monday, Anna goes to school.

1. What does Anna do every Monday? (to go to school)
2. What does Sekongo do in long holidays? (to visit his village)
3. What do Christians do on Mondays? (to go to church)
4. What does Rosy do every Saturday? (to cook for her family)
5. What do young children do from 6 to 7 p.m.? (to watch television)
6. What do students do after dinner? (to do their homework)

SPECIMEN

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Grammar Focus

Adverbs of time:
Every day, every Tuesday, on Tuesday, etc...

Questions/answers about schedules

- What do you do every Wednesday?
- What do you do on Wednesdays?

- On Wednesdays, I + verb in the simple present.
- Every Friday, I + verb in the simple present.

I say it well

Watch vs. **wash**

I **watch** television.
I **wash** the dishes, I **wash** my dirty clothes.
Take a **bath**

I put it all together

In a letter from your American friend, Brad, you read this question:
"Can you tell me what you do every day?"
Write a reply to Brad's letter. In your reply,
- say what you do at home and what time you do each activity;
- indicate the activities you do at school and the times you do them;
- ask information about the daily schedule of your friend Brad.

SPÉCIMEN

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CHECK 3

1 **Write the dates in letters or in numbers on the spaces provided. Number 1 is an example.**

I write it	I say it
1. January 1, 1995	The first of January nineteen ninety-five
2. December 3, 2010	.....
3.	September, the twenty second, nineteen-ninety-six
4. October 15, 2013	.....
5.	March, the thirtieth, nineteen-ninety

2 **Write in letters in your copybook.**

1st : **4th :** **41st :**
2nd : **10th :** **55th :**
3rd : **20th :** **88th :**

3 **Reorder the words to write a correct sentence.**

1. is / it / What / time / ? .....
2. at / French / ten / have / Do / half / you / past / ? .....
3. it / Is /o'clock / ten / ? .....
4. the / is / time / What / ? .....
5. eleven / It's / past / quarter .....
6. next / class / English / time / What / the / is / ? .....

4 **Write the time.**

1. 11:00 ⇒
2. 20:30 ⇒
3. 08:15 ⇒
4. 10:45 ⇒
5. 08:45 ⇒
6. 24:00 ⇒
7. 05:45 ⇒
8. 23:30 ⇒

5 **Look at the time and draw the hands of the clock.**

1



It's one to one

2



It's five past five

3



It's half past four

SPÉCIMEN

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CHECK 3

4



It's midday

5



It's quarter to nine

6



It's twenty-eight to ten

6 Write what people are doing in the pictures. Number 1 is an example.

1



They are having breakfast.

2



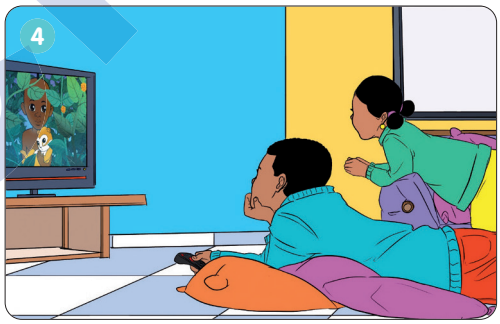
.....

3



.....

4



.....

5



.....

6



.....

SPECIMEN

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CHECK 3

7 **Use the verbs in brackets to write a correct sentence about what people do at specific periods.**

1. Atowla .....to school from Monday to Friday. (go)
2. Every day, my brothers .....television. (watch)
3. On Fridays, the muslims.....at the mosque. (pray)
4. Every morning, I .....a bath before going to school. (take)
5. The members of Assohou's family .....dinner at 8:30 p.m. (have)

Communication activity

Write a paragraph about your every day schedule from 6 am to 6 pm and share the information with the members of the English club. In your paragraph,

- say what you do at home in the morning;
- specify your activities at school;
- mention what you do when you come back home after class.

SPÉCIMEN

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Games and Song

The days of the week

Monday,
Tuesday,
Wednesday,
Thursday,
Friday,
Saturday,
Sunday.
The days of the week !

https://www.youtube.com/watch?v=mXMofxtDPUQ



The months of the year

January, February, March,
April, May,
June, July,
August, September, October, November, December

https://www.youtube.com/watch?v=Fe9bnYRzFvk

What's your favourite subject

What's your favourite subject? (×4)
I like Maths and Science
I like Art and Music (×2)
I like Drama and English
I like History and Social science
} (×2)
I like Geography and PE
I like mechanics and computers
I like philosophy and religion
I like cooking and creative writing

https://www.youtube.com/watch?v=-Xrs09kihwk

GUESSING GAME: What am I?

I make a loud sound when I'm changing;
When I do change, I get bigger, but I'm no longer heavy;
Children love me;
They like having me with powder milk in a transparent sachet;
What am I?

SPECIMEN

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UNIT 4

JOBS AND OCCUPATIONS

Lesson 1

My father is a farmer

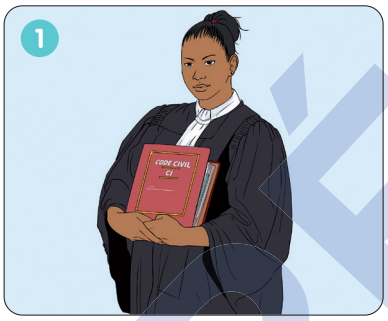
Learning Context: *In order to talk about your ambitions during the next English club meeting, you are learning about how to talk about jobs and occupations.*

Key to this lesson

- Vocabulary related to jobs and occupations
- Asking and answering questions about jobs
- Pronouncing words related to jobs
- Asking and answering questions with the right intonation



I OBSERVE



Mrs Gbane is a lawyer.



Anna is a cashier at a supermarket.



Fred is a barber.



Mr Yeo is a plumber.



Mr Guei is a cook. He is a chef at Hotel Ivoire.



Bob is a greengrocer.

BEGIN

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Tito is a football player.



Kate is a midwife; She works at the Houphouet Boigny Hospital in Abobo.

I LISTEN

Dialogue 1: Listen and Repeat.

Armel: Hi Jacky! Excuse me, what do your parents do?
Jacky: Well, Dad is a plumber, and Mum is a midwife.
Armel: Great!
Jacky: How about your parents? What are their occupations?
Armel: Well, Mum is a lawyer, and Dad is a cook at a famous hotel in Yamoussokro.
Jacky: Wow, that's wonderful!
Armel: Well, it's time for English. Good-bye!
Jacky: Bye, see you later!

Dialogue 2: Listen and Repeat.

A: What's your favourite job?
B: Well, I want to be a lawyer one day.
A: Really? Why?
A: Because I just like it. I want to defend people. How about you? What do you want to do later on?
B: Emmm, I want to be a plumber.
A: Seriously? You want to be a plumber?
A: Why? What's wrong with being a plumber?
B: Oh, nothing, but I don't think plumbers get enough money.
A: Humm, maybe, but I just like it.

I SPEAK

A **I listen and repeat.**

- **A:** Excuse me, what do your parents do?
- **A:** What does your Dad do?
- **A:** What's your mother's job?
- **A:** What's your favourite job?
- **A:** What do you want to do later on?

B: Dad is a cook and Mum is a lawyer.
B: Dad is a footballer.
B: She is a midwife.
B: I want to be a plumber.
B: I want to be a lawyer.

SPÉCIMEN

MOVE FORWARD 5e_MANUEL 26062023.indd 54 26/06/2023 10:57

B **I practise with my partner.**

1. You and your partner, practise asking and answering questions like in A.
2. You, and your partner, practise roleplaying Dialogues 1 and 2.

I READ

A **Copy the chart below in your copybook. Then read the text and complete it.**

People do different jobs in life. Each job is important in society. A midwife delivers babies; a greengrocer sells fruits and vegetables; a lawyer defends people in court; a plumber repairs things in people's houses; a barber cuts people's hair and their beard; a cashier cashes customers' money; a footballer plays football. All these jobs help our society develop.

Job	What people do
A midwife	A midwife delivers babies
A greengrocer	
A lawyer	
A plumber	
A barber	
A cashier	
A footballer	

B **Why are all these jobs important?**

I WRITE

A **Write your answers to the following questions in your copybook.**

1. What do your parents do?
2. What's your favourite job?
3. Why do you like this job?
4. Is your Dad a mechanic?
5. Does your mum work in a hospital?

B **Listen to the text and complete the table with what the people want to do later on and the reason why. Copy the table below and complete it.**

Name	Favourite job	Reason
Soro	lawyer	
Alla		
Lasme		
Guei		
Ekissi		likes repairing taps and sinks

SPECIMEN

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Grammar Focus

Asking and answering Yes/No questions

A: Is your father a mechanic?
B: No, he **isn't**; he's a carpenter.

A: Does your aunt work in a maternity?
B: Yes, she **does**; she's a midwife.

A: Do you want to be a lawyer one day?
B: Yes, **I do**/ No, I **don't**.

I say it well

- Excuse me, what does your Dad do?
- What's your mum's job?
- What do you want to do later on?
- Does your uncle work in a hospital?

I put it all together

At the meeting of the English Club of your school, you're sharing information on your parents' jobs and occupations to get to know each other better.

- Introduce yourself.
- Say what jobs your parents do.
- Talk about the jobs of your dream.

SPÉCIMEN

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UNIT 4

JOBS AND OCCUPATIONS

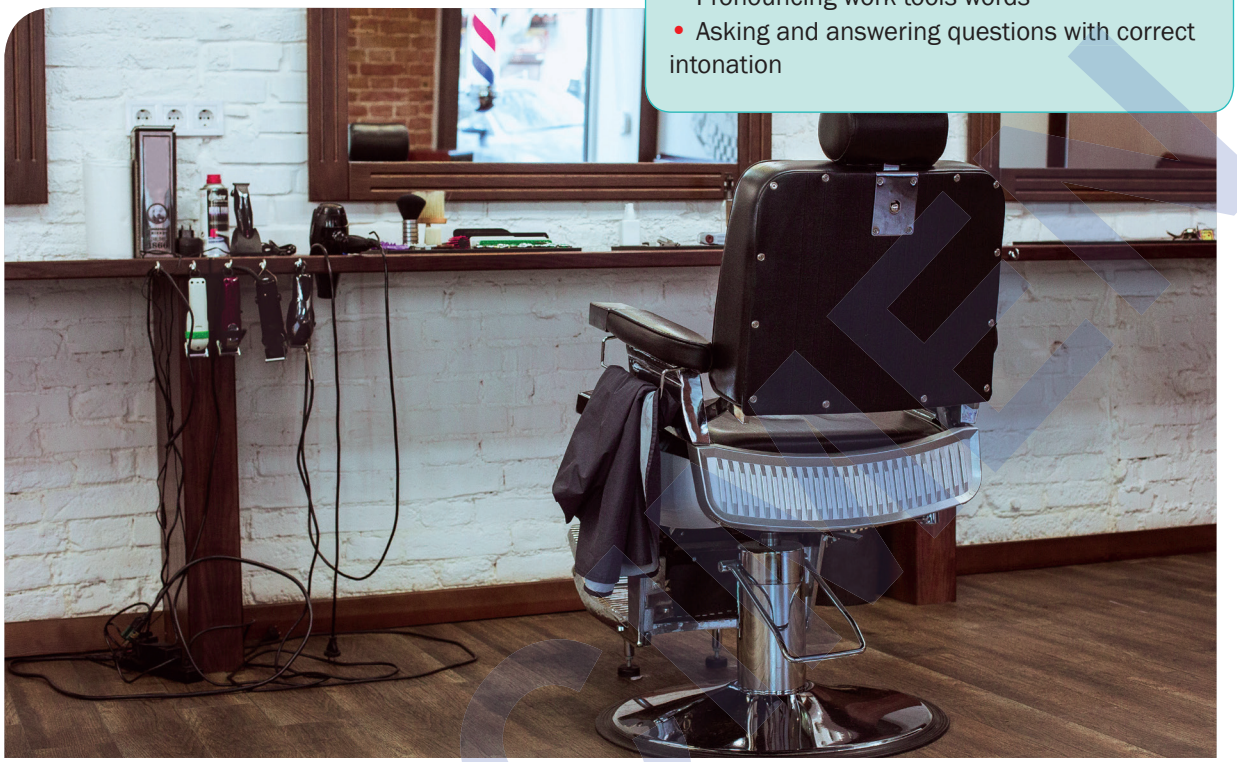
Lesson 2

What does a hairdresser work with?

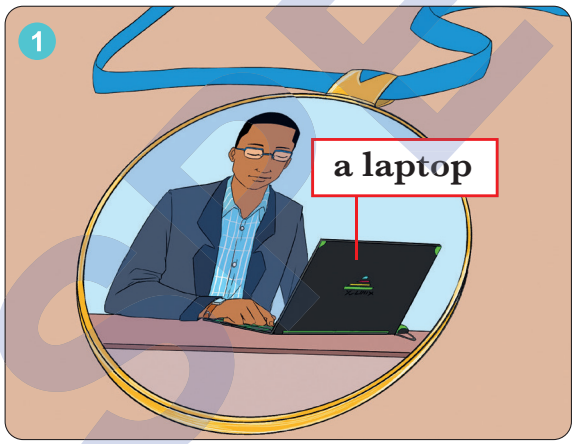
Learning Context: *To write a description of your parents' jobs, you are learning what tools they work with.*

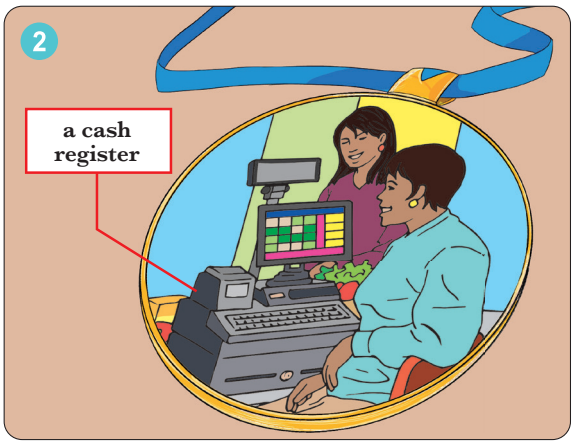
Key to this lesson

- Vocabulary related to working tools
- Asking and responding to questions about working tools
- Pronouncing work tools words
- Asking and answering questions with correct intonation

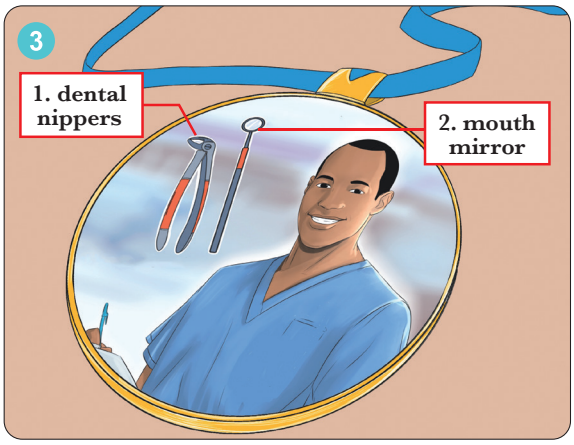


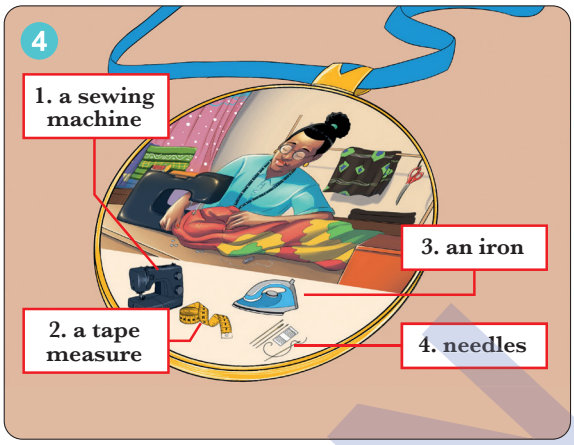
I OBSERVE

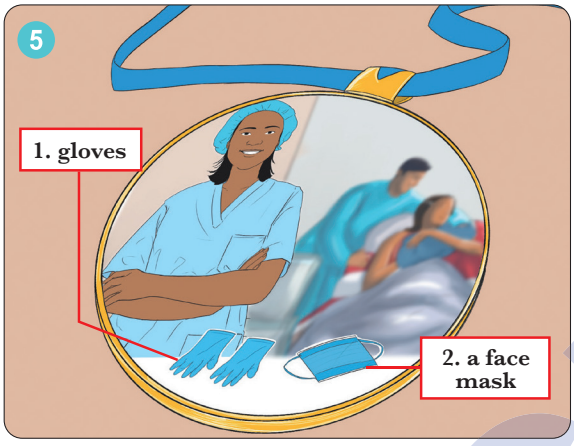




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I LISTEN

A **Dialogue 1: Listen and Repeat.**

Félix: Hi, Delorence! What tool does a dentist use to work?

Delorence: He uses lots of tools such as a syringe.

Winner: Tell me more.

Delorence: Well, he works with dental nippers, a syringe, and a mouth mirror for example.

Félix: Does he work with a laptop too?
Winner: No, but computer scientists do.
Delorence: Does a cashier use a stethoscope to work?
Félix: No, he doesn't; he uses a cash register.
Winner: What about the dressmaker?
Félix: She uses a sewing machine of course.

B **Dialogue 2: Listen and Repeat.**

Seydou: What tool is this?

Mawa: It's a thermometer.

Seydou: Why are you holding this thermometer?

Mawa: I am a midwife, you know, and I use it to work.

Seydou: Are these needles?

Mawa: No, they are not; they are wrenches.

Seydou: Who uses wrenches to work?

Mawa: Mechanics do.

Seydou: What else do mechanics work with?

Mawa: They work with pliers, hammers and screwdrivers.

SPECIMEN

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I SPEAK

A **I listen and repeat.**

- **A:** What tools does a dressmaker use to work? **B:** She uses a tape measure, an iron and a pair of scissors
- **A:** Who uses a face mask and gloves to work? **B:** A midwife does.

B **I practise with my partner.**

- Ask and answer questions like in A and B above.
- Look at the pictures in 'I observe'. Ask and answer questions about what the persons use to work.

I READ

Read the following text and answer the questions in your copybook.

My parents' work tools

My name is Drissa. I am in 5ème in lycée Leboutou of Dabou. My mother and my father use different tools to work. My mother, N'dri, works with gloves, a stethoscope and a thermometer. She also wears a face mask. She works in a big hospital. My father, Thomas, is a mechanic. There are many cars in his garage. To repair them, he uses wrenches, screwdrivers, pliers and a hammer. He likes his job and many people come to repair their cars. My Aunt Djénéba, a dress maker, uses a pair of scissors to cut cloth. Then she uses a sewing machine to make clothes. But before this, she uses a tape measure to take the sizes of the clients.

Questions

1. What is Ndri's job?
2. Write three tools Ndri uses to work.
3. What does Thomas work with?
4. What does Djeneba cut cloth with?
5. Does Djeneba take the size of the clients with a stethoscope?

I WRITE

A **Copy and complete the following in your copybook.**

A. What tool does a computer scientist use to work?
B. .....
A. Who uses .....and .....to work?
B. Mechanics do.
A. Who works with an.....?
B. Dentists .....

B **Listen and complete with the missing words.**

1. The .... works with a law book.
2. What tools do ... use to work?
3. Dressmakers work with ... ...
4. Do ... work with wrenches?
5. No, they use ... ... to work.

C **Copy and rewrite in your copybook.**

1. tool/What/this/is/?
2. a/It /thermometer/is/
3. to /uses/Who/thermometer/a/work/?
4. these/ Are/ needles/?
5. with/ do/midwives/work/What/?
6. screwdrivers/Mechanics/pliers/work/ with/and

SPECIMEN

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Grammar Focus

Interrogative pronoun 'Who':

Who works with a face mask?

The midwife does.

Interrogative pronoun 'What':

What tool does a computer scientist use to work?

He uses a laptop.

I say it well

- What tools does a mechanic use to work?
- Do midwives work with pliers?
- Mechanics use wrenches to work.
- Who uses a screwdriver to work?

I put it all together

You meet your Liberian friend. To know more about each other, you ask and answer questions about the jobs of your family members:

- give the job of three members of your family;
- tell your friends what tools each member of your family uses to work.

SPÉCIMEN

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UNIT 4

JOBS AND OCCUPATIONS

Lesson 3

Come and see me at my workplace

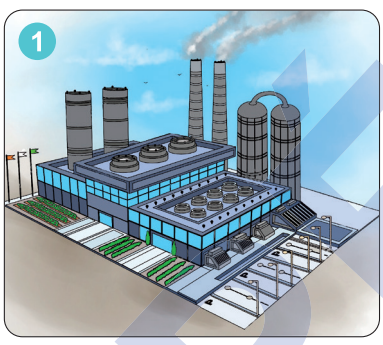
Learning Context: *The students of 5ème 8 of Lycée Moderne Bonoua are talking about workplaces during the English class to make decisions about their future jobs.*

Key to this lesson

- Vocabulary related to jobs and workplaces
- Asking and responding to questions about workplaces
- Expressing preferences



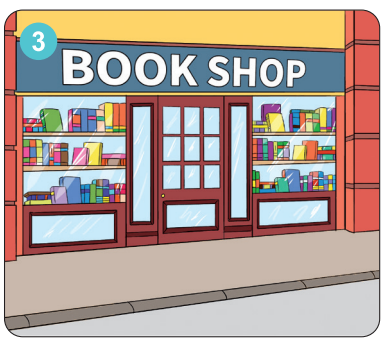
I OBSERVE



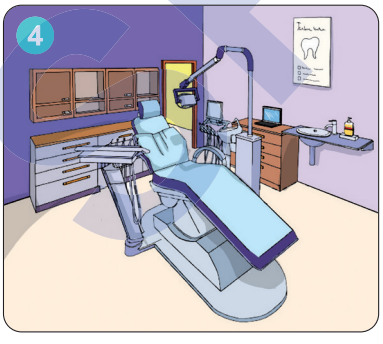
a factory



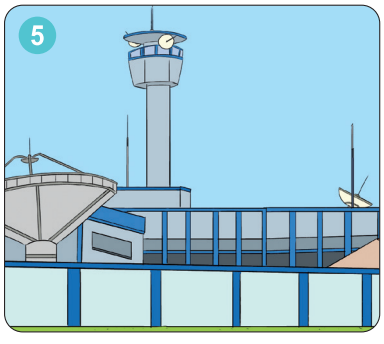
a fire station



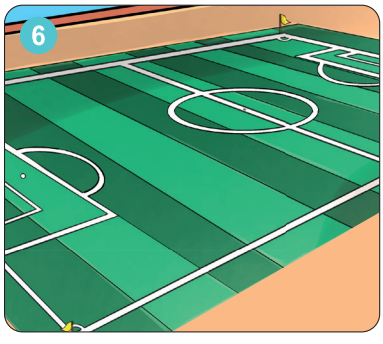
a bookshop



a dental hospital



a radio station

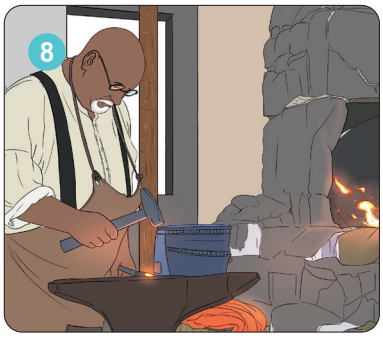


a football ground

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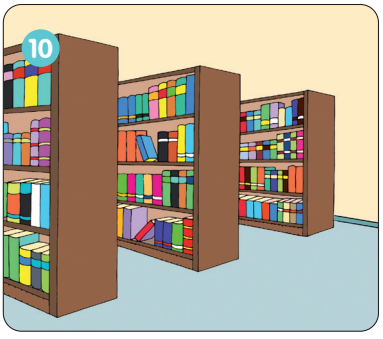
a surgeon



a blacksmith



a bakery



a library



a baker



a shoemaker

I LISTEN

A **Dialogue 1: Listen and Repeat.**

Aka: Your house is very quiet, Chantal. Where are your parents?
Chantal: Mom is extremely busy this week in her dental hospital. She is a dentist.
Aka: Great! What is your father's job?
Chantal: He's a book seller.
Aka: Where does a book seller work?
Chantal: In a bookshop. And you Aka, what is your father's occupation?
Aka: He's a baker.
Chantal: Where does a baker work?
Aka: A baker works in a bakery.

B **Dialogue 2: Listen and Repeat.**

Assohou: Come to see me at Akounougbey, next Saturday. It's an attractive village.
Zonlewa: What is so special in your village?
Assohou: There are many fishermen here.
Zonlewa: Where do they go fishing?
Assohou: On the Aby lagoon. What is your father's job?
Zonlewa: He's a blacksmith.
Assohou: Where does a blacksmith work?
Zonlewa: In a forge.

I SPEAK

A **I listen and repeat.**

- **A:** What is your father's job?
- **A:** Where does he work?
- **A:** Does a book seller work in a library?
- **A:** What is your mother's occupation?

B: He's a mechanic.
B: He works in a garage.
B: No, he doesn't, he works in a bookshop.
B: She's a dentist; she works in a dental hospital.

SPECIMEN

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B **I practise with my partner.**

1. You and your partner, practise asking and answering questions as in A.
2. You, and your partner, practise roleplaying Dialogues 1 and 2.

I READ

Read the text below and answer the questions related to it in your copybook.

There is a diversity of jobs and workplaces. A nurse is a medical worker. She works in a hospital. The fisherman provides people with fish every day. He works in a canoe or on a boat. A blacksmith works in a forge and he makes hoes, machetes, and swords. Ety wants to work in a dental hospital in the future. He plans to become a dentist. What is your favorite workplace?

Questions

1. A nurse works

a. at school **b.** in a hospital **c.** in a forge

2. Who works in a forge?

a. the blacksmith **b.** the dentist **c.** the fisherman

3. Select the tool that is NOT fabricated by the blacksmith.

a. the machete **b.** the book **c.** the hoe

4. In the future, Ety wants to become

a. a dentist **b.** a blacksmith **c.** a nurse

5. Ety is

a. a girl **b.** a girl or a boy **c.** a boy

I WRITE

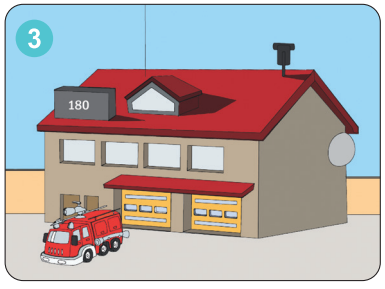
A **Observe the name under each picture. Write (T) if it is true and (F) if it is false in your copybook. Correct the false names. Example: 1- F: a baker**



a nurse



a mechanic



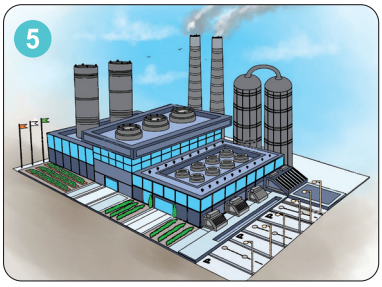
a dental hospital

SPECIMEN

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a blacksmith



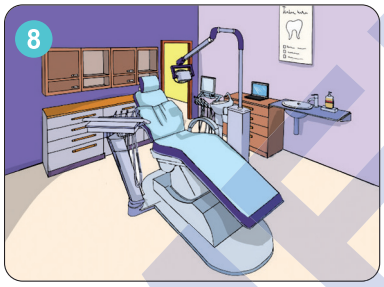
a radio station



a baker



a fisherman



a dental hospital

B **Listen and write in your copybook ONLY the words about workplaces.**

1. ... 2. .... 3. ... 4. ... 5. ...

C **Read the information in the table below. Then write correct answers to the questions that follow it in your copybook. Write your answers like in the example.**

Example: 1. A nurse works in a hospital.

Jobs	nurse	firemen	dentist
Workplaces	hospital	fire station	dental hospital
Jobs	blacksmith	chef	mechanics
Workplaces	forge	restaurant	garage

Questions

1. Where does a nurse work?
2. Where does a blacksmith work?
3. Where do firemen work?
4. Where does a chef work?
5. Where does a dentist work?
6. Where do mechanics work?

SPECIMEN

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Grammar Focus

Questions and answers about work and workplaces

Yes / No questions with to be

- Is your mother a hairdresser?
- Yes she is / No, she isn't.

What is your brother's job?

- He's a fireman.

Where does a fireman work? / Where do firemen work?

- He works in a fire station. / They work in a fire station.

A fireman works in a fire station / Firemen work in a fire station.

Etc.

I say it well

- My uncle is a blacksmith
- Awa is a surgeon.
- Where is your forge?
- Rosy works as a chef in a restaurant.

I put it all together

Your Ghanaian penfriend has a presentation about the liberal jobs young people usually do in West Africa. In order to help him/her, write about the situation in your country. In your letter,

- list two liberal jobs young people do in your country;
- indicate where they practice their jobs;
- say which of these liberal jobs you prefer and why you prefer them.

SPÉCIMEN

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CHECK 4

1 **Write what the people do in their job or occupations.**

Job	What people do
1. A plumber	
2. A lawyer	
3. A barber	
4. A midwife	
5. A cashier	
6. A footballer	
7. A greengrocer	

2 **Answer the following questions about jobs.**

1. Does a midwife deliver babies?
2. What does a greengrocer do?
3. Does a plumber defend people?
4. What does a lawyer do?
5. Does a barber cut people's hair?

3 **Answer the following questions about your family.**

1. What do your parents do?
2. What's your favourite job?
3. Why do you like this job?
4. Is your Dad a lawyer?
5. Does your mum work in a grocery?

4 **Write four tools from the box in the correct column. Column one has an example.**

Mouth mirrors / Sewing machines / Gloves / Syringes / Boards / Screwdrivers / Excavators / Pliers / Dictionaries / Wrenches / Irons / Thermometers / Tweezers / Stethoscopes / Books/ Needles / Hammers / Face masks / Chalk / Pair of scissors

Teacher	Dressmaker	Mechanic	Midwife
1. Chalk	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

5 **Answer the questions.**

1. Who works with a laptop? .....
2. Whose tool is the mouth mirror? .....
3. What does a carpenter work with? .....
4. Do mechanics work with pliers? .....
5. What do you work with? .....

SPECIMEN

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CHECK 4

6 **Circle the odd one out in each list.**

1. Mouth mirrors - Hammers - Nippers - Syringes
2. Boards - Needles - Dictionaries - Chalk
3. Sewing machines - Stethoscopes - pair of scissors - Needles
4. Wrenches - Pliers - Screwdrivers - Compass
5. Gloves - Thermometers - irons - Face masks

7 **Reorder the letters from each list to write a name of a job or a workplace. Write your answers like in the example.**

Example: 1. FIREMAN

1. NARIMEF	2. SUNRE	3. GNORUSE	4. REBKA
5. TYCFORA	6. FECH	7. GROFE	8. THISMCKLAB

8 **Match each job from column A with the correct workplace in column B.**

Example: 1. dentist → **c.** dental hospital

A	B
1. dentist	a. bakery
2. blacksmith	b. fire station
3. nurse	c. dental hospital
4. baker	d. forge
5. chef	e. hospital
6. firemen	f. restaurant

Communication activity

Your Liberian friend is on visit in your family. Introduce to him or her, the members of your family present at home.

In your introduction,
- mention your link with the members you introduce;
- indicate the job of each person;
- say where they work.

SPECIMEN

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Games and Song

What do you do?

What do you do?
I'm a teacher, I'm a teacher, I'm a teacher.
What do you do?
I'm a teacher, everybody say your ABC-A.B.C.D.E!

What do you do?
I'm a doctor, I'm a doctor, I'm a doctor.
What do you do?
I'm a doctor, everybody listen to your heartbeat!

What do you do?
I'm a dentist, I'm a dentist, I'm a dentist!
What do you do?
I'm a dentist,
Everybody brush, brush, brush, your teeth!

What do you do?
I'm a carpenter, I'm a carpenter,
I'm a carpenter
What do you do?
I'm a carpenter, everybody bang your hammer!

What do you do?
I'm a pilot, I'm a pilot, I'm a pilot,
What do you do?
I'm a pilot, everybody fly a big a big plane!

https://www.youtube.com/watch?v=syut1tqUPWQ

WHO AM I ?

Read the information and write who/what he/it is.

A- 1. I work with a lot of young persons,
2. I stand in front of the persons I work with,
3. I give lessons and tests,
4. I correct and mark papers:
I am a .....

B- 1. I work in a hospital
2. I tell patients to use a brush and a tooth paste
3. I tell patients to open their mouths
4. I treat the patients' teeth:
I am a .....

GUESSING GAME: What am I?

My shape is often circular;
I am always on the dinner table;
but you don't get to eat me.
What am I?

SPÉCIMEN

MOVE FORWARD 5e_MANUEL 26062023.indd 68 26/06/2023 10:58

UNIT 5

CLOTHES AND COLOURS

Lesson 1

My sister is wearing a beautiful skirt

Learning Context: *You're going to meet your Ghanaian penpal at the car station. To recognise each other, you are learning how to describe what people are wearing.*

Key to this lesson

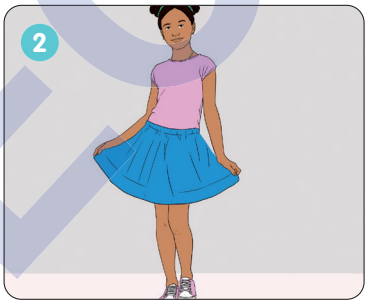
- Vocabulary related to clothes
- Asking and answering questions about clothes
- Pronouncing words related to clothes
- Asking and answering questions with the right intonation



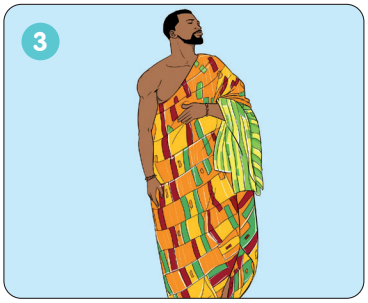
I OBSERVE



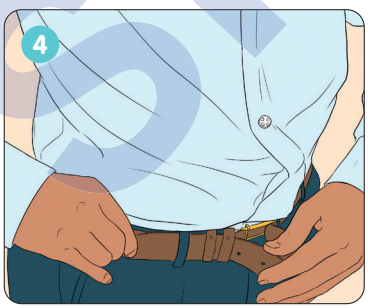
Miss Gbane is wearing a bracelet.



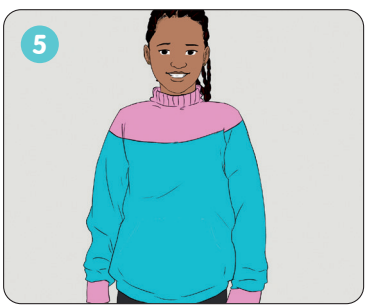
Anna is wearing a skirt.



Fred is wearing a traditional Baoulé wrapper.



Mr Yeo is wearing a belt.



Kate is wearing a sweater.



Mr Guei is a wearing a suit.

SPECIMEN

MOVE FORWARD 5e_MANUEL 26062023.indd 69 26/06/2023 10:58



Mefou is wearing earrings.



Georgy is wearing a wig.



John is wearing a bow tie.



Mark is wearing a cap.

I LISTEN

A



B



Dialogue 1: Listen and Repeat.

Jacky: Is this John please?
John: Yes, I've just arrived at the Adjame car station.
Jacky: Great! What are you wearing, please?
John: Oh, I'm wearing blue jeans, white trainers and a white shirt, with a cap. How about you?
Jacky: Super! Well, I'm wearing a blue skirt, a white shirt, and ear-rings.
John: Hey, hey Jacky, Jacky, I can see you; look here, on your right!
Jacky: Oh, yes, I can see you too!

Dialogue 2: Listen and Repeat.

A: What do you wear for school?
B: Well, I wear my khaki uniform.
A: And I also wear my white and blue uniform for school.
A: By the way, what are going to wear for your birthday party?
B: Well, I think I'm going to wear new clothes: a blue suit with a white shirt and a bow-tie. What about you?
A: Well, I think I'm going to wear white trousers with a red T-shirt, and an afro wig with golden ear-rings.
A: Nice!
B: Have a good day!
B: Thank you, have a good day too!

SPECIMEN

MOVE FORWARD 5e_MANUEL 26062023.indd 70 26/06/2023 10:58

I SPEAK

A **I listen and repeat.**

- **A:** Excuse me, what are you wearing?
- **A:** What do you wear for school?
- **A:** Do girls wear khaki uniform?
- **A:** Are you wearing ear-rings?
- **A:** Is Anna wearing trainers?

B: I'm wearing a blue shirt.
B: I wear the khaki uniform.
B: No, they don't; they wear a white and blue uniform.
B: Yes, I am.
B: No, she isn't.

B **I practise with my partner.**

1. You and your partner, practise asking and answering questions as in A.
2. You, and your partner, practise roleplaying Dialogues 1 and 2.

I READ

Read the text and, in your copybook, complete each sentence with the correct option.

We wear different clothes in my country. In cities, people usually wear modern clothes like trousers, shirts, ties and shoes; in villages, people usually wear traditional clothes like wrappers and bubus. Sometimes, people from the village can wear modern clothes too; and people from the city can wear traditional clothes on special events like weddings or birthdays.

Questions

1. In cities, people usually wear
   A. modern clothes B. traditional clothes C. beautiful clothes
2. In villages, people usually wear
   A. traditional clothes B. modern clothes C. large clothes
3. Wrappers and bubus are examples of
   A. traditional clothes B. modern clothes C. beautiful clothes
4. Ties, shirts, shoes and trousers are examples of
   A. large clothes B. traditional clothes C. modern clothes
5. Weddings and birthdays are examples of
   A. special events B. ordinary events C. big events

I WRITE

A **In your copybook, write the sentences or questions in the correct order.**

1. you/ What/ wearing/are/?
2. you /earrings/ Are/ wearing/?
3. school uniform/I/ school days/ wear/my/on
4. clothes/Do/in /village/ wear/ the/people/modern/?
5. People/wearing/clothes/ traditional/are

SPECIMEN

MOVE FORWARD 5e_MANUEL 26062023.indd 71 26/06/2023 10:58

B **Write your answers to the following questions in your copybook.**

1. What are you wearing now?
2. What's your favourite type of clothes?
3. What are you going to wear for your next birthday party?
4. Do people wear school uniforms in your country?

C **Copy the table, then listen to the audio and complete the table with what the people wear on school days and outside school.**

Name	School days	Outside school
Soro		
Kate		
Lasme		
Awa		

Grammar Focus

A. Asking wh- questions

A: What are you wearing?
B: I'm wearing a pair of trousers.
A: What do you wear on Sundays?
B: I wear traditional clothes.

B. Yes/No questions

A: Are you wearing your khaki uniform?
B: Yes I am/ No, I am not.
A: Do you wear your uniform every day?
B: Yes, I do/ No, I don't.

I say it well

- What are you wearing?
  I'm wearing a T-shirt and shorts.
- What do you wear on Sundays?
  I usually wear a T-shirt and blue jeans.
- Are you wearing a uniform? Yes, I am.
- Do you wear trousers at home? No, I don't.

I put it all together

Your Liberian penfriend is preparing a presentation on what people wear in West Africa. In order to help him/her,

- list the main clothes young boys usually wear in your country;
- indicate clothes young girls prefer;
- mention the dominant colours young people like wearing.

SPECIMEN

MOVE FORWARD 5e_MANUEL 26062023.indd 72 26/06/2023 10:58

UNIT 5

CLOTHES AND COLOURS

Lesson 2

What colour is Dany's shirt?

Learning Context: *To write an article about people's attire at the next celebration of your English club, you are listening to a conversation related to clothes.*

Key to this lesson

- Vocabulary related to colours
- Asking and answering questions about colours
- Pronouncing key words
- Asking questions with correct intonation



I OBSERVE

1

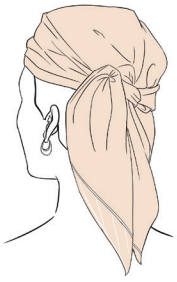


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2 

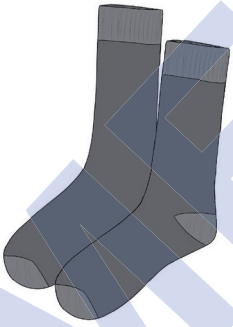
a blue skirt

3 

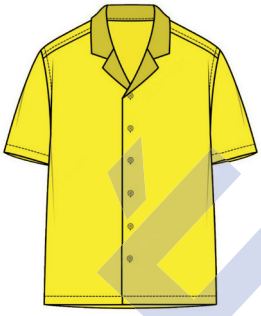
a beige headscarf

4 

dark brown trainers

5 

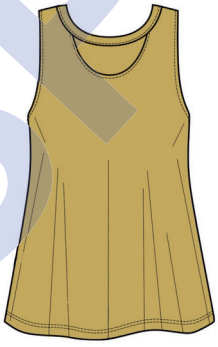
dark grey socks

6 

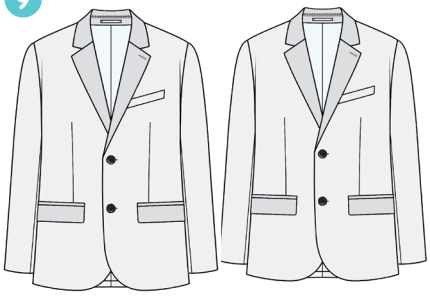
a light yellow shirt

7 

a silver white dress

8 

a gold blouse

9 

light grey suits

SPECIMEN

MOVE FORWARD 5e_MANUEL 26062023.indd 74 26/06/2023 10:58

I LISTEN

A **Dialogue 1: Listen and Repeat.**

Rita: What colour is this shirt?
Isabelle: It's light yellow.
Rita: What colour are the trousers?
Isabelle: They are dark grey.
Rita: What's this?
Isabelle: It's a silver dress.
Rita: What are these?
Isabelle: They are light brown trainers.
Isabelle: And what are those?
Rita: They are light grey suits.

B **Dialogue 2: Listen and Repeat.**

Dany: Is it a white and violet tie?
Odé: Yes, it is.
Dany: Are these khaki trousers?
Odé: No, they are not; they are beige trousers.
Dany: Is the blouse orange?
Odé: It's not orange. It's gold.
Dany: Is the headscarf beige, grey and gold?
Odé: No, it is not. It's just sky blue.

I SPEAK

A **I listen and repeat.**

- **A:** What colour is the dress? **B:** It's silver and purple.
- **A:** What are these? **B:** They are light grey trousers.
- **A:** What colour is the sweater? **B:** It's indigo.
- **A:** What colour are the shorts? **B:** They are beige.
- **A:** Is the tie blue? **B:** No, it's gold.
- **A:** Are the socks dark brown? **B:** Yes, they are.

B **I practise with my partner.**

1. You and your partner, practise asking and answering questions as in A.
2. You, and your partner, practise roleplaying Dialogues 1 and 2.

I READ

Read the text and answer the questions in your copybook.

My name is Elysée. I am a student in 5ème. In our school, students wear uniforms. In class, boys dress in blue trousers; they have black shoes and grey socks. They also wear a white shirt and a grey tie. Girls dress in pink blouses, blue ties and long blue skirts. They wear blue shoes too.
For physical training, each form has its colours. The boys of 5ème wear yellow T-shirts and green shorts. Girls dress in purple T-shirts and blue shorts. They also have pink headscarves. We all wear trainers of the colour we like.
The teachers don't wear uniforms. My English teacher likes wearing a blue, white and pink dress with blue shoes.
Everybody in our school dress well.

Answer the following questions.

1. What do boys wear in class?
2. Do girls wear the same uniforms as boys?
3. What colour is the boy's T-shirt for physical training?
4. What does Elysée's English teacher like wearing?

SPÉCIMEN

MOVE FORWARD 5e_MANUEL 26062023.indd 75 26/06/2023 10:58

I WRITE

A **Listen and write in your copybook the missing words.**

1. What ... is the shirt?
2. What colour are the ...?
3. They are ... .
4. ... ...?
5. It's a ... shirt.
6. Is the .... orange or purple?
7. It's ... .
8. Is this a white ...?
9. No, it's ... and ... wrapper.
10. Colour – Brown – ... – Silver – ... – ... – Grey – Purple – Pink - ... .

B **Put the letters and sentences in the correct order in your copybook.**

1. PEPRLU
2. ITWEH
3. WBONR
4. the / Are / beige / shorts/?
5. shirts / They / blue / are
6. these / Are / trousers / khaki/?

Grammar Focus

- What colour is your shirt ? → It's red / It is red.
- What is this? / What's this? → It's a red shirt.
- Is the skirt white or green? → It's green.

I say it well

- What colour is your shirt?
- Is the headscarf beige, grey and gold?
- Is the T-shirt orange or purple?
- They are black shoes.
- It's a white dress.

I put it all together

Your English club is organizing a celebration.
With your friends, describe the people.
- Say what they are wearing.
- Give the colour of the clothes they are wearing.

SPECIMEN

MOVE FORWARD 5e_MANUEL 26062023.indd 76 26/06/2023 10:58

UNIT 5

CLOTHES AND COLOURS

Lesson 3 At the market

Learning Context: *The students of 5ème 9 of Lycée Moderne Danané are listening to a recording about shopping to prepare a trip to the weekly market of the Liberian frontier.*

Key to this lesson

- Vocabulary related to shopping
- Asking and responding to questions about shopping



I OBSERVE



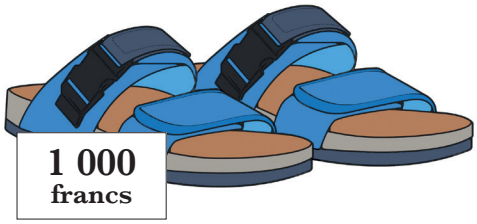
a boutique



a mall

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3



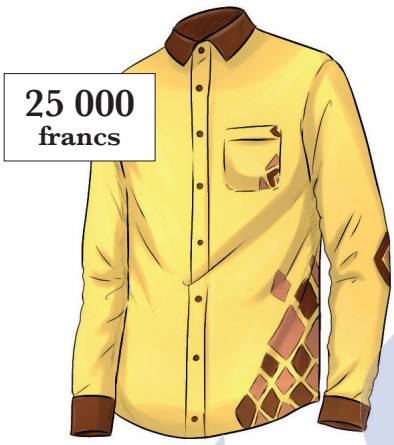
cheap

4



bank notes

5



costly/expensive

6



a customer

7



high-heel shoes

8



a discount

SPECIMEN

MOVE FORWARD 5e_MANUEL 26062023.indd 78 26/06/2023 10:59

I LISTEN

A **Dialogue 1: Listen and Repeat.**

Adjoua: Let's go to the local mall, Mathew.
Mathew: What do you want to buy?
Adjoua: New clothes for my birthday: high-heel shoes, earrings and a blouse.
Mathew: Are they good quality?
Adjoua: Of course! It's not a small boutique.
Mathew: I'm impatient to discover that place.
Adjoua: It's worth visiting for sure.

B **Dialogue 2: Listen and Repeat.**

Adjoua: How much are these high heel shoes?
Seller: Twenty-five thousand francs.
Adjoua: Twenty-five thousand francs! They are too costly!
Seller: How much can you afford? You're a regular customer in my shop.
Adjoua: Fifteen thousand.
Seller: No, pay twenty thousand. You benefit from a big discount of five thousand.
Adjoua: I can give eighteen thousand maximum.
Seller: Ok, give me the money.
Adjoua: Here you are; two notes of ten thousand.
Seller: Ok. Wait a minute for your balance.
Adjoua: No problem.

I SPEAK

A **I listen and repeat.**

- **A:** What do you want to buy? **B:** A handbag.
- **A:** Do they sell jackets? **B:** Sure / Of course, they do.
- **A:** How much are the black shoes? **B:** They are seven thousand francs.
- **A:** How much is this mobile phone? **B:** It's fourteen thousand francs.

B **I practise with my partner.**

- You and your partner, practise asking and answering questions as in A.
- You, and your partner, practise roleplaying Dialogues 1 and 2.

I READ

Read the text below and answer the questions related to it in your copybook.

Shopping is a necessary part of life. Very few people can avoid it. It is a daily routine for them. Some people shop for pleasure; other people go shopping just to buy what they need. The weekend is usually a good time to go shopping, because people have free time from work. Some people spend a lot of time bargaining; other people don't do so because they don't have time. Some people think that costly things are better but this is not always true. It is good to buy things you can afford.

Adapted from Jolyon Dodgson www.excellentesl4u.com

SPECIMEN

MOVE FORWARD 5e_MANUEL 26062023.indd 79 26/06/2023 10:59

Questions

1. Why do people shop?
2. When do people usually go shopping? Why?
3. Find the reason why some people don't bargain when they go shopping?
4. Are costly things always better? Justify your answer with a detail from the text.
5. What is good to do according to the writer?
6. Do you prefer cheap things or expensive things? Why?

I WRITE

A **Copy the table below in your copybook. Then listen to the audio and choose from the box the word corresponding to each of the given definitions and write them down.**
Example: 1. mall

bank note	discount	mall	afford	seller	buy
shop	costly	balance	customer		

1. mall	3.	5.	7.	9. .....
2.	4.	6.	8.	10. .....

B **Write the correct question or answer about shopping in your copybook like in the example.**
Example: 1. How much is the shirt?

1. The shirt is 12,000 F. .....
2. How much are the shoes? (15,000 F) .....
3. The fan is 20,000 F. .....
4. The onions are 200 F the kilo. .....
5. How much is the handbag? (7,000 F) .....

SPECIMEN

MOVE FORWARD 5e_MANUEL 26062023.indd 80 26/06/2023 10:59

Grammar Focus

1. Questions / answers about prices

- How much is the blue shirt?
It's 6000 f.
- How much are the blue shirts?
They are 6000 f.

2. Yes I am / No, I'm not.

- Have you got an English teacher?
Yes, I have / Yes, we have.
- Have you got a Spanish teacher?
No, I haven't /
No, we haven't.

3. Questions / answers about identity

- Who is your neighbour?
- It's Christy / Souley / Mr. Konan,
Etc.

I say it well

- Akou is a good customer.
- How much is the handbag?
- It is costly.
- I can't afford it.

I put it all together

You are preparing a trip to Liberia with the English club. Send a voice mail to your penfriend Johnson to get information about the objects you plan to buy there.
In your voice mail,

- indicate the different objects you plan to buy in Liberia;
- ask the price of each of the objects you plan to buy;
- record your voicemail and send it to your English teacher for editing before you post it to Johnson.

SPÉCIMEN

MOVE FORWARD 5e_MANUEL 26062023.indd 81 26/06/2023 10:59

CHECK 5

1 **Write the sentences or questions in the correct order.**

1. the people/ What/ wearing/are/?
2. Anna/ a/is/ wearing/blue/ skirt/?
3. everyday/I/ school / wear/my/ uniform
4. Do/in /village/ wear/ clothes/ the/ people/modern/?
5. are/What/ wearing /today /you/?

2 **Write the sentences or questions in the correct order.**

1. usually/ in cities / modern / People / clothes / wear
2. different / country/We / clothes / in / wear / my
3. People / the / from / village / can / modern / wear / clothes / too
4. sister / a / wearing / blue / is / My / skirt
5. I'm / to wear / new / birthday / going / clothes / on / party / my

3 **Write your answers to the following questions.**

1. What are you wearing now?
2. What's your favourite type of clothes?
3. What are you going to wear for your next birthday party?
4. Do you wear your school uniform everyday?

4 **Reorder the letters to find the correct colours. Example: 1. BROWN**

1. NWBOR	.....	6. THIEW	.....	11. EBIGE	.....
2. LUEB	.....	7. ODLG	.....	12. LWYLEO	.....
3. OTIVLE	.....	8. ACLKB	.....	13. RGYE	.....
4. EISVLR	.....	9. ENGER	.....	14. NOREGA	.....
5. UPERPL	.....	10. KNPI	.....	15. GNIIOD	.....

5 **Match the questions in A with the answers in B.**
Example: 1. C

A: Questions	B: Answers
1. What colour is your shirt?	A. It's a green and white headscarf.
2. Are the trousers blue?	B. They are black suits.
3. What's this?	C. It's blue.
4. What are you wearing?	D. A green T-shirt and black trousers.
5. Is this a brown tie?	E. Yes it is.
6. What are these?	F. Yes, they are.

SPECIMEN

MOVE FORWARD 5e_MANUEL 26062023.indd 82 26/06/2023 10:59

CHECK 5

6 **Ask the question for each answer.**

1. ..... ? It's orange and green (the sweater).
2. ..... ? Yes, it is. (teacher's shirt/indigo).
3. ..... ? No, they aren't; they are violet (the teacher's trousers).
4. ..... ? They wear a khaki uniform.
5. ..... ? No, they don't; they wear a white and blue uniform.

7 **Choose the appropriate words or expressions from the box to complete the following text about shopping. One word is not concerned. Write your answers like in the example.**
Example: 1. shopping

customer - shopping - bank note - purchase - expensive - seller - discount

I am currently at Abidjan mall. It is a very big (**1**) center. I want to (**2**) some new clothes for Christmas. Mbaye is a popular (**3**) at the mall. He sells many things. I like a mobile phone from his shop but I can't afford it because it is too (**4**). I have only a (**5**) of 10000 CFA in my pocket but the phone is 15000. After a long bargain, Mbaye accepts to make a (**6**) of 5000. I am very happy but I am surprised because there is no money in my pocket. Where is my money?

8 **Ask correct questions about shopping using the information in the table below. Follow the example. Example: 1. How much are Emma's sandals?**

1. They are 1,000 CFA.
2. It's 6,000 CFA.
3. It's 3,000 CFA.
4. It's 5,000 CFA.
5. They are 500 CFA.

1. Emma's sandals	1,000 CFA
2. My blue shirt	6,000 CFA
3. Pokou's hat	3,000 CFA
4. Assohou's bag	5,000 CFA
5. Anna's toy	500 CFA

Communication activity

To make your shopping for next Christmas, send a voice mail to a Ghanaian company to get information on clothes you have seen on their website. In your voice mail,

- give your name and say where you live;
- tell them which clothes you want to buy;
- ask them the prices of the clothes you want to buy.

SPÉCIMEN

MOVE FORWARD 5e_MANUEL 26062023.indd 83 26/06/2023 10:59

Games and Song

The clothing song

Socks, shoes, pants, T-shirt, muscleman suit,
dress, jeans, skirt, sweater, pajamas,
shirt, shorts, sweatshirt, cap,
superhero suit!

What are you wearing?
What are you wearing?
What are you wearing today?

I'm wearing socks, I'm wearing socks,
I'm wearing shoes, I'm wearing shoes,
I'm wearing pants, I'm wearing pants,
I'm wearing a T-shirt, I'm wearing a T-shirt,
And I'm wearing a muscleman suit! That's funny!

I'm wearing a dress, I'm wearing a dress,
I'm wearing jeans, I'm wearing jeans,
I'm wearing a skirt, I'm wearing a skirt,
I'm wearing a sweater, I'm wearing a sweater,
And I'm wearing pajamas!

I'm wearing a shirt, I'm wearing a shirt,
I'm wearing shorts, I'm wearing shorts,
I'm wearing a sweatshirt, I'm wearing a sweatshirt,
I'm wearing a cap, I'm wearing a cap,
And I'm wearing a superhero suit!

https://www.youtube.com/watch?v=KFQxBCvgx70



Colour song

Red, yellow, blue
Orange, green and brown
Red, yellow, blue
Purple, pink and grey
Red, yellow, blue
Orange, green and brown
Red, yellow, blue
Purple, pink and grey



Red-red-red-red, Red-red-red-red, Red-red-red-red !
Blue-blue-blue-blue, Blue-blue-blue-blue, Blue-blue-blue-blue,
Yellow-yellow-yellow-yellow, yellow-yellow-yellow-yellow, yellow-yellow-yellow-yellow
Orange-orange-orange orange, Orange-orange-orange orange, Orange-orange-orange orange,

Green-green-green-green, Green-green-green-green, Green-green-green-green,
Brown-brown-brown-brown, Brown-brown-brown-brown, Brown-brown-brown-brown,
Purple-purple-purple-purple, Purple-purple-purple-purple, Purple-purple-purple-purple,
Pink-pink-pink-pink, Pink-pink-pink-pink, Pink-pink-pink-pink,

https://www.youtube.com/watch?v=4Ig3CzYIyu4

GUESSING GAME: Who am I?

I am a father's child.
I am a mother's child.
Yet, I am not their son.
Who am I?

SPECIMEN

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UNIT 6

FOOD AND DRINKS

Lesson 1

What do you prefer for breakfast?

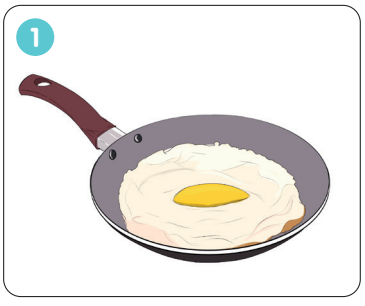
Learning Context: *The students of 5ème 3 of Lycée Moderne Danané are reading a letter from their Liberian penfriends to collect information about food habits in their country.*

Key to this lesson

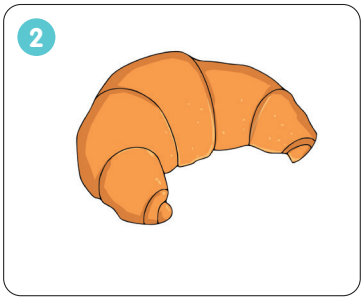
- Vocabulary related to dishes
- Asking and answering questions about preferences



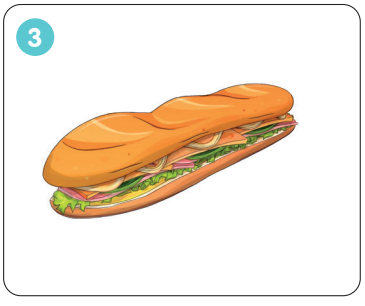
I OBSERVE



omelette



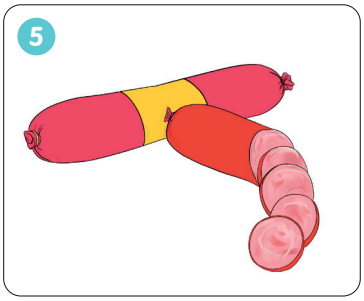
croissant



sandwich



fruit juice



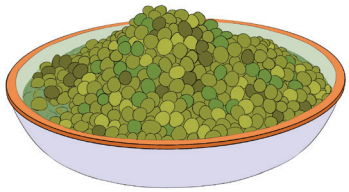
sausage



millet porridge

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7



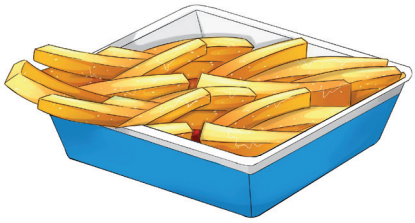
pea

8



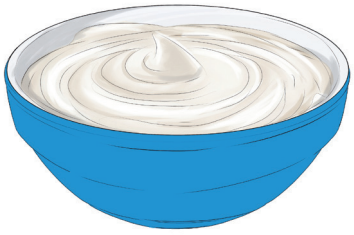
pasta

9



french fries

10



curdled milk

I LISTEN

A **Dialogue 1: Listen and Repeat.**

Atowla: Hi Diallo, what can I have for breakfast?
Diallo: Coffee and bread or croissants.
Atowla: I prefer pea and meat.
Do you sell millet porridge?
Diallo: No, but you can have French fries.
Atowla: I don't think I can afford it.
Give me just a sandwich.
Diallo: No problem.

B **Dialogue 2: Listen and Repeat.**

Diallo: Here is your sandwich.
Atowla: Wow! It smells very good.
Diallo: Do you want any soft drink?
Atowla: No; I prefer a cool glass of curdled milk.
Diallo: Here you are.
Atowla: No; serve it after. When I finish eating.
Diallo: Ok. When you are ready, let me know.
Atowla: Sure, I will.

I SPEAK

A **I listen and repeat.**

- **A:** What can I have for breakfast?
- **A:** I prefer croissants.
- **A:** Do you want any coffee?
- **A:** No problem. Let me know when you are ready.

B: Omelette.
B: Here you are.
B: No, I prefer tea.
B: Sure, I will.

B **I practise with my partner.**

- You and your partner, practise asking and answering questions as in A.
- You, and your partner, practise roleplaying Dialogues 1 and 2.

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I READ

Read the text below and answer the questions related to it in your copybook.

My breakfast

One morning my mum[1] called me for breakfast. I was rather sleepy but I took a quick shower, combed my hair and appeared in the kitchen. The table was already laid and I saw millet porridge cooked again for me. I hated that porridge! I couldn't eat it at all. I ate the fruit salad, drank a glass of milk but I didn't want to eat that porridge. When my mum went out of the kitchen, I quickly went to pour the porridge in my dog's plate and came back to sit down. When my mum returned she saw that there was no porridge on my plate. She was pleased and I was happy.

Note: 1. mother

Questions

Choose the correct option for each question and write it in your copybook.

1. The narrator's mother called him for
   a. lunch b. dinner c. breakfast
2. The narrator did not like
   a. millet porridge b. salad c. fruit
3. He
   a. finished the porridge b. gave the porridge to his dog c. put the porridge in the kitchen
4. When the mother returned, she was happy because
   a. the narrator had eaten all the food b. the narrator had drunk milk
   c. there was porridge in the plate
5. At the end of the story, the narrator was
   a. not happy b. afraid c. happy

I WRITE

A **Listen to the passage and write in your copybook,**

a. what Jamal eats at lunch;
b. what he drinks at lunch.

B **Write the missing phrases in this dialogue between Raissa and Sonzai.**

Sonzai: Hi Raissa, (1).....in your family?
Raissa: At breakfast? Well, we often have coffee and croissants.
Sonzai: Wow, you're very lucky. (2).....?
Sonzai: No, we don't. We prefer fruit juice.
Sonzai: I don't like fruit juice; (3).....curdled milk.

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Grammar Focus

1. Questions / answers about ordering food

- Do you have + name of food / Can I have + name of food
  Example:
- Do you have peas? / Can I have peas?
  Yes.../ sure...
  No... / I'm sorry...

2. Questions / answers about food preferences

- Do you want + name of food

Example:

- Do you want coffee?
  No, I prefer tea.

I say it well

- Can I have sausages?
- I like millet porridge.
- Some fruit juice, please.
- Here is your curdled milk.

I put it all together

In a letter from your Nigerian penfriend, Jenny, you read the following question:
"What do the people of your country eat at breakfast? I need information about food habits in West African countries for a presentation next week."
Write a reply to Jenny's letter. In your reply,

- inform her about the types of food people usually eat at breakfast;
- mention the types of food you prefer for breakfast;
- give the reasons why you prefer these types of food.

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UNIT 6

FOOD AND DRINKS

Lesson 2

I eat fruit and vegetables to be healthy

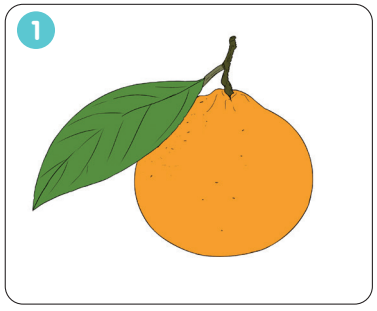
Learning Context: *The students of 5ème 1 of Lycée Moderne Guiglo are writing to their penfriends from a partner school in Liberia to inform them about the fruit and vegetables they grow in their school garden.*

Key to this lesson

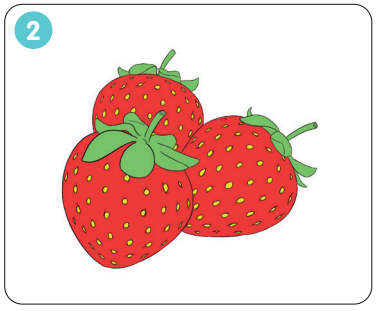
- Vocabulary related to fruit and vegetables
- Expressing frequency
- Pronouncing words related to frequency and fruit and vegetables



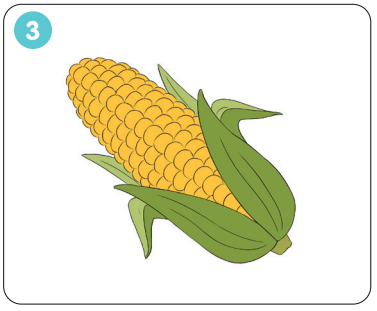
I OBSERVE



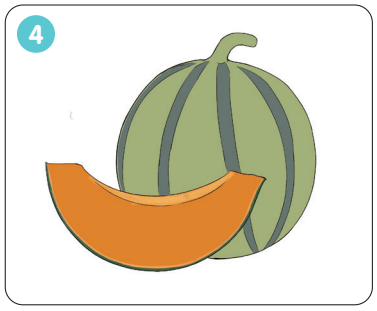
mandarin



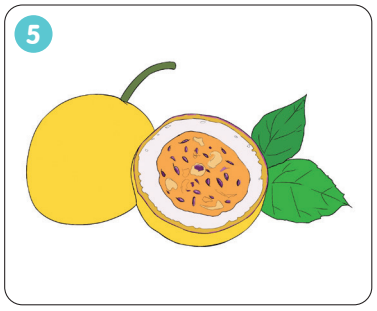
strawberry



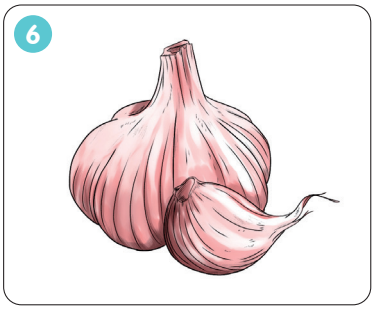
corn



melon

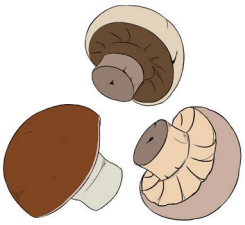


passion fruit

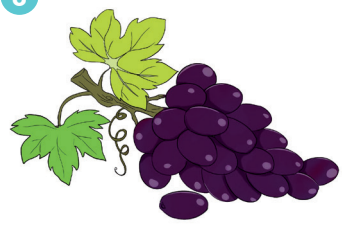


garlic

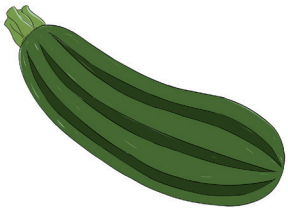
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7 

mushrooms

8 

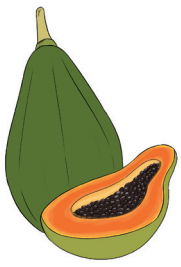
grapes

9 

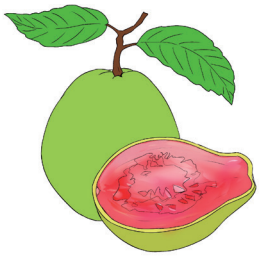
courgette

10 

cucumber

11 

papaya

12 

guava

I LISTEN

A **Dialogue 1: Listen and Repeat.**

Rebecca: Hey Paterne, my parents want you to come and have lunch with us tomorrow.
Paterne: I'm sorry I can't because I have several food restrictions.
Rebecca: Can you be more specific?
Paterne: I don't eat fish and meat. I eat only vegetables like carrots, cucumber and melon.
Rebecca: Don't worry, we can find the type of food you like.

B **Dialogue 2: Listen and Repeat.**

Rebecca: Here you are. Your vegetarian dish is ready.
Paterne: Wow! It looks delicious.
Rebecca: Sure. It contains a variety of vegetables like cucumber, eggplants, and mushrooms.
Rebecca: Mushrooms! I love them.
Rebecca: There are courgettes too.
Paterne: Really? Have you got a garden?
Rebecca: No; my father is a vegetarian like you.

I SPEAK

A **I listen and repeat.**

- **A:** What fruit do you usually eat?
- **A:** How often do you eat papayas?
- **A:** What is your favourite drink?
- **A:** How often do you eat carrots?

B: I usually eat oranges or papayas.
B: Twice a week.
B: My favourite drink is fruit juice.
B: I eat carrots once a month.

B **I practise with my partner.**

- You and your partner, practise asking and answering questions as in A.
- You, and your partner, practise roleplaying Dialogues 1 and 2.

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I READ

Read the text below and answer all the questions related to it in your copybook.

Fruit or vegetables?

Many people love to eat fruit, but don't care for vegetables. They love sweet strawberries, oranges, and juicy watermelon, but when they have to eat onions and carrots, they become less excited. In addition, they can't eat cucumber and salads without adding unnecessary fat, salt, and sugar to the initial healthy vegetables. You mustn't choose to eat only fruit or vegetables. It is important to eat both fruit and vegetables.

Green fruit and vegetables are often high in vitamin K and iron. Those vitamins are good for your blood. Antioxidants in green vegetables can help to prevent diseases, too! Blue and purple fruit and vegetables contain nutrients that help to fight cancer. They also help to keep your heart healthy.

As you can see, eating a variety of vegetables and fruit every day is very important for your health.

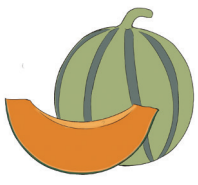
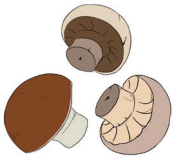
Adapted from www.HaveFunTeaching.com

Questions

1. What do many people love to do?
2. Are people excited to eat onions and carrots? Justify your answer with a detail from the text.
3. Find in paragraph 1:
   a) two examples of fruit;
   b) two examples of vegetables.
4. List the advantages of fruit and vegetables mentioned in the text.
5. For the writer, is it good to eat vegetables only or fruit only? Justify your answer.

I WRITE

A **The following pictures are about fruit and vegetables. Look at the pictures and check the appropriate names like in number 1.**

							
strawberry		corn		cucumber		avocado	
tomato		garlic		passion fruit		mushrooms	
papaya	✓	orange		grapes		courgette	
mango		melon		pea		mandarin	

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mandarin		corn		strawberry		corn	
garlic		pea		mandarin		grapes	
melon		grapes		courgette		cucumber	
onion		papaya		papaya		strawberry	

B **Listen to the audio and write in your copybook five names related to vegetables.**

1. ... 2. ... 3. ... 4. ... 5. ...

C **Use the information between parentheses to write a correct answer to each of the following questions. Write your answers like in the example.**

Example: 1. Aya (She) eats peas once a week.

1. How often does Aya eat peas? (once / week)
2. How often do you drink fruit juice? (twice / day)
3. How often does a vegetarian eat vegetables? (every day)
4. How often do you have mandarins for dessert? (every Saturday)
5. How often do you eat cucumber? (four times / week)

Grammar Focus

Expressing frequency
Question: How often ...+ action...
Answer: Subject + **frequency of the action**
Examples:
1. How often do you eat mushroom?
I eat mushrooms twice a month.
2. How often do Asian people eat mushrooms?
They eat mushrooms almost every day.

I say it well

- Give me some strawberries.
- We grow cucumber in the garden.
- I eat corn every morning.

I put it all together

A Liberian school wants to buy fruit and vegetables for their canteen. As the chairman of the cooperative of your school, write to make the promotion of the products of your garden. In your letter,
- list the fruit and vegetables you grow;
- indicate how often each type of production is available in your garden;
- give the prices of the different types of fruit and vegetables.

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UNIT 6

FOOD AND DRINKS

Lesson 3

I can cook alloco

Learning Context: *The students of 5ème 4 of Collège Moderne Zaguiéta are listening to a recording about African food habits to prepare a presentation on African cuisine.*

Key to this lesson

- Vocabulary related to recipes and dishes
- Giving instructions
- Expressing sequences



I OBSERVE

1

Vegetable Soup

Ingredients

- 2 carrots
- 2 parsnips
- 1 onion
- 1 pint of water
- 2 vegetable stock cubes



Vegetable Soup Recipe

1 Cut off the top and bottom of the carrots, parsnips and onion...

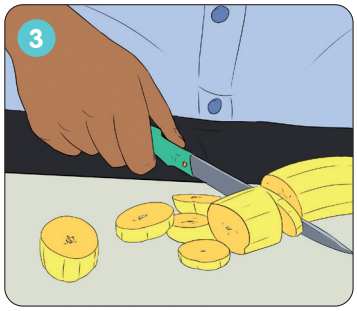
a recipe

2



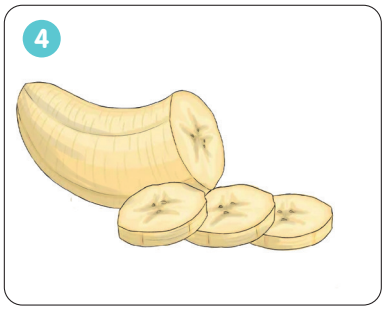
ripe plantain

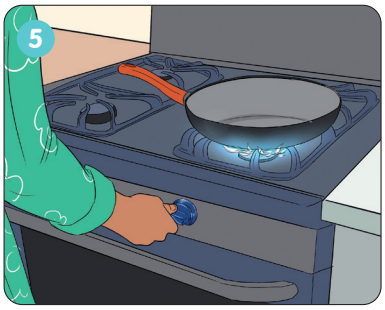
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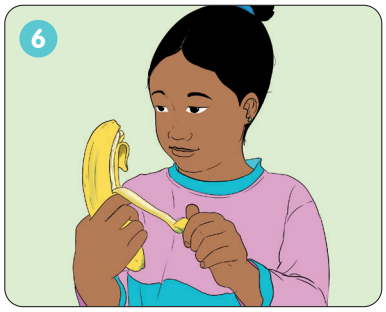


to cut out

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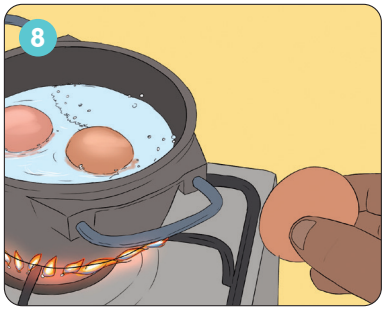

4 slices of banana

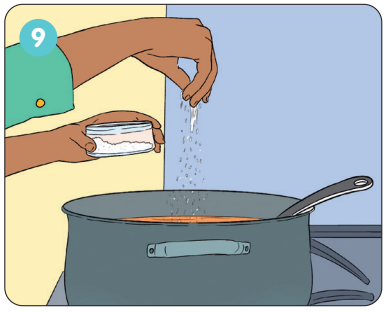

5 to light up

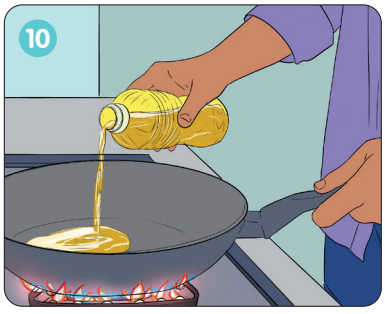

6 to peel

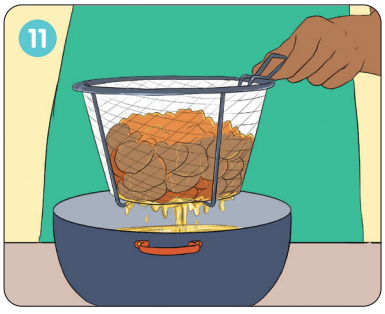


7 vegetable oil


8 to boil


9 to add salt


10 to pour oil


11 to sieve


12 to serve

I LISTEN

A **Dialogue 1: Listen and Repeat.**

Junior: Hi, Andrea, some Liberian friends are visiting me this weekend.

Andrea: How good! Will you invite them for brunch?

Junior: I want to offer them local dish like alloco, but I don't know how to cook it.

Andrea: It's so easy! Take some much ripe plantains, peel them up, and cut them out into slices or cubes.

Junior: Hu-uh! Then?

Andrea: Then light up your gas stove and pour some vegetable oil in a frying pan.

Junior: Ok! And after that?

Andrea: Add some salt and onion in the plantain slices and mix them up.

Junior: Oh, I see. And...?

Andrea: Fry your slices for around 10 to 15 minutes to make them brownish, then take them out to sieve before you serve.

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B **Dialogue 2: Listen and Repeat.**

Carl: The Biekosseu dish is really delicious. Can I take the recipe back to my country?
Maria: Sure! First, you need tomatoes, onions, aubergines, and pepper.
Carl: What comes next?
Maria: Next, you need good fish.
Carl: And what do I do when I have the fish and all the ingredients?
Maria: Put plantain leaf at the bottom of the cooking pot. Then, add the fish and little mixture of crushed tomatoes, onions, and pepper.
Carl: And after that?
Maria: Finally, pour a little vegetable oil and add some water and salt. Cover the cooking pot and cook for about 50 minutes.
Carl: Is that all?
Maria: No. Don't forget to cook good pepper soup with the rest of the onions, tomatoes and pepper. Biekosseu is the mixture of pepper soup and fish stew.
Carl: Thank you so much, Maria.
Maria: You're welcome, Carl.

I SPEAK

A **I listen and repeat.**

- **A:** What can I eat in your country?
- **A:** Can you tell me about the Attieke recipe?
- **A:** Do you know a place where they make it?
- **A:** Please, let's go and visit her.

B: You can eat lots of different dishes: Alloco, Biekosseu, Attieke, Placaly, etc.
B: I'm not sure. I only know people make attieke with cassava.
B: Sure. There's a woman who makes it not far from here.

B **I practise with my partner.**

- You and your partner, practise asking and answering questions as in A.
- You, and your partner, practise roleplaying Dialogues 1 and 2.

I READ

Read the text below and answer the questions related to it in your copybook.

I can cook a variety of food, but my favorite food is fried rice. Fried rice is very tasty and very easy to cook. It also uses little ingredients. First, you need to cut some onions, some pepper, a few cloves of garlic, and cabbage. Second, take the pot and heat it. Third, fry the onions, the pepper, and the garlic. Fourth, break two eggs and pour them into the cooking pot. Fifth, add rice and vegetables and cook them for about one hour. The fried rice is ready to be served.

https://learnenglishteens.britishcouncil.org.

Questions

1. What can the narrator cook?
2. What is the food he prefers cooking?
3. How many steps are there in this recipe? (Choose the right option)
   a. Three b. Two c. Five
4. Find in the text, three ingredients of fried rice recipe.
5. What are the words the narrator uses to announce the steps of his recipe?

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I WRITE

A **Match each dish from column A with the appropriate region of Côte d'Ivoire in column B where this dish is more popular. One region can have more than one popular dish. Write your answers like in the example. Example: 1. B**

Column A	Column B
1. Djoumglé soup 2. Attoukpou 3. Kabato 4. Pounded plantain 5. Foofoo 6. Attieke 7. Kplé Baa 8. Tchonron soup 9. Pounded yam 10. Biekosseu soup 11. Placaly 12. Gnangnan soup 13. Tikliti soup	A. North of Côte d'Ivoire B. Centre of Côte d'Ivoire C. East of Côte d'Ivoire D. South of Côte d'Ivoire E. Middle West of Côte d'Ivoire F. North West of Côte d'Ivoire G. South East of Côte d'Ivoire H. Middle East of Côte d'Ivoire I. West of Côte d'Ivoire J. South West of Côte d'Ivoire

B **Now, choose six dishes and, in your copybook, write one sentence about each of them like in the example.**

Example: People cook Djoumble soup in the Centre of Côte d'Ivoire. OR They cook...

C **Choose the correct word from the box to complete this text about omelette recipe. One word is not concerned.**

But - Then - Finally - First

It is not difficult to make omelette. (1), buy some eggs. (2), break the eggs to obtain a fluid. (3), cook this fluid in hot oil for about five minutes. Your omelette is ready.

Grammar Focus

What do you need to cook alloco?
What's the recipe for cooking biekosseu?

How do you cook attieke?
First, secondly, then, after that, finally...

I say it well

- Can you tell me about your omelette recipe?
- Lots of people love African cuisine.
- You can't make any good pepper soup without aubergine.

I put it all together

During a visit in Kenya, your host family wants to cook a popular dish from your country. Write the recipe for the cook of the family. In your text,

- write the name of the dish;
- list the necessary ingredients;
- indicate the different steps in the cooking of that dish.

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CHECK 6

1 **In your copybook, reorder the letter from each list to write a name of breakfast food like in number 1.**

1. TELETOME **OMELETTE**	2. APE	3. CHISWAND	4. TEAM .....
5. DROGRIPE	6. GUSASEA	7. SARCONSIT	

2 **In your copybook, match each question from column A with the correct answer in column B.**

A	B
1. Do you have sausage at breakfast? 2. What do you have at breakfast? 3. Do you have meat at breakfast? 4. What do you usually have at lunch?	a. I usually have rice. b. No, we don't have sausage, we have omelette. c. I have millet porridge at breakfast. d. Yes, we do.

3 **Group the following food types in the correct column.**

Food types: garlic - cabbage – orange – mushrooms – onion – corn – avocado - pea.

Fruit	Vegetables

4 **Reorder the words from each list to write correct sentences about food habits.**

1. coffee and milk / I / at breakfast / often / have
2. do / eat / ? / your parents / for lunch / What
3. has / usually / pea / at breakfast / My sister
4. chicken / at dinner / eats / rarely / Fatou

5 **Write one name of dish from the following areas of Côte d'Ivoire.**

a. Centre
b. South
c. North
d. West
e. East
f. Middle-West
g. Middle-East

6 **Write the following stages of the meal in the correct order using the connectors fisrt(ly), second(ly), finally.**

- Main course
- Dessert
- Starter

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CHECK 6

7 **Match each question from column A with the correct answer in column B.**

A	B
1. Do you have sausage at breakfast? 2. What do you have at breakfast? 3. Do you have meat at breakfast? 4. What do you usually have at lunch?	a. I usually have rice. b. No, we don't have sausage, we have omelette. c. I have millet porridge at breakfast. d. Yes, we do.

8 **1. Find the hidden words**

The words in the box are the names of some fruit and vegetables. Find each of them in the grid and circle it like in the example.

PLANTAIN – GRAPES –MANDARIN – PAPAYA – GUAVA – ORANGE – MELON – CARROT – MANGO – NUTS – GARLIC – CUCUMBER

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

2. Find names of food: Combine some of the following letters to write the names of some food, fruit or vegetables. Write as many names as you can. You can use the same letter many times in a word.

A U E O M L S T C R I N P D W G H

Example: SAUSAGE

1..... 2..... 3..... 4.....

5..... 6..... 7..... 8.....

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CHECK 6

Communication activity

Activity 1

During a meeting of the English club, the members are sharing their morning food habits.

- Tell the audience, the types of breakfast food people eat in your family.
- Name the types of food you usually have at breakfast.
- Give the reasons why you prefer eating those types of food at breakfast.

Activity 2

As the chairman or chairwoman of your school cooperative, write to your partner school in Liberia to look for products you can buy from their garden for your canteen.
In your letter,

- say where you are writing from;
- list the types of products you need for your canteen;
- insist on the quality of the products you want to buy.

Activity 3

To help your Liberian pen friend complete an exercise on a recipe of a neighboring country, send him or her by voice mail, a popular recipe of your country.

- Give the name of the recipe.
- Indicate the region where it is more popular and on what occasions they cook it.
- Tell him the ingredients we use to cook it.

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Games and Song

Healthy meal

I eat fruit, I eat fruit, every single day,
I eat fruit, I eat fruit, every single day,
Mondays, Tuesdays, Wednesdays,
Thursdays, Fridays, Saturdays, Sundays.

Mondays I eat apples, Mondays I eat apples,
Tuesdays I eat pears, Tuesdays I eat pears,
Wednesdays I eat cherries, Wednesdays I eat cherries,
Thursdays I don't care, Thursdays I don't care.

Chorus

Fridays I eat mangoes, Fridays I eat mangoes,
Saturdays some grapes, Saturdays some grapes,
Sundays I eat berries, Sundays I eat berries,

I think that fruits are great! I think that fruit are great!
Apples, apples!
Pears, pears!
Cherries, cherries!
I don't care, I don't care!
Mangoes, mangoes!
Grapes, grapes!
Berries, berries!
Fruit are great, fruit are great!

https://www.youtube.com/watch?v=mfReSbQ7jzE



GUESSING GAME: What am I?

I am often in your house;
I am always running;
But I am never tired or hot.
What am I?

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UNIT 7

HEALTH AND ENVIRONMENT

Lesson 1

Hygiene and parts of the body

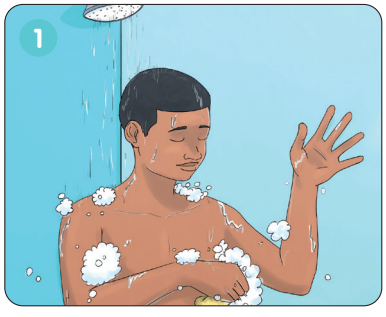
Learning Context: *In order to write a paragraph about disease prevention, the students of 5ème 7 of Lycée Konankro are reading a text about hygiene and health.*

Key to this lesson

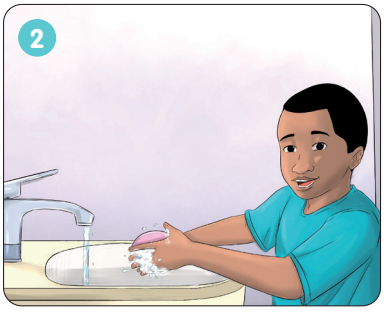
- Vocabulary related to hygiene and parts of the body
- Expressing obligation and prohibition
  You have to brush your teeth/ you shouldn't wash your body with dirty water
- Pronouncing words related to parts of the body and hygiene
- Asking and answering questions intonation
- Asking and answering questions about hygiene and parts of the body with correct intonation



I OBSERVE



I have to take a shower every morning before going to school.



I have to clean my hands with hydro-alcoholic gel when I use the toilets.

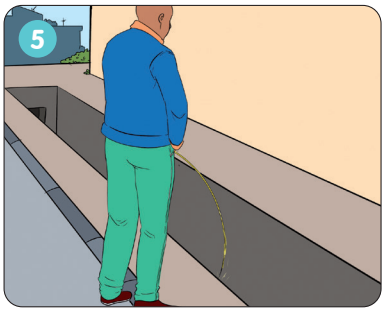


I have to brush my teeth before going to bed.

MOVE FORWARD 5e_MANUEL 26062023.indd 101 26/06/2023 11:00



You have to wash your clothes every week. You mustn't wear unclean clothes. You should keep clean.



You mustn't urinate in the gutter.



You mustn't throw garbage along the streets.



You have to throw rubbish in the garbage can.



You have to use a vacuum cleaner to clean the floor.

I LISTEN

A **Dialogue 1: Listen and Repeat.**

Teacher: What do you have to do every morning?
John: I have to take a shower.
Teacher: Great! What else do you have to do in a day?
John: I also have to brush my teeth before going to bed.
Teacher: And you, Anna?
Anna: I have to wash my clothes every week and drink clean water.
Mel: Fabulous!

B **Dialogue 2: Listen and Repeat.**

A: Where do you have to throw garbage?
B: I have to throw garbage in the garbage can.
A: And what do you have to clean your hands with?
B: A hand-sanitizer or a hydro-alcoholic gel.
A: And what do you have to clean the floor with?
B: I have to use a broom or a vacuum cleaner.
A: And what mustn't you wear?
B: Unclean clothes.

I SPEAK

A **I listen and repeat.**

- **A:** What do you have to do every morning? **B:** I have to take a shower.
- **A:** Where do you have to throw garbage? **B:** In the garbage can.
- **A:** What do you have to clean your hands with? **B:** with a hand-sanitizer or a hydro-alcoholic gel.
- **A:** What mustn't you wear? **B:** I mustn't wear unclean clothes.

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B **I practise with my partner.**

- Ask and answer questions like in A.
- You and your partner, roleplay Dialogues 1 and 2.

I READ

Read the following text and answer the questions below in your copybook.

I have to keep clean!

We have to keep clean. Every part of our body must be clean: our head, eyes, mouth, ears and all the rest. We have to take our bath every morning and evening. We have to wash our hands before eating. We also have to use a hand sanitizer or hydro-alcoholic gel to clean our hands. We mustn't wear unclean clothes and we mustn't drink unclean water. We mustn't urinate in the gutters, and we mustn't throw garbage along the streets; we have to throw it in the garbage can. Be clean and be healthy!

Answer the following questions.

1. What's the text about?
2. What do we have to do every morning and evening?
3. What mustn't we drink?
4. What mustn't we wear?
5. Where do we have to throw garbage?

I WRITE

A **Write answers to the questions below.**

I Listen and complete the table below.

First things to do	Second things to do	Other things to do

B **I answer the question in my copybook.**

What do you have to do to be healthy?

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Grammar Focus

Expressing necessity or obligation

You must take your bath every morning.
You have to take your bath every morning.

Questions:

Must I take my bath every morning?
Do I have to take my bath every morning?

Expressing prohibition

You mustn't drink unclean water.

Irregular plural

One foot, two feet; one tooth, two teeth
One child, two children

I say it well

- What do you have to do every morning?
- What mustn't you drink?
- I have to take my bath every morning.
- I mustn't wear unclean clothes.
- Foot ⇒ feet tooth ⇒ teeth child ⇒ children

I put it all together

Your English club magazine wants your class to write a paragraph about how to keep clean to avoid diseases. In your paragraph,

- write a first sentence to introduce the topic (see text in "I read");
- talk about what you have to do to keep your environment clean;
- talk about what you have to do to keep your body clean.

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UNIT 7

HEALTH AND ENVIRONMENT

Lesson 2

It's forbidden to throw garbage everywhere

Learning Context: *The English club of your school is going to discuss insalubrity at its next meeting. To get prepared, you decide to read texts about insalubrity and common diseases on Google.*

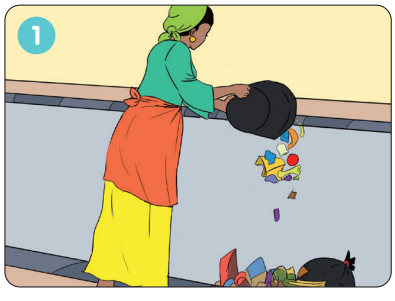
Key to this lesson

- Vocabulary related to insalubrity and common diseases
- Expressing prohibition
  You mustn't throw garbage along the street/
  It's forbidden to throw garbage along the street
- Pronouncing words related to insalubrity and common diseases
- Asking and answering questions about insalubrity with the correct intonation



I OBSERVE

A **Observe the pictures and read about what people must do and what they mustn't do.**



It's forbidden to throw rubbish in the street.



You mustn't come in because you have no mask on your face.



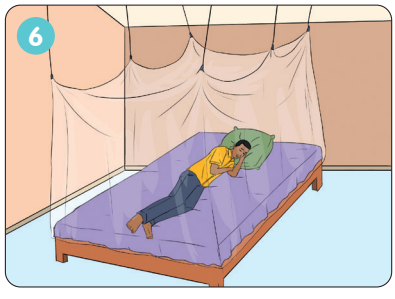
It's forbidden to play in the rubbish.



You mustn't eat too much sweet.



I must wash my hands to avoid Covid 19.

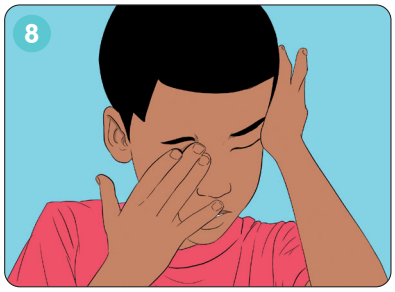


You must sleep under a mosquito net to avoid malaria.

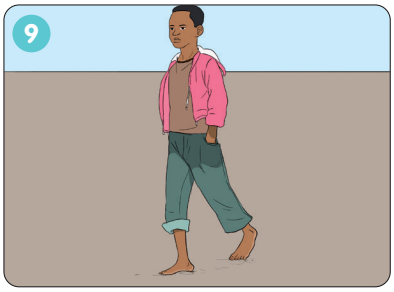
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You must brush your teeth to avoid dental caries.



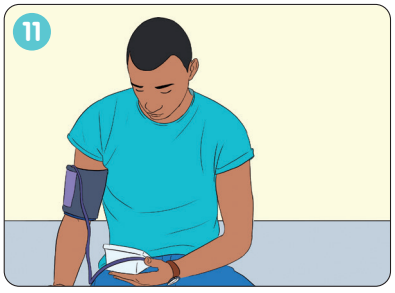
You mustn't rub your eyes with you finger to avoid conjunctivitis.



You must wear shoes to avoid athlete foot.



Don't use the same syringe to avoid HIV AIDS.



You must control your blood pressure to avoid a heart attack.



Fati has got flu. She must use a tissue when sneezing to avoid contaminating people.

B Diseases and their symptoms

Disease	Cause	Symptoms	Prevention
Dental caries	Eating too much sweet food	Pain in the teeth	Avoid eating too much sugar
Malaria	Mosquito bites	Cold, fever, headache, vomiting	Sleep under mosquito net
HIV AIDS	Unprotected sex/ contaminated blood transfusion	Loss of weight, pain all over the body, insomnia	Avoid unprotected sex/ contaminated blood transfusion
Coronavirus	Covid 19	Headache, fever, coughing, vomiting	Use protective measures: wearing masks, social distancing, handwashing, etc.
Flu	Allergies	Headache, fever, sneezing	Protect yourself from allergies
Athlete foot	Dirt	Pain and wounds on the feet	Avoid dirty places
Stroke	High blood pressure	Obesity, high blood pressure	Avoid eating too much fat
Conjunctivitis	Allergies	Red eyes	Wash your hands very often
Typhoid fever	Dirty food	Headache, stomachache, fever	Avoid eating dirty food

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I LISTEN

A **Dialogue 1: Listen and Repeat.**

Mother: What's the matter, Armel?

Silué: I feel cold. I have fever, and my nose is running.

Mother: Do you have a headache too?
Silué: Yes, I do.
Mother: I think, that's a bad flu. You must see a physician immediately
Silué: Alright, Mum. Thank you, Mum!

B **Dialogue 2: Listen and Repeat.**

A: Anna, why is your school uniform so dirty?
B: Sorry Mum.
A: You must wash it immediately!
It's forbidden to go to school in unclean clothes.
B: I know Mum!
A: You must also clean your room every morning. I don't want you to catch a bad disease, right?
B: Yes, Mum. Thanks for your advice, Mum.
A: You're welcome.

I SPEAK

A **I listen and repeat.**

- A: What's the matter?
- A: Why are your clothes so dirty?
- A: I have a toothache.
- A: Thank you Mum for your advice

B: I have a toothache.
B: Sorry, Mum.
B: you have dental caries.
B: You're welcome.

B **I practise with my partner.**

1. You and your partner ask and answer each other questions using the chart about diseases in "I observe B".

Example:

A: What's the cause of dental caries?

B: It's eating too much sugar.

A: What are the symptoms of dental caries?
B: You feel a pain in your teeth.
A: And how do you prevent it?
B: Just avoid eating too much sugar.

2. You and your partner, roleplay Dialogues 1 and 2.

I READ

Read the following text and answer the questions below in your copybook.

It's forbidden to throw rubbish in the school yard!

Our school has regulations. First, it's forbidden to throw garbage in the school yard. Second, we must clean our classrooms every morning. Third, it's forbidden to wear dirty clothes at school. Fourth, we mustn't eat unprotected food at school. We must be healthy, so we must be clean and our environment must be clean too. We must all respect our school regulations to keep safe.

Questions

1. What is forbidden in our school?
2. What must we do every morning?
3. Must we eat unprotected food?
4. Why must we keep our environment clean?

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I WRITE

A **Read the chart of diseases and write your answers to the following questions in your copybook.**

1. What causes dental caries?
2. What are the symptoms of flu?
3. What must we do to prevent Covid-19?
4. What causes typhoid fever?

B **Listen to the audio and complete the sentences in your copybook.**

1. It's ..... in the street.
2. We must ..... .
3. We mustn't ..... .
4. We must ..... .

Grammar Focus

Expressing prohibition

It's **forbidden** to throw rubbish in the school yard.
We **mustn't** throw rubbish in the school yard.

I say it well

1. It's forbidden to throw garbage in the school yard.
2. We mustn't walk in dirty waters.
3. What must we do to avoid typhoid fever?
4. We must clean our environment.

I put it all together

On your school hygiene day, your School English Club organizes a poster writing competition to promote hygiene and health. On your poster,

- draw a picture of a person who is not respecting the school environment;
- write a message to sensitize students of your school about the bad consequences of the non-respect of their environment.

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UNIT 7

HEALTH AND ENVIRONMENT

Lesson 3

Let's drink clean water and be healthy

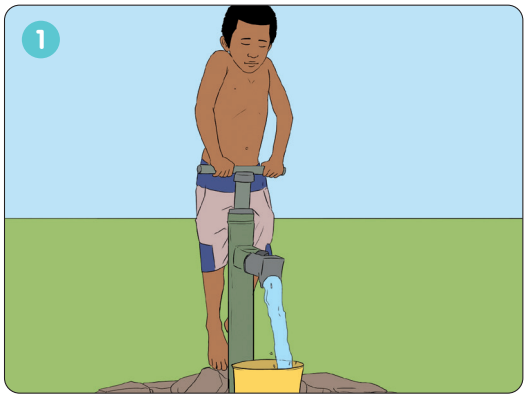
Learning Context: *For the coming International Day of Water, your English Club magazine is organizing a debate about the importance of water. The chairperson wants you to read a text about sources of water and health and discuss during the next meeting.*

Key to this lesson

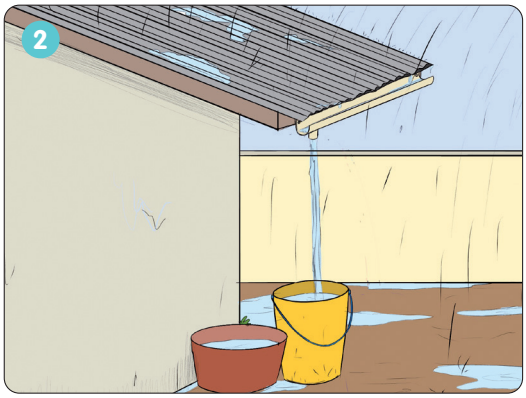
- Vocabulary related to water and health
- Expressing possibility:
  Is it possible to drink water from the tap?
  Yes, it is.
- Giving advice: We ought to drink clean water.
- Giving reasons with "as"
- Pronouncing correctly words and phrases related to water and health
- Asking and answering questions with the correct intonation



I OBSERVE

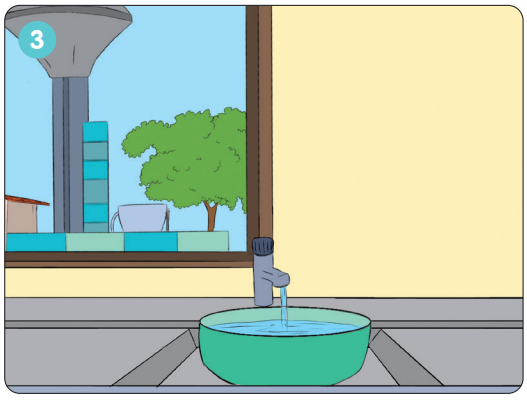


well water

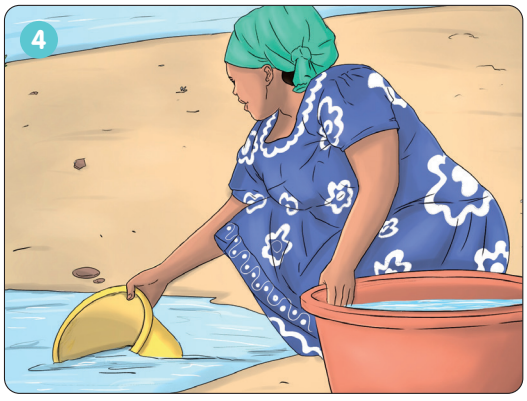


rainwater

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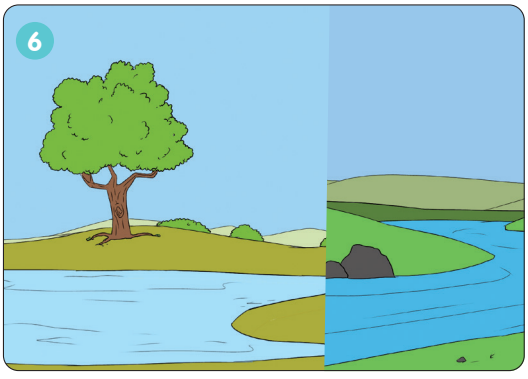
The tap water comes from the water tank.



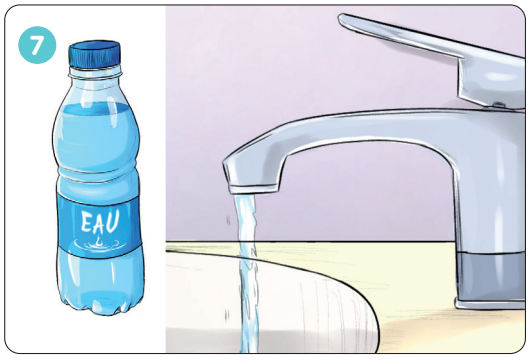
River water and lake water



We ought to filter or boil river and lake water to make it clean.



Lake or river water is safe to drink when you filter it.



Mineral water or tap water is drinkable because it's clean.



As I drink clean water, I have no bacteria.

I LISTEN

A **Dialogue 1: Listen and Repeat.**

Maeva: Mum, is it safe to drink lake water or river water?
Mum: No, it isn't; as it's not clean, you must filter or boil it.
Maeva: How about tap water or mineral water, is it possible to drink it?
Mum: Absolutely! As it's clean, it's drinkable. We ought to drink clean water to be healthy.
Maeva: Thank you, Mum!
Mum: You're welcome!

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B **Dialogue 2: Listen and Repeat.**

A: Madam, why isn't it possible to drink river water and lake water?

B: Good question! As it contains bacteria, we can't drink it.

A: What is bacteria, Madam?

B: They are microbes. They can make you sick.

A: So, what water should we drink?

B: We ought to drink mineral water or tap water.

A: But we have only water from the river here.

B: So, boil it or filter it to make it drinkable.

A: Thank you, Madam!

B: You're welcome!

I SPEAK

A **I listen and repeat.**

- **A:** Is it safe to drink tap water?
- **A:** Is it possible to drink river water?
- **A:** Why should we drink water from the tap?

B: Yes, it is. As it's clean, it's drinkable.

B: No, not at all. As it contains bacteria, it's not drinkable.

B: Because it's clean.

B **I practise with my partner.**

1. You and your partner, ask and answer questions as in A.
2. You and your partner, roleplay Dialogues 1 and 2.

I READ

Read the following text and answer the questions below in your copybook.

Why is water called "The blue gold"?

Water comes from different sources, but are all waters drinkable? The answer is no. It's not safe to drink lake water or river water as it contains bacteria. Bacteria make people sick. You ought to boil or filter lake water and river water before drinking it. But it's possible to drink tap water or mineral water as it is clean and safe. Do you know that water is also called "The Blue Gold"? It is because it is very important for our lives. So let's all drink clean water to be healthy.

Questions

1. Does water come from one source?
2. Are all waters drinkable? Why?
3. Why can't we drink lake water and river water?

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I WRITE

A **In your copybook, write the sentences in the correct order.**

1. water/you/drink/Can/ lake/ ?
2. contains/River/bacteria/water
3. drinkable/Mineral/is /water
4. can't/water/river/We/drink
5. must/boil/We/before/water/lake/ drinking/ it

B **Listen and, in your copybook, fill in the gaps with the missing words.**

1. There are three ... of water.
2. Is it... to drink lake water? Why?
3. As river water is not clean, you ... drink it.
4. We... drink clean water.

Grammar Focus

Expressing possibility

A: Can we drink water from the lakes? = **Is it possible to drink** water from the lakes?
B: No, **we can't**/ No, **it isn't**.
Note: **cannot = can't**

Giving advice

We **should** drink clean water = We **ought to** drink clean water

Giving reasons

A: Why can't we drink dirty water?
B: Because it contains bacteria, it's not drinkable = As it contains bacteria, it's not drinkable.

Noun as adjective

Water from lakes: **Lake** water
Water from the tap: **Tap** water

I say it well

1. A: Is it safe to drink tap water?
   B: Absolutely!
2. A: Is it possible to drink river water?
   B: No, not at all.
3. A: Why can't we drink lake water?
   B: As it contains bacteria, we can't drink it.
4. We ought to drink clean water to be healthy.

I put it all together

It's the International Day of Water. During your English Club meeting, the chairman asks you, in groups, to identify the different sources of water and say why some waters are not drinkable.

- Identify the different sources of water.
- Say why some are drinkable and some others are not drinkable.
- Say why water is also called 'The Blue Gold'.

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CHECK 7

1 **Put the words in order to build correct sentences.**

1. I / every/ have to/ before /take my bath/ going /to school/ morning
2. I / clean/ my hands/ the /toilets/ with /hydro-alcoholic /have to/ gel /when /I use
3. I /before /brush/ my/ going/to bed/ teeth/ have to
4. You /wear/ dirty/ mustn't/ clothes
5. You /in/ the /mustn't /gutters /urinate

2 **Answer the following questions.**

1. Where do you have to throw rubbish?
2. What do you have to clean the floor with?
3. What do you have to do every morning?
4. What do you have to clean your hands with?
5. Where mustn't you throw rubbish?

3 **Put in the plural.**

1. One foot, two ...
2. One tooth, three...
3. One child, four ...
4. One hand, two ...
5. One head, four ...

4 **Put the words or phrases in the correct order to build correct sentences.**

1. It's /to throw/ forbidden/ in the street/ rubbish
2. You /come in/ mustn't /you /have / because /no mask
3. forbidden/ in /the rubbish/ It's/to play
4. mustn't/ eat /much /sweet/You/ too
5. wash/ I/ my/ Covid 19/ must /to avoid/ hands

5 **Answer the following questions**

1. What causes dental caries?
2. What are the symptoms of malaria?
3. How can you prevent HIVAIDS?
4. What are the symptoms of Corona Virus?

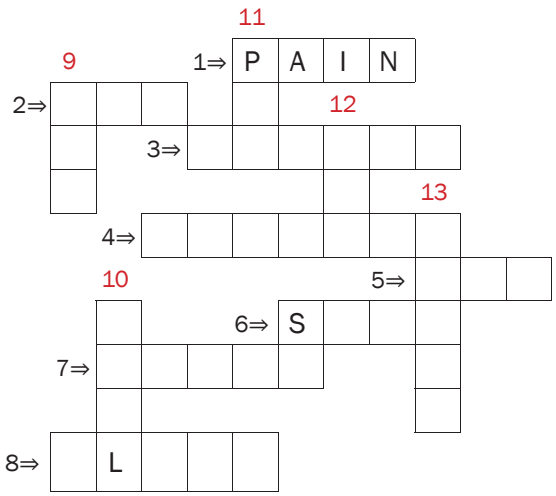
6 **CROSSWORDS: Find the correct words about diseases to complete the sentences. Then write the words in the grid to find word number 11. Number 1 is an example.**

A- Horizontally

1. When you have a toothache, you feel ... in your mouth.
2. When you have ... your temperature is high.
3. To be in a good ..., you mustn't drink dirty water.
4. If you have a good diet, you can ... diseases.
5. To stay healthy, you must ..... good food.
6. We must drink ..... water to stay healthy.
7. To ..... diseases, you should stay in a
8. ..... environment.

B- Vertically

9. Thom's nose is running because he suffers from ..... .
10. When you are sick, ... your doctor.
11. Word number 11 is an apple .....
12. When you don't feel well, don't ..... Tell the truth to your parents.
13. After eating, always brush your .....



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Communication activity

Your English club is going to organise a panel on how to prevent diseases. To participate, write down what you are going to say.

1. List some diseases you know.
2. Say how people catch them.
3. Mention how we can avoid them.

Games and Song

Wash your hands song

Wash your hands, wash your hands
Everybody come along and wash your hands (×2)

Show me, show me your hands,
Everybody show me, show me your hands.
Are they dirty ?
Show me, show me your hands,
Everybody time to wash your hands.

Rub, rub, rub your hands everybody
Rub, rub, rub your hands
Are they soapy ?
Rub, rub, rub your hands everybody
Everybody time to wash your hands.

And we sing Chorus (×4)
Dry, dry, dry your hands
Everybody dry, dry, dry your hands
Are they dry yet ?
Dry, dry, dry your hands
Everybody time to wash your hands.

Shake, shake, shake your hands
Everybody shake, shake, shake your hands
Are they clean now ?
Shake, shake, shake your hands
Everybody time to wash your hands.

And we sing Chorus (×4)
Before you eat, wash your hands
When you come home, wash your hands
In the bathroom, wash your hands
After you play, wash your hands

Chorus (×4)

https://www.youtube.com/watch?v=dDHJW4r3eIE

Song about environment

Lyrics
I turn the faucet off when I am brushing my teeth
I turn the lights off when I am going to sleep
I use cold water to wash laundry
I do all that I can to save energy
Reduce, Reuse, Recycle
I'm going green, I'm keeping the Earth clean
I'm going green, I'm keepin' it, keepin' it clean
I reuse rechargeable batteries again and again
I shop at the thrift store to find a great bargain
I take my bottles and cans and recycle them
We'll make a better world if we all join hands
Reduce, Reuse, Recycle
I'm going green, I'm keeping the Earth clean
I'm going green, I'm keepin' it, keepin' it clean
Reduce energy, water and waste
Reuse what I can before I throw it away
Recycle CD's and DVD's
Newspaper, Junk Mail and Magazines
Cell Phones, Cardboard and Old Machines
I'm going green, would you go with me?
Reduce, Reuse, Recycle
I'm going green, I'm keeping the Earth clean
I'm going green, I'm keepin' it, keepin' it clean
Reduce, Reuse, Recycle
I'm going green, I'm keeping the Earth clean
I'm going green, I'm keepin' it, keepin' it clean

Source: Musixmatch - Songwriters: Mark Luchauer
https://www.youtube.com/watch?v=l08W6aTW4PE

GUESSING GAME: What am I?

I am often in your house;
I am always running;
But I am never tired or hot.
What am I?

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UNIT 8

SPORTS AND GAMES

Lesson 1

The importance of sport

Learning Context: *To choose the physical activity they want to practise, the students of 5ème 2 of Lycée Moderne Biankouman are reading some texts about the different types of sports.*

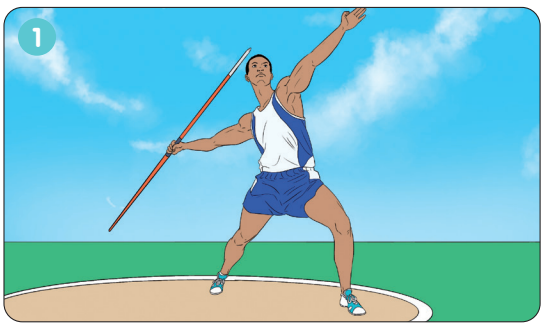
Key to this lesson

- Vocabulary related to sports and games
- Expressing preference:
  I prefer karate to football
- Pronouncing key words
- Asking and responding with the correct intonation

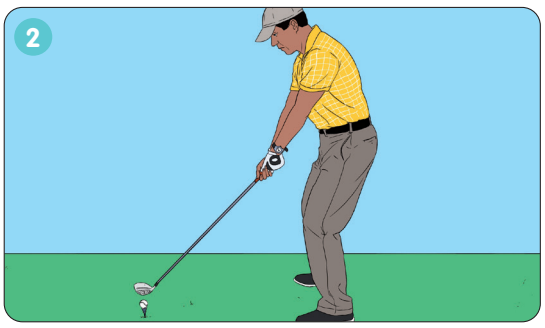


I OBSERVE

Individual sports



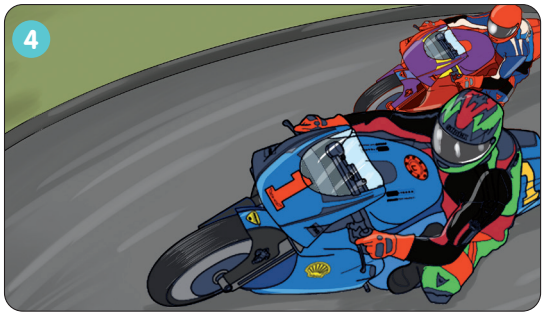
javelin throw



golf

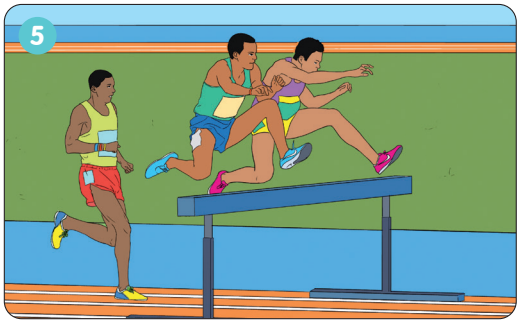


wrestling



motocross

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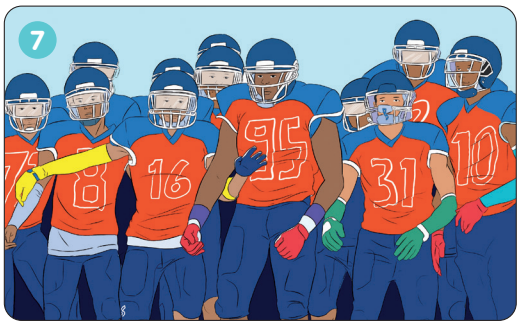


hurdle

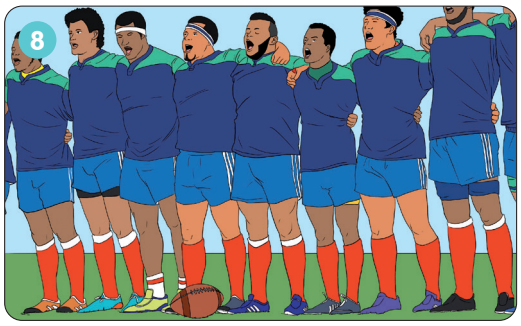


surfing

Team sport

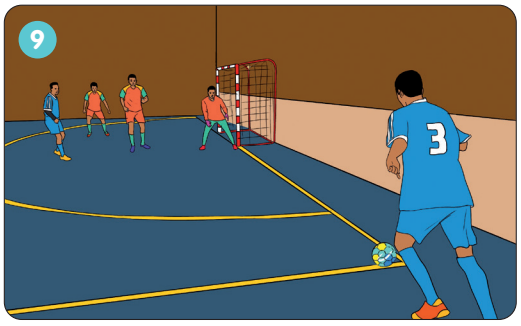


american football



rugby

Indoor sports



futsal

Outdoor sports



marathon

I LISTEN

A **Dialogue 1: Listen and Repeat.**

Moussa: Hello Sita; where are you going with your jogging and trainers?

Aya: To practise sport.

Moussa: What sport do you practise?

Aya: Rugby. Do you like rugby?

Moussa: No, I don't.

Aya: What sport do you prefer, then?

Moussa: I prefer wrestling.

Aya: Fine. It's an individual sport.

Moussa: Yes; and rugby is a team sport. Enjoy your training, Aya.

Aya: Thanks, Moussa; goodbye.

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B **Dialogue 2: Listen and Repeat.**

A: What sports do you prefer?
B: I prefer indoor sports.
A: Do you practise hurdle?
B: No; futsal; what about you?
A: I like outdoor sports; I am fond of kayaking.
B: That's great.

I SPEAK

A **I listen and repeat.**

- **A:** What sports do you prefer?
- **A:** What are the different types of sports?
- **A:** Do you practise golf?
- **A:** What sports do you practise?

B: I prefer individual sports.
B: Individual sports, indoor sports, team sports, and outdoor sports.
B: No, I don't.
B: Javelin throw.

B **I practise with my partner.**

1. You and your partner, practise asking and answering questions like in A.
2. You and your partner, practise role playing Dialogues 1 and 2.

I READ

Read the text and answer the questions below in your copybook.

There are different types of sports. The main categories are individual sports and team sports, indoor sports and outdoor sports.

Javelin throw, surfing, motocross are examples of individual sports. Individual athletes like golfer Dustin Johnson or wrestler Roman Reigns compete for themselves. On the contrary, more than one player form a team to compete. They practise team sports like American football or basketball. Footballer Christiano Ronaldo and basketball player Michael Jordan are team sports players.

We practise some sports like kayaking or the marathon in the open air. They are outdoor sports. We practise futsal or boxing in enclosed buildings, not in stadiums or in the open air. These are indoor sports.

What sport do you prefer? Choose one and practise it very often because sport is good for our health.

Questions

1. What is the text about?
2. Is motocross a team sport?
3. What type of sport does Dustin Johnson practise?
4. Give 2 examples of team sports.
5. What are kayaking and the marathon?
6. Is futsal an individual sport?
7. Is sport important? Justify your answer.

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I WRITE

A **Put it in the correct order in your copybook.**

1. sports / I /individual / prefer.
2. golf / practise / you / Do / ?
3. OUODTRO
4. prefer /do / What / you / sport / ?
5. OMSTOSOCR

B **The sentences you're going to hear are about sports. Listen carefully to the audio and write them down in your copybook like in the example.**

1. There are indoor sports and outdoor sports.
2. ..... .
3. .....?
4. ..... .
5. ..... .
6. ..... .

Grammar Focus

Expressing preference

- What sport do you prefer?
  - I prefer long jump
  - I am fond of hurdle
  - I prefer golf to boxing.
- Do you prefer rugby or hurdle?
  - I prefer rugby

I say it well

- What sport do you prefer?
- Do you practise boxing?
- Are you fond of javelin throw?
- I prefer individual sports to team sports.

I put it all together

Your Liberian friend John invites you to take part in some sports competitions. He wants to know your preferences. Write him a letter to give him the information he needs. In your letter,

1. tell him the sports you practise;
2. mention the types of sports you prefer.

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UNIT 8

SPORTS AND GAMES

Lesson 2

Who won the 2015 African Cup of Nations?

Learning Context: *The students of your class are reading a text on football to write about the African Cup of Nations.*

Key to this lesson

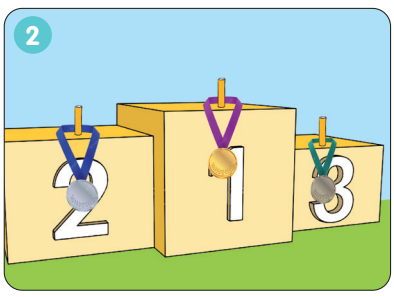
- Vocabulary related to football
- Expressing past actions
  Côte d'Ivoire won the ACN in 1992
- Pronouncing key words
- Making suggestions with correct



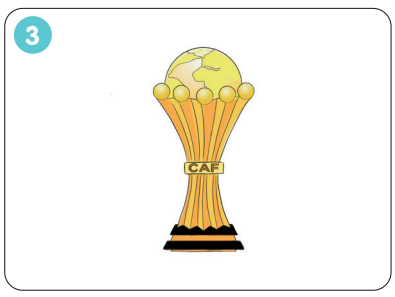
I OBSERVE



to win
the winners



medals



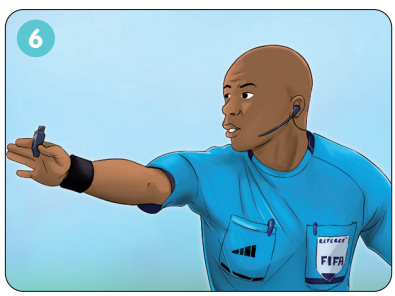
a cup / a trophy



to lose
the loser

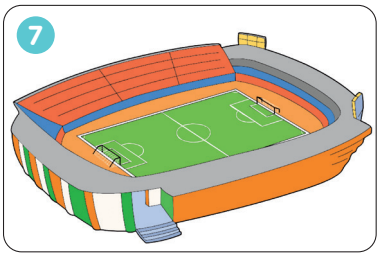


a football team

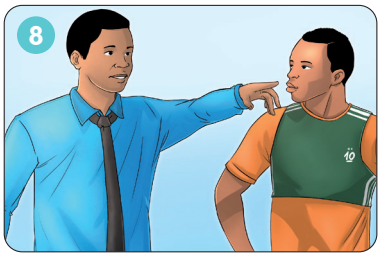


a referee

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a stadium



a coach



spectators



journalist

I LISTEN

A **Dialogue 1: Listen and Repeat.**

Gohou: Hi, Serge! Where are you going so fast?
Serge: To watch the football match Côte d'Ivoire versus Ghana on TV.
Gohou: Is it an important match?
Serge: Yes, indeed! It's the final of the CAN; the greatest football competition in Africa.
Gohou: OK! So the winner is going to take the trophy and the gold medal too?
Serge: Yes; and the loser is going to win the silver medal.
Gohou: Who won the bronze medal?
Serge: The Democratic Republic of Congo. They won their match against Equatorial Guinea yesterday.
Gohou: So, Equatorial Guinea lost? I thought they were a great team.
Serge: Yes, they are, but the Congo played better.
Gohou: Very interesting. Let's go together; I am going to be a spectator too.

B **Dialogue 2: Listen and Repeat.**

A: Where did the CAN take place in 2015?
B: It took place in Equatorial Guinea.
A: How many teams participated?
B: Sixteen football teams were present.
A: Were there only players?
B: No, there were journalists, coaches and referees too.
A: And where did the players play?
B: In big and beautiful stadiums.

I SPEAK

A **I listen and repeat.**

- **A:** Why did 16 football teams go to Equatorial Guinea in 2015?
- **A:** Did the team of Côte d'Ivoire win the Cup in 2015?
- **A:** Did the final take place in Bata?
- **A:** Who was the Côte d'Ivoire team goalkeeper in 2015?

B: To play the African Cup of Nations
B: Yes, it did.
B: No, it didn't; it took place in Malabo.
B: Copa Barry was.

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B **I practise with my partner.**

- You and your partner, practise asking and answering questions like in A.
- You and your partner, practise role playing Dialogues 1 and 2.

I READ

Read the text and answer the questions below in your copybook.

The Africa Cup of Nations

The Africa Cup of Nations is the most prestigious football competition in Africa. National African teams which qualify play it. Each edition is in a different country. During the tournament, there are a lot of people in the host country: players, coaches, referees, journalists and a lot of spectators too. At the end of the competition, the three countries which come first receive medals.

The first edition of the CAN was in 1957, in Sudan. Three countries participated. The winner was Egypt. Ethiopia won the silver medal and Sudan, the host country, came third.

In 1992, the competition took place in Senegal. Côte d'Ivoire played the final versus Ghana in « Stade de l'Amitié » in Dakar. The referee of the match was Badara Sène, a Senegalese. Nigeria came third after its victory against Cameroon, 2-1.

Côte d'Ivoire won a second trophy in 2015, in Malabo, the capital of Equatorial Guinea.

The CAN is very important for African countries.

Questions

1. How can a country participate in the CAN?
2. Does the competition take place in the same country?
3. Are there only players at the CAN?
4. Which teams receive medals?
5. When did the first edition of the CAN take place?
6. Which country won the gold medal?
7. What medal did Sudan win?
8. What country won the trophy in 1992?

I WRITE

A **Put it in the correct order.**

1. PHORYT
2. TOTRAMUENN
3. TSECSTAORP
4. receives the/winner/trophy/The
5. take/the/place/first/did/When/CAN/?
6. cup/Senegal/Did/win/a/?

B **Listen to the audio and complete the gaps in your copybook.**

1. The ..... took .....
2. Which ..... in 1992?
3. Did Ghana ..... in 1992?
4. In 1992, Côte d'Ivoire ..... Ghana.
5. Côte d'Ivoire ..... in 2015 too.

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Grammar Focus

Expressing past actions

- When did the 1st African Cup take place?
  It took place in.....
- What country won the trophy in 1957?
  Egypt did.
- Did Côte d'Ivoire win the Cup in 1992?
  Yes, it did.
- Where was the CAN in 2015?
  It was in Equatorial Guinea.

I say it well

- When did the 1st African Cup of Nations take place?
- Who won the African Cup of Nations in 1992?
  Côte d'Ivoire did.
- Did the competition take place in Ghana in 2019?
  No, it didn't. It took place in....

I put it all together

Some African Cup of Nation records

Year	Host country	Champion	Silver medal	Third
1965	Tunisia	Ghana	Tunisia	Côte d'Ivoire
1968	Ethiopia	DR Congo		Côte d'Ivoire
1976	Ethiopia	Morocco	Ghana	Nigeria
1984	Côte d'Ivoire	Cameroon	Guinea	Algeria
1992	Senegal	Côte d'Ivoire	Nigeria	Nigeria
2015	Equatorial Guinea	Côte d'Ivoire	Ghana	DR Congo
2019	Egypt	Algeria	Ghana	Nigeria

For your school English club magazine, write a text about the African Cup of Nations. Choose three editions and describe them. For each edition you choose,

1. say when and where it took place;
2. indicate the countries which won medals;
3. mention the type of medal each country won.

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UNIT 8

SPORTS AND GAMES

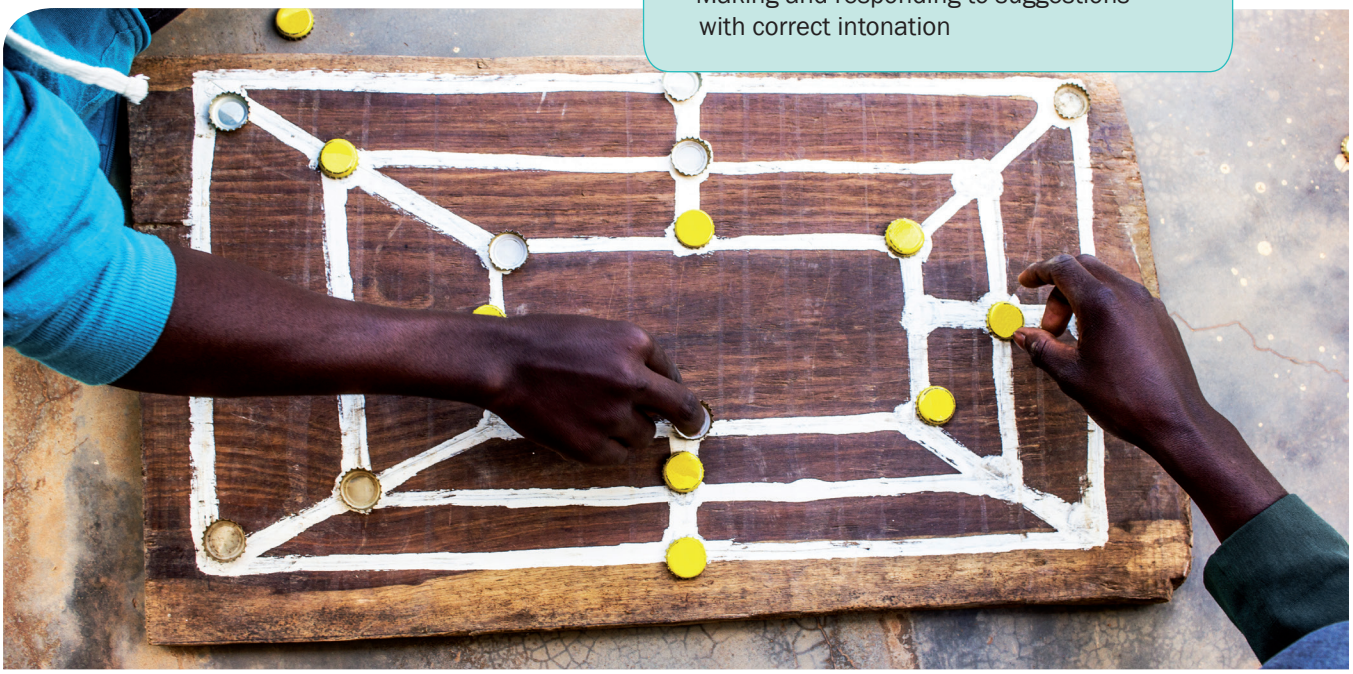
Lesson 3

Traditional games

Learning Context: *Your English club is organizing a 'Game Day'. In order to describe the game you are going to play, you are reading a text about your Ghanaian friends' traditional games.*

Key to this lesson

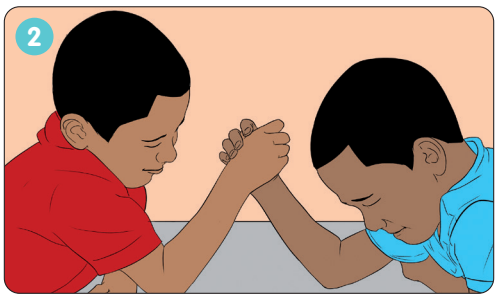
- Vocabulary related to traditional games
- Making suggestions
- Accepting / refusing
- Making and responding to suggestions with correct intonation



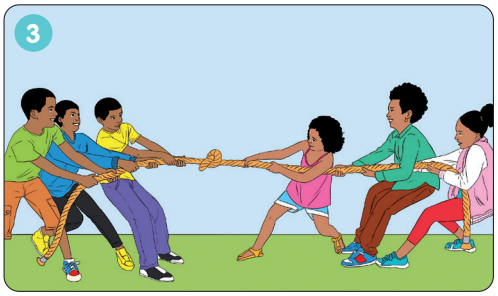
I OBSERVE



hand clap game



arm wrestling game



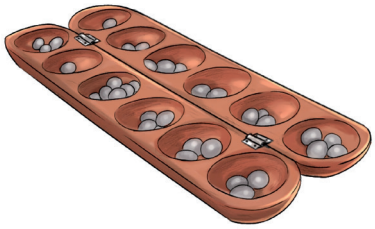
rope game



jump rope game

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5



awalé or kadealo game

6



ampe game

I LISTEN

A **Dialogue 1: Listen and Repeat.**

Elysée: Hi, Ashna! What game are you playing with your friends?
Ashna: It's ampe, a traditional game in our village.
Elysée: How do we play it?
Ashna: The leader and another player jump up at the same time, clap and put one foot in front.
Elysée: And how do we win?
Ashna: If the leader and the other player put the same foot in front, she wins.
Elysée: So if the foot is different, the leader loses.
Ashna: That's it!
Elysée: Can I play with you?
Ashna: Sure.

B **Dialogue 2: Listen and Repeat.**

A: It's break time; let's play jump rope game.
B: We can't; we have no rope.
A: How about playing kadealo game?
B: We can't; it's just you and me.
A: You're right; what can we play then?
B: Why not play hand clap game?
A: That's a good idea.
B: Let's start; we don't have much time left.

I SPEAK

A **I listen and repeat.**

- **A:** Let's play arm wrestling game.
- **A:** Why not play kadealo game, then?

B: Yes, the teacher is coming.
B: That's a good suggestion.

B **I practise with my partner.**

- You and your partner, practise asking and answering questions like in A.
- You and your partner, practise role playing Dialogues 1 and 2.

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I READ

Read the dialogue and answer the questions below in your copybook.

Grace: Hi, Amy! It's the weekend. Let's play ampe game.
Amy: I don't know this game, what is it?
Grace: It's a traditional game. Girls play it in Africa. In Ghana, we call it Ampe.
Amy: How do we play it?
Grace: One girl is the leader. She jumps up at the same time with a girl in front of her. The two girls clap, sing and put one foot in front of them. If the leader and the other player have the same foot in front, the leader wins. If the feet are different, the other player wins.
The winner plays with another girl in front of her, and so on.
Chrys: Can boys play it too?
Grace: Yes, but girls play it more than boys.
Amy: This is an interesting game; but why not do our homework first?
Chrys: You're right; we can play later.
Amy: Fine; let's go!

Questions

1. What game does Grace want to play?
2. Can Amy play this game? Justify?
3. Where is Grace from?
4. What part of the body do we play ampe with?
5. What does Amy suggest ?

I WRITE

A **Put it in the correct order.**

1. is/game/What/it/?
2. jump rope/do/ How /play/ we/ game/?
3. arm /play /wrestling /game / Let's
4. do/Why not/exercises/our/first/?
5. is/suggestion/good/This/ a

B **I Listen and write.**

1. **Ampe and hand clap** are traditional games.
2. Let's play ..... .
3. ..... checkers?
4. That's a good ..... .
5. OK, ...

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Grammar Focus

Making suggestion:	Accepting:	Refusing:
Let's play awalé. / Why not play Kadealo game?	OK / That's a good idea/ Great!	No / That's a good idea but...

I say it well

- Let's play jump rope game.
- Why not play hide and seek?
- OK, that's a good idea.
- That's a good idea.

I put it all together

You are going to celebrate the anniversary of your English club with your Liberian friends. You want to choose the games you are going to play during the celebration. With the members of the club,

- suggest the games you can play;
- explain how you play these games;
- accept or refuse the suggestions of your friends and choose the games you are going to play.

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CHECK 8

1 **Circle the odd one out word in each of the following lists. Refer to the types of sports.**

a- Javelin throw	Handball	Golf	Wrestling
b- Basketball	Football	Rugby	Long jump
c- Football	High jump	Motocross	Surfing
d- Futsal	Boxing	Table tennis	Hurdle
e- Marathon	Kayaking	Golf	Futsal

2 **Ask the questions to these answers**

a- .....? «Ampe» is not a sport, it's a game.
b- .....? Kayaking is an outdoor sport.
c- .....? Yes, it is. (futsal / indoor)
d- .....? Two players do (play arm wrestling game).
e- .....? The second does.
f- .....? The winner of a competition wins a gold medal.
g- .....? The winner does (win / trophy).

3 **True or false? Correct the false answers in your copybook. 'a' is an example.**

a- We can play arm wrestling on the sea. **False, on a table.**
b- There is only one player in a team sport. .....
c- Boxing is an individual and outdoor sport. .....
d- Two persons can play kadealo game. .....
e- When playing, ampe players jump and sing. .....
f- We need a rope to practise long jump. .....

4 **The words in the box are related to sport and games. Circle each of them in the grid like in the example.**

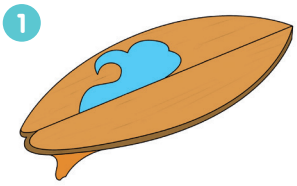
INDIVIDUAL - JAVELIN - GOLF - WRESTLING
JUMP - TEAM - INDOOR - FUTSAL - BOXING
WIN - AMPE - HAND

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

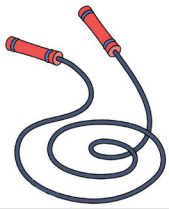
MOVE FORWARD 5e_MANUEL 26062023.indd 127 26/06/2023 11:03

CHECK 8

5 **What sport or game does each picture refer to? Write the name like in N. 1.**

1 

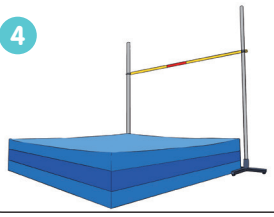
surfing

2 

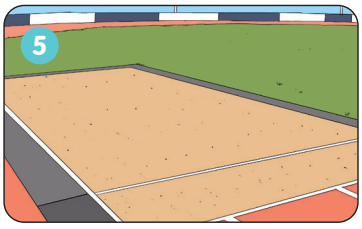
.....

3 

.....

4 

.....

5 

.....

6 

.....

6 **Write in front of each phrase, what the function is (Suggesting, accepting or refusing). Number 1 is an example.**

1. OK ⇒ **accepting**
2. Let's go to the stadium. ⇒ .....
3. No, I am busy. ⇒ .....
4. Why not play hide and seek? ⇒ .....
5. That's a good idea. ⇒ .....
6. I'm afraid I can't. ⇒ .....
7. Fabulous! ⇒ .....
8. I suggest that we stay at home. ⇒ .....
9. That's a good idea but I am busy today. ⇒ .....

Communication activity

You have to present an exposé on sport and games at the coming English club meeting. Write down this exposé. In the exposé,

1. list some names of games and sports;
2. classify the games and sport you list;
3. describe one game or sport.

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Games and Song

Sport song

What sport do you do?
What sport do you play?
Rugby, baseball, badminton,
Volleyball and tennis,
Basketball, swimming, cycling,
Soccer and table tennis.
There are many sports for you to play.
So get out and do them all today.

https://www.youtube.com/watch?v=WmaSsymG8Rc



The more we are together

The more we get together,
Together, together,
The more we get together,
The happier we'll be.
For your friends are my friends,
And my friends are your friends,
The more we get together,
The happier we'll be.

https://www.youtube.com/watch?v=lldmkrJXQ-E



GUESSING GAME: Who am I?

A-
1. I am a competition;
2. Teams of many countries try to win me;
3. The teams are composed of 11 players;
4. The competition takes place every 2 years in an African country:
I am the
.....
B-
1. To win me, you must take part in a competition
2. You must play well
3. You must play the final
4. You must win the final:
I am
a.....
C-
1. Sportsmen want to win me,
2. They play well to be among the first three,
3. They prefer to win the most important one of me,
4. When they win me, they put me round their necks:
I am a
.....

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English-French dictionary

Some words which are like the French ones are not in this dictionary.

ENGLISH	FRENCH
A	
a(n)	un, une
about	à propos de
above	au-dessus
address	adresse
afraid	effrayé(e)
Africa	Afrique
after	après
afternoon	après-midi
airport	aéroport
all	tout(e)
alone	seul(e)
aloud	à haute voix
also	aussi
always	toujours
american	américain
and	et
answer	répondre
apple	pomme
arm	bras
around	autour (de)
ask	demander
at	à
August	août
aunt	tante
auntie	tantine
B	
baby	bébé
back	dos
bad	mauvais
bag	sac
banana	banane douce

ENGLISH	FRENCH
bank	banque
basket	panier
bathroom	sale de bains
be	être
beach	plage
beautiful	beau, belle
because	parce que
bed	lit
bedroom	chambre
before	avant
begin	commencer
behind	derrière
bell	cloche
below	ci-dessous
between	entre
bicycle	bicyclette
big	gros(se)
biology	biologie
bird	oiseau
birthday	anniversaire
bird	oiseau
black	noir(e)
blackboard	tableau noir
blouse	corsage
blue	bleu
board	tableau
boat	bateau
body	corps
book	livre
bookshop	librairie
bottle	bouteille

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English-French dictionary

ENGLISH	FRENCH
bowl	bol
box	boîte
boy	garçon
bracket	parenthèse
bread	pain
break	récréation
breakfast	petit déjeuner
bring	apporter
Britain	Grande-Bretagne
british	britannique
broom	balai
brother	frère
brown	marron
brush	brosse
bucket	seau
building	bâtiment
busy	occupé(e)
but	mais
buy	acheter
by	par
bye	au revoir
C	
cake	gâteau
calendar	calendrier
Cameroon	Cameroun
Cameroonian	camerounais
can	pouvoir
car	voiture
card	carte
careful	prudent
carrot	carotte
carry	porter

ENGLISH	FRENCH
cassava	manioc
cat	chat
catch	attraper
certificate	certificat
chair	chaise
charcoal	charbon
cheap	moins cher
chemist's	pharmacie
chicken	poulet
child(ren)	enfant(s)
chili	piment
China	Chine
Chinese	chinois(e)
chocolate	chocolat
choose	choisir
Christmas	Noël
church	église
city	ville
clap	applaudir
classroom	salle de classe
clean	propre ; nettoyer
climb	monter
clock	horloge
close	fermer
clothes	vêtements
coat	blouse
cocoa	cacao
coconut	noix de coco
coffee	café
colour	couleur
comb	peigne
come	venir

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English-French dictionary

ENGLISH	FRENCH
computer	ordinateur
cook	préparer
count	compter
country	pays
course(of)	bien sûr
cow	vache
crossword	mots croisés
cup	tasse
cut	couper
D	
dad	papa
daily	quotidien(ne)
dance	danser /danse
dancing	dansant
dark	noir, sombre
daughter	fille
day	jour
dear	cher(ère)
December	décembre
delicious	délicieux
describe	décrire
desk	bureau
dig	creuser
dining-room	salle à manger
dinner	repas du soir
dirty	sale
dishes	vaisselle
divided	divisé
do	faire
doctor	docteur
dog	chien
door	porte

ENGLISH	FRENCH
draw	dessiner
drawing	dessin
dress	robe
drink	boire
drive	conduire
driver	chauffeur
drum	tambour
dry	sécher
dustbin	poubelle
duster	chiffon
E	
ear	oreille
early	tôt
eat	manger
egg	œuf
eight	huit
eighteen	dix-huit
eighty	quatre-vingt
eleven	onze
else	autre
empty	vide
English	Anglais
envelope	enveloppe
evening	soir
event	événement
every	chaque
everybody	tout le monde
everything	tout
everywhere	partout
example	exemple
exercise	exercice
expensive	chère

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English-French dictionary

ENGLISH	FRENCH
eye	œil
F	
face	visage
fairyland	pays de fées
fall	tomber
false	faux
family	famille
farm	ferme, champs
farmer	fermier/agriculteur
fast	rapide
fat	gros
father	père
favourite	favori
February	février
feel	sentir
fifteen	quinze
fifty	cinquante
fight	se battre
fill	remplir
find	trouver
fine	bien
finger	doigt
finish	finir
first	premier
fish	poisson
five	cinq
floor	plancher
flower	fleur
follow	suivre
food	nourriture
foot	pied
for	pour

ENGLISH	FRENCH
forty	quarante
four	quatre
fourteen	quatorze
French	français
Friday	vendredi
friend	ami
from	de
front	devant
fun	amusant
G	
game	jeu
garden	jardin
gas	gaz
giraffe	girafe
girl	fille
gift	cadeau
glass	verre
go	aller
good	bon(ne)
goodbye	au revoir
grammar	grammaire
grandfather	grand-père
grandmother	grand-mère
green	vert
greet	saluer
greeting	salutation
grey	gris(e)
ground	terrain
groundnut	arachide
Guinea	Guinée
H	
habit	habitude

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English-French dictionary

ENGLISH	FRENCH
hair	cheveux
haircut	coupe de cheveux
hairdresser	coiffeur(euse)
half	moitié, demi
hand	main
handsome	beau
happen	se passer
happy	heureux
hare	lièvre
hat	chapeau
have	avoir
he	il
head	tête
headache	mal de tête
headmaster	proviseur, directeur
headscarf	foulard
heavy	lourd(e)
hello	salut
help	aider
her	son, sa, ses
here	ici
hi	salut
high	haut(e)
him	lui, le
his	son, sa, ses
history	histoire
hobby	passe-temps
hole	trou
home	à la maison
homework	devoirs de maison
horse	cheval
hospital	hôpital

ENGLISH	FRENCH
hot	chaud(e)
hour	heure
house	maison
how	comment
hundred	cent
hungry (be)	avoir faim
hurry	se depecher
I	
i	je
idea	idée
ill	malade
in	dans
interesting	intéressant(e)
into	dans
it	il, elle ; le, la
Ivorian	ivoirien(ne)
Ivory Coast	Côte d'Ivoire
J	
January	janvier
job	travail
juice	jus
M	
market	marché
math	mathématiques
May	mai
me	moi, me
meal	repas
meat	viande
mechanic	mécanicien
meet	rencontrer
meeting	réunion
member	membre

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English-French dictionary

ENGLISH	FRENCH
midday	midi
milk	lait
mine	mien(ne)
Monday	lundi
money	argent
month	mois
moon	lune
morning	matin
mosque	mosquée
mother	mère
motorbike	moto
mountain	montagne
mouse	souris
mouth	bouche
move	bouger
mr.	monsieur
mrs.	madame
much	beaucoup
mum	maman
music	musique
must	devoir
my	mon, ma, mes
N	
name	nom
near	près
neck	cou
neighbour	voisin(e)
never	jamais
new	nouveau
next	prochain
nice	bon, agréable
night	nuit

ENGLISH	FRENCH
nine	neuf
nineteen	dix-neuf
ninety	quatre-vingt-dix
noun	nom
November	novembre
now	maintenant
number	numéro, chiffre
nurse	infirmier(ère)
O	
object	objet
October	octobre
of	de
office	bureau
often	souvent
oil	huile
old	vieux, âgé(e)
on	sur
one	un, une
onion	oignon
only	seulement
open	ouvrir
or	ou
other	autre
our	notre, nos
over (there)	là-bas
P	
pain	douleur
paint	peindre
painter	peintre
pan	poêle
papaya	papaye
paper	papier

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English-French dictionary

ENGLISH	FRENCH
partner	partenaire
party	fête
pen	stylo à bille
pencil	crayon
people	les gens
perhaps	peut-être
physical	physique
physics	la physique
picture	image, photo
pig	cochon, porc
pineapple	ananas
pink	rose
place	lieu
plane	avion
plate	assiette
play	jouer
plantain	banane plantain
please	s'il vous plait
plural	pluriel
point	montrer du doigt
policeman	policier
potato	pomme de terre
pound	piler
practise	pratiquer
prefer	préférer
present	cadeau
pretty	joli(e)
price	prix
pupil	élève
purple	violet(te)
put	mettre

ENGLISH	FRENCH
Q	
quarter	quart
quick	vite
quiet (keep)	se taire
R	
raise	lever
read	lire
ready	prêt(e)
really	vraiment
reason	raison
red	rouge
repair	réparer
repeat	répéter
rest	repos
rice	riz
ride	monter (vélo)
right	bien, droite
ring	sonner
river	rivière, fleuve
roof	toit
room	pièce, salle
rubber	gomme
rule	règlement
ruler	règle
run	courir
S	
salt	sel
sand	sable
Saturday	samedi
saucepan	casserole
say	dire

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English-French dictionary

ENGLISH	FRENCH
school	école
scissors	ciseaux
sea	mer
see	voir
sell	vendre
Senegalese	sénégalais(e)
sentence	phrase
September	septembre
seven	sept
seventeen	dix-sept
seventy	soixante-dix
she	elle
sheep	mouton
shine	briller
ship	navire, bateau
shirt	chemise
shoe	chaussure
shop	boutique
shopping	achats
short	court(e)
shoulder	épaule
shout	crier
show	montrer
shut	fermer
sing	chanter
sir	monsieur
sister	sœur
sit (down)	s'asseoir
sitting-room	salon
sixteen	seize
sixth	sixième
sixty	soixante

ENGLISH	FRENCH
skirt	jupe
sleep	dormir
slow	lent(e)
small	petit(e)
snake	serpent
so	donc ; si
soap	savon
sock	chaussette
someone	quelqu'un
something	quelque chose
sometimes	quelquefois
son	fils
song	chanson
soon	bientôt
sorry	pardon, désolé(e)
Spanish	espagnol(e)
speak	parler
spell	épeler
spoon	cuillère
stand (up)	se lever
star	étoile
start	commencer
station	gare
still	encore, toujours
stop	arrêter
story	histoire
stove	cuisinière
street	rue
strong	fort(e)
subject	matière
suddenly	soudain
sugar	sucre

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English-French dictionary

ENGLISH	FRENCH
sun	soleil
Sunday	dimanche
sure	sûr(e)
sweep	balayer
swim	nager
T	
tailor	tailleur
take	prendre
talk	parler
tall	grand(e)
teacher	professeur
team	équipe
teeth (e.g. tooth)	dents (dent)
tell	dire
ten	dix
tenth	dixième
thank you	merci
that	cela
the	le, la, les
their	leur(s)
them	les, eux, elles
then	ensuite
there (is)	il y a
these	ceux-ci, celles-ci
they	ils, elles
thin	mince
thing	chose
third	troisième
thirsty (to be)	avoir soif
thirteen	treize
thirty	trente
this	ceci

ENGLISH	FRENCH
those	ceux-là, celles-là
thousand	mille
three	trois
throw	lancer, jeter
Thursday	jeudi
time	fois ; heure
times	fois
timetable	emploi du temps
tired	fatigué(e)
title	titre
to	à
today	aujourd'hui
together	ensemble
Togolese	togolais(e)
toilet	toilettes
tomato	tomate
trader	commerçant(e)
tree	arbre
trousers	pantalon
true	vrai(e)
Tuesday	mardi
turn	tourner
twelve	douze
twenty	vingt
two	deux
U	
uncle	oncle
under	sous
unit	unité
us	nous
USA	Etats-Unis
use	utiliser

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English-French dictionary

ENGLISH	FRENCH
usually	d'habitude
V	
vegetable	légume
very	très
violin	violon
W	
wait	attendre
wake up	se réveiller
walk	marcher
wall	mur
want	vouloir
wash	(se) laver
watch	regarder ; montre
watchman	gardien
water	eau

ENGLISH	FRENCH
way	chemin
we	nous
wear	porter (habits)
Wednesday	mercredi
week	semaine
welcome	bienvenue
well	bien
what	qu'est-ce que, quoi
when	quand
where	où
which	quel(le), lequel
while	pendant (que)
white	blanc(he)
who	qui
whole	tout, entier

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Audio Scripts

UNIT 1 LESSON 1

LISTENING

A Page 6: Dialogue 1: Listen and Repeat.

Anna Agnimel: Good morning Madam
Mrs Yeo: Good morning Miss Agnimel. How are you today?
Anna Agnimel: I'm fine, thank you! How about you?
Mrs Yeo: I'm pretty good, thank you.
Mrs Yeo: Good bye Miss Agnimel, see you later!
Anna Agnimel: Good-bye, Mrs Yeo.

B Page 6: Dialogue 2: Listen and Repeat.

Christina: Hi, What's your name?
Paul: Hi, my name is Paul; and you, what's your name?
Christina: My name is Christina.
Paul: Nice to meet you.
Christina: Nice to meet you, too.
Is Mr Indat your English teacher?
Paul: Yes, he is; he's a very good teacher!
Christina: He's my teacher too! He's good!
Paul: Well, It was nice meeting you. I have class now.
Bye bye Christina.
Christina: It was nice meeting you, too! Bye-bye Paul, see you later!

SPEAKING

A Page 6: I listen and repeat.

1. Good morning/evening/ afternoon/Hi/Hello.
2. How are you today? /Pretty good, thank you.
3. What's your name/ My name's...
4. Nice to meet you/ Nice to meet you, too.
5. It was nice meeting you/ It was nice meeting you, too.

WRITING

B Page 7: Listen and write.

1. Good evening, Sir.
2. How are you, Ma'am?
3. I'm fine, thank you.
4. It was nice meeting you.

UNIT 1 LESSON 2

LISTENING

A Page 10: Dialogue 1: Listen and Repeat.

Eloise: Hi, Aken!
Aken: Hello, Eloise.
Eloise: Where are your school things?
Aken: In my school bag.
Eloise: And where is your bag?
Aken: There, under my table.
Is your bag under your table too?
Eloise: No, I put my bag on my table.

B Page 10: Dialogue 2: Listen and Repeat.

Marvel: Hi, Elie; where do you sit in the classroom?
Elie: There, behind Maimouna.
Marvel: Great! I sit behind Maimouna too.
Elie: So, you are next to me.
Marvel: This is it. Maimouna's table is in front of ours.
Elie: Right, we are neighbours.
Marvel: What about you, Grace? Where do you sit?
Grace: My table is behind yours.
Elie and Marvel: So, we are between Maimouna and you,
Grace: That's it; but let's get in.
The English teacher is coming!

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SPEAKING

A Page 11: I listen and repeat.

A: Where is your desk?
B: My desk is behind your desk.
A: Is your pencil case in your bag?
B: Yes, it is. / No, it isn't.

A: Where are your books?
B: They are on the table.
A: Are her pens on her table?
B: No, they aren't; they are in her pencil case.

WRITING

B Page 12: I Listen and write.
Listen to the audio and complete the gaps.

1. Where is your school bag?
2. The pencils are in the pencil case.
3. In the classroom, I sit next to Aka.
4. Eloise is sitting in front of Fanta.
5. I live near the school.
6. Soumahoro is sitting between Koné and Rama.
7. Where are the workbooks?

UNIT 1 LESSON 3

LISTENING

A Page 15: Dialogue 1: Listen and Repeat.

Fatim: Hi, Okou, how are you doing?
Akou: Good. Welcome back to school, Fatim.
Fatim: Thanks. Are you in 5ème 5?
Akou: No, I'm not, I am in 5ème 6.
Fatim: Wow! Are you in the new building?
Okou: Yes, the floor of our classroom is shining and there are big lights on the ceiling.
Fatim: You're lucky. I am in a very old classroom where there is no desk for the teachers.
Okou: Look, who is that big boy standing there?
Fatim: It's Sery. He is my neighbour.

B Page 15: Dialogue 2: Listen and Repeat.

Akou: Hi Fatim, who is your Mathematics teacher?
Fatim: It's Mr. N'da; he's a very good teacher.
Akou: Have you got your geometry tools?
Fatim: I have a pencil, a ruler, and a compass.
Okou: You need a set square too.
Fatim: You're right. I have one; it's in my pencil case.

SPEAKING

A Page 15: I listen and repeat.

A: How are you doing?
B: (I'm) good.
A: Are you in 5ème 5?
B: No, I'm not (yes, I am).

A: Who is this boy?
B: It's Sery.
A: Have you got your geometry tools?
B: Yes, I have (No, I haven't).

WRITING

B Page 17: Listen and write the words you hear in your copybook. Number 1 is an example.

1. Ceiling
2. Set square
3. Compass
4. Cupboard
5. Pencil case

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Audio Scripts

UNIT 2 LESSON 1

LISTENING

A Page 23: Dialogue 1: Listen and Repeat.

Armel: Hi Mefou, how are you today?
Mefou: I'm fine, thank you. How are you?
Armel: Fine, thanks. Tell me, do you have a large family?
Mefou: Of course, I do. I have my brothers and sisters, and Mum and dad. But I also have my grandparents, my aunts, uncles, and cousins. Don't tell me you don't have an extended family!
Armel: Are you kidding me? Of course, I do! All Africans have large families!
Mefou: You're right!

B Page 23: Dialogue 2: Listen and Repeat.

A: Have you got a large family?
B: Yes, I have. I have my nuclear family, but I also have my extended family.
A: Exactly! I have uncles, aunts, cousins and grandparents....
B: Yes, that's right. How many people are living in your parents house, right now?
A: Humm....We're about 10!
B: Wow, we have about the same number!

SPEAKING

A Page 24: I listen and repeat.

1. **A:** How are you today?
2. **A:** Do you have a large family?
3. **A:** Does Mefou have uncles and cousins?
4. **A:** Have you got a nuclear or large family?
5. **A:** Has Armel got a nuclear family?

B: I'm fine, thank you.
B: Yes/Of course, Ido.
B: Yes, she does / No, she doesn't.
B: I have a large family/ nuclear family.
B: Yes, he has. / No, he hasn't.

WRITING

B Page 24: Listen to the passage and complete the table.

I am Soro Adama, I'm from Kouto, but I live in Abidjan. I have a large family. There are about 10 people living in my parents house. I have two brothers and two sisters; I have three cousins. In all, there are ten people living in our house.

UNIT 2 LESSON 2

LISTENING

A Page 27: Dialogue 1: Listen and Repeat.

Ali: This is my apartment building. I live on the first floor. Here's my apartment.
Immaculée: Wow! I like this balcony. We can see the whole town from here.
Yan: What is this door?
Ali: It's the door to my bedroom, and that's the kitchen.
Marie: Fabulous! It's very big.
Ali: You're right. We often eat here.
Immaculée: I like your house. Now, Marie, when are we going to visit your place?
Marie: My place? I live in a small hut in the village near the town.
All friends: Ah, ah, ah!

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B Page 28: Dialogue 2: Listen and Repeat.

Yan: Welcome to my duplex, dear friends.
Friends: Wow, it's very big! Can you show us round?
Yan: Sure! This is the living room. There is a cupboard, too.
Marie: How many bedrooms are there?
Yan: Four; one for my parents, one for me, one for my sisters, and one for visitors.
Immaculée: Can you show us your bedroom?
Yan: Here it is! There is a bed, a table and a chair.
Ali: And what is this?
Yan: A bookshelf for my school things.
Marie: And you have an air-conditioner too?
Yan: Yes, I put it on when it's very hot.
Immaculée: I suppose that this room is the kitchen.
Yan: Yes; there is a fridge and a sink.
Ali: Great! I love your house.

SPEAKING

A Page 28: I listen and repeat.

1. **A:** Is there a balcony in your house?
2. **A:** How many bedrooms are there in your house?
3. **A:** Are there sockets in your bedroom?

B: Yes, there is one / No, there isn't.
B: There is one / There are four.
B: Yes there are / No, there aren't.

WRITING

B Page 29: Listen to the passage and complete the table.

1. There are huts in the village.
2. Is there a table on the balcony?
3. We put school things on a bookshelf.
4. This is a socket.
5. Two hundred and forty-five.

UNIT 2 LESSON 3

LISTENING

A Page 31: Dialogue 1: Listen and Repeat.

Koffi: Hi, Kodj, are you coming for lunch in my family as planned?
Kodj: Sure!
Koffi: Great! My mom is cooking several dishes.
Kodj: Wow! Can you give me some details?
Koffi: There are starters like salad, eggs, and beans. As main dishes, you can have Attieke, foutou, Kabato, and placaly.
Kodj: Really? I am fond of placaly. Any dessert?
Koffi: Of course! There's yogurt, ice-cream, cake, etc.

B Page 31: Dialogue 2: Listen and Repeat.

Kodj: Great! Can we go now? Ah, ah, ah...
Koffi: Did you like the dishes, Kodj?
Kodj: Yeah, Your mom is a real chef.
Koffi: Yes, everything was ready before time. She uses the microwave to heat the food.
Kodj: It was really delicious, but I finally ate more cake.
Koffi: You know, she uses an electric egg beater and a mixer to get everything ready.
Kodj: Fantastic! I'm sorry my stomach is so small.

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Audio Scripts

SPEAKING

A Page 31: I listen and repeat.

1. **A:** Are you coming for lunch?
2. **A:** What is your mom cooking?
   Can you give me some details?
3. **A:** Did you like the starters?

B: Sure!
B: The dessert is going to be fantastic: cake and chocolate ice-cream.
B: Yeah! / Yes / Yes, I did.

UNIT 3 LESSON 1

LISTENING

A Page 38: Dialogue 1: Listen and Repeat.

Armel: Hi Jacky, how are you today?
Jacky: Pretty fine, thank you. How are you?
Armel: Fine, thanks. Tell me, when were you born?
Jacky: Well, I was born on the 24th of December, 2010.
Armel: Wow, so you're only twelve years old?
Jacky: Exactly! How about you? When were you born?
Armel: The 1st of January, 2011.
Jacky: So, your birthday party coincides with the new year!
Armel: Absolutely!

B Page 38: Dialogue 2: Listen and Repeat.

A: When is your birthday party?
B: the first of January
A: Really? What a coincidence with the new year!
A: You're right. How about yours?
B: Emmm, my birthday party is the fifteenth of March.
A: Great! Do you usually invite many people to your birthday party?
A: Not many, just a few friends.
B: Oh, I see.... As for me, I invite a lot of friends for my birthday party.

SPEAKING

A Page 39: I listen and repeat.

1. **A:** Excuse me, what day is today?
2. **A:** When were you born?
3. **A:** When is your birthday party?
4. **A:** How old are you?
5. **A:** Do you usually invite many people for your birthday party?

B: Today is Friday, I think.
B: I was born on the 10th of July 2008.
B: The 10th of July.
B: I'm 12/ I'm twelve years old.
B: Yes, I do.

WRITING

B Page 39: Listen to the passage and complete the table.

1. I'm Adama Soro, I was born on the third of March, 2007, so I'm 14 years old. My birthday party is on the third of March.
2. I'm Alla Koffi. I was born on the tenth of January 2011, so I'm 11 years old. My birthday party is the tenth of January.
3. My name is Lasme Akpa. I was born on the twentieth of February, two thousand and seven, so I'm 15 years old. My birthday party is on the twentieth of February.
4. My name is Albert Guei. I was born on the eleventh of June 2006, so I'm sixteen years old. My birthday party is the eleventh of June.
5. I'm Laurent Ekissi. I was born on the second of December 2007, so I'm 15 years old. My birthday party is on the second of December.

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UNIT 3 LESSON 2

LISTENING

A Page 42: Dialogue 1: Listen and Repeat.

Soumahoro: Hello, Aké! What time is it?
Aké: It's twenty past eight.
Soumahoro: Thanks. It's time for the English lesson.
Aké: I don't have class now.
Soumahoro: What time is your next lesson, then?
Aké: Nine twenty, it's Maths.

B Page 42: Dialogue 2: Listen and Repeat.

A: What's the time?
B: It's a quarter past ten.
A: Thank you! It's time for break.
B: When is your next lesson?
A: Ten fifty-five.
B: My next class is after break, at half past ten.

SPEAKING

A Page 42: I listen and repeat.

1. **A:** What's the time?
2. **A:** What time is it?
3. **A:** What's the time?
4. **A:** Is it ten o'clock?
5. **A:** Is it twenty-five past eight?
6. **A:** What time is your next English class?
7. **A:** Is your next lesson at ten?

B: It's half past ten / It's ten thirty.
B: It's quarter to ten. / It's nine forty-five.
B: It's midday / It's midnight
B: Yes, it is.
B: No, it's not; it's ten ten.
B: At eleven twenty-five.
B: Yes, it is. / No, it's at twenty to eleven.

WRITING

B Page 43: Listen and write.

1. What time is it?
2. It's ten to eleven.
3. What's the time?
4. It's four thirty.
5. Is it a quarter to five?
6. It's nine o'clock.
7. What time is the English class?
8. When is your next Maths class?

UNIT 3 LESSON 3

LISTENING

A Page 46: Dialogue 1: Listen and Repeat.

Stephy: Hi, Sekongo. Can you come to my house this weekend?
Sekongo: I'm sorry I can't. Every weekend, I pay a visit to my grandmother.
Stephy: I need you for only this weekend; it's my mom's birthday and all our classmates are coming.
Sekongo: I know, but my grandmother is waiting for me.
I love her so much!

B Page 46: Dialogue 2: Listen and Repeat.

Stephy: Where does your grandmother live?
Sekongo: In Songon, a wonderful city in the suburb of Abidjan.
Stephy: Why do you love her so much?
Sekongo: Every time I visit her, she cooks delicious traditional dishes for me. At night, she tells fantastic stories.
Stephy: Really? Take me there next week. I'm fond of stories.

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Audio Scripts

WRITING

A **Page 47: Listen to Anne Maria's Sunday routine and write the missing parts in your copybook. Number 1 is an example.**

1. At five thirty, Anne Maria takes her bath.
2. At 7 o'clock, Anne Maria has breakfast with her sister.
3. At 8 p.m. Anne Maria goes to church.
4. At 01 p.m. Anne Maria pays visit to her grandmother and has lunch with her.
5. At four thirty, Anne Maria does her school exercises
6. At 7 p.m. Anne Maria has dinner with her parents.
7. At eight thirty p.m. Anne Maria and her sister wash the dishes.

UNIT 4 LESSON 1

LISTENING

A **Page 54: Dialogue 1: Listen and Repeat.**

Armel: Hi Jacky! Excuse me, what do your parents do?
Jacky: Well, Dad is a plumber, and Mum is a midwife.
Armel: Great!
Jacky: How about your parents? What are their occupations?
Armel: Well, Mum is a lawyer, and Dad is a cook at a famous hotel in Yamoussokro.
Jacky: Wow, that's wonderful!
Armel: Well, it's time for English. Good-bye!
Jacky: Bye, see you later!

B **Dialogue 2: Listen and Repeat.**

A: What's your favourite job?
B: Well, I want to be a lawyer one day.
A: Really? Why?
A: Because I just like it. I want to defend people. How about you? What do you want to do later on?
B: Emmm, I want to be a plumber.
A: Seriously? You want to be a plumber?
A: Why? What's wrong with being a plumber?
B: Oh, nothing, but I don't think plumbers get enough money.
A: Humm, maybe, but I just like it.

SPEAKING

A **Page 54: I listen and repeat.**

1. **A:** Excuse me, what do your parents do?
2. **A:** What does your Dad do?
3. **A:** What's your mother's job?
4. **A:** What's your favourite job?
5. **A:** What do you want to do later on?

B: Dad is a cook and mum is a lawyer.
B: Dad is a footballer.
B: She is a midwife.
B: I want to be a plumber.
B: I want to be a lawyer.

WRITING

B **Page 55: Listen to the text and complete the table with what the people want to do later on.**

1. Hi my name is Soro Adama. I'm in Form 2 A, at Lycée Moderne Man. Later on, I want to be a lawyer because I want to defend people.
2. My name is Alla Koffi Jules, I'm in Form 2 C, at College Moderne Assuéfry. Later on, I want to be a cashier in a bank because I like calculating money.
3. My name is Lasme Ackmel. I'm in Form 2C at Lycée Moderne Transua Later on, I want to be a greengrocer in a supermarket because I like selling natural food to people.
4. I'm Aristide Guei. I'm in Form 2 D at Lycée Moderne Bassam. Later on, I want to be a footballer because they earn a lot of money.
5. My name is Ekissi Damas, I'm in Form 2F at Lycée Moderne Agboville. Later on, I want to be a plumber, because I like repairing water equipments.

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UNIT 4 LESSON 2

LISTENING

A Page 58: Dialogue 1: Listen and Repeat.

Félix: Hi, Delorence! What tool does a dentist use to work?
Delorence: He uses lots of tools such as a syringe.
Winner: Tell me more.
Delorence: Well, he works with dental nippers, a syringe, and a mouth mirror for example.
Félix: Does he work with a laptop too?
Winner: No, but computer scientists do.
Delorence: Does a cashier use a stethoscope to work?
Félix: No, he doesn't; he uses a cash register.
Winner: What about the dressmaker?
Félix: She uses a sewing machine of course.

B Page 58: Dialogue 2: Listen and Repeat.

Seydou: What tool is this?
Mawa: It's a thermometer.
Seydou: Why are you holding this thermometer?
Mawa: I am a midwife, you know, and I use it to work.
Seydou: Are these needles?
Mawa: No, they are not; they are wrenches.
Seydou: Who uses wrenches to work?
Mawa: Mechanics do.
Seydou: What else do mechanics work with?
Mawa: They work with pliers, hammers and screwdrivers.

SPEAKING

A Page 59: I listen and repeat

1. **A:** What tools does a dressmaker use to work?
B: She uses a tape measure, an iron and a pair of scissors
2. **A:** Who uses a face mask and gloves to work?
B: Dressmakers do.

WRITING

B Page 59: Listen and complete the missing words.

1. The lawyer works with a law book.
2. What tools do midwives use to work?
3. Dressmakers work with sewing machines.
4. Do dentists work with wrenches?
5. No, they use mouth mirrors to work.

UNIT 4 LESSON 3

LISTENING

A Page 62: Dialogue 1: Listen and Repeat.

Aka: Your house is very quiet, Chantal. Where are your parents?
Chantal: Mom is extremely busy this week in her dental hospital. She is a dentist.
Aka: Great! What is your father's job?
Chantal: He's a book seller.
Aka: Where does a book seller work?
Chantal: In a bookshop. And you Aka, what is your father's occupation?
Aka: He's a baker.
Chantal: Where does a baker work?
Aka: A baker works in a bakery.

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Audio Scripts

B Page 62: Dialogue 2: Listen and Repeat.

Assohou: Come to see me at Akounougbey, next Saturday. It's an attractive village.
Zonlewa: What is so special in your village?
Assohou: There are many fishermen here.
Zonlewa: Where do they go fishing?
Assohou: On the Aby lagoon. What is your father's job?
Zonlewa: He's a blacksmith.
Assohou: Where does a blacksmith work?
Zonlewa: In a forge.

SPEAKING

A Page 62: I listen and repeat.

A: What is your father's job?
A: Where does he work?
A: Does a book seller work in a library?
A: What is your mother's occupation?
B: He's a mechanic.
B: He works in a garage.
B: No, he doesn't, he works in a bookshop.
B: She's a dentist; she works in a dental hospital.

WRITING

B Page 64: Listen and write in your copybook ONLY the words about workplace.

Footballer, baker, garage, factory, blacksmith, fire station, hospital, nurse, bakery

UNIT 5 LESSON 1

LISTENING

A Page 70: Dialogue 1: Listen and Repeat.

Jacky: Is this John please?
John: Yes, I've just arrived at the Adjame car station.
Jacky: Great! What are you wearing, please?
John: Oh, I'm wearing blue jeans, white trainers and a white shirt, with a cap. How about you?
Jacky: Super! Well, I'm wearing a blue skirt, a white shirt, and earrings.
John: Hey, hey Jacky, Jacky, I can see you; look here, on your right!
Jacky: Oh, yes, I can see you too!

B Page 70: Dialogue 2: Listen and Repeat.

A: What do you wear for school?
B: Well, I wear my khaki uniform.
A: And I also wear my white and blue uniform for school.
A: By the way, what are you going to wear for your birthday party?
B: Well, I think I'm going to wear new clothes: a blue suit with a white shirt and a bow-tie. What about you?
A: Well, I think I'm going to wear white trousers with a red T-shirt, and an afro wig with golden ear-rings.
A: Nice!
B: Have a good day!
B: Thank you, have a good day too!

SPEAKING

A Page 71: I llisten and repeat.

1. **A:** Excuse me, what are you wearing?
2. **A:** What do you wear for school?
3. **A:** Do girls wear khaki uniform?
4. **A:** Are you wearing ear-rings?
5. **A:** Is Anna wearing trainers?

B: I'm wearing a blue shirt.
B: I wear the khaki uniform.
B: No, they don't; they wear a white and blue uniform.
B: Yes, I am.
B: No, she isn't.

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WRITING

C **Page 72: Copy the table, then listen to the audio and complete the table with what the people wear on school days and outside school.**

1. Hi my name is Soro Adama. I usually wear my school uniform on school days. I wear shorts and T-shirts when I don't go to school.
2. My name is Kate Anoh. On school days, I wear the blue-white uniform. When I'm at home, I usually wear a skirt and a blouse or a T-shirt.
3. My name is Lasme Ackmel. I always wear blue jean trousers at home, and a T-shirt with a cap.
4. My name is Awa Sangare. On school days, I wear our school uniform. When I'm at home, I usually wear a pair of trousers, a shirt and earrings.

UNIT 5 LESSON 2

LISTENING

A **Page 75: Dialogue 1: Listen and Repeat.**

Rita: What colour is this shirt?
Isabelle: It's light yellow.
Rita: What colour are the trousers?
Isabelle: They are dark grey.
Rita: What's this?
Isabelle: It's a silver dress.
Rita: What are these?
Isabelle: They are light brown trainers.
Isabelle: And what are those?
Rita: They are light grey suits.

B **Page 75: Dialogue 2: Listen and Repeat.**

Dany: Is it a white and violet tie?
Odé: Yes, it is.
Dany: Are these khaki trousers?
Odé: No, they are not; they are beige trousers.
Dany: Is the blouse orange?
Odé: It's not orange. It's gold.
Dany: Is the headscarf beige, grey and gold?
Odé: No, it is not. It's just sky blue.

SPEAKING

A **Page 75: I listen and repeat.**

1. **A:** What colour is the dress?
2. **A:** What are these?
3. **A:** What colour is the sweater?
4. **A:** What colour are the shorts?
5. **A:** Is the tie blue?
6. **A:** Are the socks dark brown?

B: It's silver and purple.
B: They are light grey trousers.
B: It's indigo.
B: They are beige.
B: No, it's gold.
B: Yes, they are.

WRITING

A **Page 76: Listen and write.**

1. What colour is the shirt?
2. What colour are the trousers?
3. They are black.
4. What's that?
5. It's a purple shirt.
6. Is the T-shirt orange or purple?
7. It's orange.
8. Is this a white wrapper?
9. No, it's a green and pink wrapper.
10. Colour – Brown – Violet – Silver – Gold – Beige – Grey – Purple – Pink - Indigo

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Audio Scripts

UNIT 5 LESSON 3

LISTENING

A Page 79: Dialogue 1: Listen and Repeat.

Adjoua: Let's go to the local mall, Mathew.
Mathew: What do you want to buy?
Adjoua: New clothes for my birthday: high-heel shoes, ear-rings and a blouse.
Mathew: Are they good quality?
Adjoua: Of course! It's not a small boutique.
Mathew: I'm impatient to discover that place.
Adjoua: It's worth visiting for sure.

B Page 79: Dialogue 2: Listen and Repeat.

Adjoua: How much are these high heel shoes?
Seller: Twenty-five thousand francs.
Adjoua: Twenty-five thousand francs! They are too costly.
Seller: How much can you afford? You're a regular customer in my shop.
Adjoua: Fifteen thousand.
Seller: No, pay twenty thousand. You benefit from a big discount of five thousand.
Adjoua: I can give eighteen thousand maximum.
Seller: Ok, give me the money.
Adjoua: Here you are; two notes of ten thousand.
Seller: Ok. Wait a minute for your balance.
Adjoua: No problem.

SPEAKING

A Page 79: I listen and repeat.

1. **A:** What do you want to buy?
2. **A:** Do they sell jackets?
3. **A:** How much are the black shoes?
4. **A:** How much is this mobile phone?

B: A hand bag.
B: Sure / Of course they do.
B: They are seven thousand francs.
B: It's fourteen thousand francs.

WRITING

A Page 80: Copy the table below in your copybook. Then listen to the audio and choose from the box the word corresponding to each of the given definitions and write them down.
Example: 1. mall.

1. A large commercial center
2. Take something in exchange of money
3. Reduction
4. Client
5. Difference between product price and money given
6. Be able to bear or support
7. Merchant
8. A house for selling commercial products
9. Expensive
10. Paper money

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UNIT 6 LESSON 1

LISTENING

A Page 86: Dialogue 1: Listen and Repeat.

Atowla: Hi Diallo, what can I have for breakfast?
Diallo: coffee and bread or croissants.
Atowla: I prefer pea and meat. Do you sell millet porridge?
Diallo: No, but you can have French fries.
Atowla: I don't think I can afford it. Give me just a sandwich.
Diallo: No problem

B Page 86: Dialogue 2: Listen and Repeat.

Diallo: Here is your sandwich.
Atowla: Wow! It smells very good.
Diallo: Do you want any soft drink?
Atowla: No; I prefer a cool glass of curdled milk.
Diallo: Here you are.
Atowla: No; serve it after. When I finish eating.
Diallo: Ok. When you are ready, let me know.
Atowla: Sure, I will.

SPEAKING

A Page 86: I listen and repeat.

A: What can I have for breakfast?
A: I prefer croissants.
A: Do you want any coffee?
A: No problem. Let me know when you are ready.

B: Omelette.
B: Here you are.
B: No, I prefer tea.
B: Sure, I will.

WRITING

A Page 87: Listen to the passage and write in your copybook.

a) What Jamal eats at lunch.
b) What he drinks at lunch.

Jamal lives with his parents in Abidjan Riviera. At lunch, he first eats pea. After, he eats French fries and chicken. At lunch, Jamal drinks fruit juice.

UNIT 6 LESSON 2

LISTENING

A Page 90: Dialogue 1: Listen and Repeat.

Rebecca: Hey Paterne, my parents want you to come and have lunch with us tomorrow.
Paterne: I'm sorry I can't because I have several food restrictions.
Rebecca: Can you be more specific?
Paterne: I don't eat fish and meat. I eat only vegetables like carrots, cucumber and melon.
Rebecca: Don't worry. I'm waiting for you.

B Page 90: Dialogue 2: Listen and Repeat.

Rebecca: Here you are. Your vegetarian dish is ready.
Paterne: Wow! It looks delicious.
Rebecca: Sure. It contains a variety of vegetables like cucumber, eggplants, and mushrooms.
Paterne: Mushrooms! I love them.
Rebecca: There are courgettes too.
Paterne: Really? Have you got a garden?
Rebecca: No; my father is a vegetarian like you.

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Audio Scripts

SPEAKING

A Page 90: I listen and repeat.

A: What fruit do you usually eat?
B: I usually eat oranges or papayas.
A: How often do you eat papayas?
B: Twice a week.
A: What is your favourite drink?
B: My favourite drink is fruit juice.
A: How often do you eat carrots?
B: I eat carrots once a month.

WRITING

B Page 91-92: Listen to the audio and write in your copybook five names related to vegetables.

strawberry		corn		cucumber		onion
tomato		garlic		passion fruit		avocado
papaya		orange		grapes		courgette
mango		melon		pea		mandarin

UNIT 6 LESSON 3

LISTENING

A Page 94: Dialogue 1: Listen and Repeat.

Junior: Hi, Andrea, some Liberian friends are visiting me this weekend.
Andrea: How good! Will you invite them for brunch?
Junior: I want to offer them local dish like alloco, but I don't know how to cook it.
Andrea: It's so easy! Take some much ripe plantains, peel them up, and cut them out into slices or cubes.
Junior: Hu-uh! Then?
Andrea: Then light up your gas stove and pour some vegetable oil in a frying pan.
Junior: Ok! And after that?
Andrea: Add some salt and onion in the plantain slices and mix them up.
Junior: Oh, I see. And...?
Andrea: Fry your slices for around 10 to 15 minutes to make them brownish. Then take them out to sieve before you serve.

B Page 95: Dialogue 2: Listen and Repeat.

Carl: The Biekosseu dish is really delicious. Can I take the recipe back to my country?
Maria: Sure! First, you need tomatoes, onions, aubergines, and pepper.
Carl: What comes next?
Maria: Next, you need good fish.
Carl: And what do I do when I have the fish and all the ingredients?
Maria: Put plantain leaf at the bottom of the cooking pot. Then, add the fish and little mixture of crushed tomatoes, onions, and pepper.
Carl: And after that?
Maria: Finally, pour a little vegetable oil and add some water and salt. Cover the cooking pot and cook for about 50 minutes.
Carl: Is that all?
Maria: No. Don't forget to cook good pepper soup with the rest of the onions, tomatoes and pepper. Biekosseu is the mixture of pepper soup and fish stew.
Carl: Thank you so much, Maria.
Maria: You're welcome, Carl.

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SPEAKING

A Page 95 : I listen and repeat.

A: What can I eat in your country?

B: You can eat lots of different dishes: Alloco, Biekosseu, Attieke, Placaly, etc.

A: Can you tell me about the Attieke recipe?
B: I'm not sure. I only know people make attieke with cassava.
A: Do you know a place where they make it?
B: Sure. There's a woman who makes it not far from here.
A: Please, let's go and visit her.

UNIT 7 LESSON 1

LISTENING

A Page 102: Dialogue 1: Listen and Repeat.

Teacher: What do you have to do every morning?
John: I have to take a shower.
Teacher: Great! What else do you have to do in a day?
John: I also have to brush my teeth before going to bed.
Teacher: And you, Anna?
Anna: I have to wash my clothes every week and drink clean water.
Mel: Fabulous!

B Page 102: Dialogue 2: Listen and Repeat.

A: Where do you have to throw garbage?
B: I have to throw garbage in the garbage can.
A: And what do you have to clean your hands with?
B: A hand-sanitizer or a hydro-alcoholic gel.
A: And what do you have to clean the floor with?
B: I have to use a broom or a vacuum cleaner.
A: And what mustn't you wear?
B: Unclean clothes.

SPEAKING

A Page 102: I listen and repeat.

1. **A:** What do you have to do every morning?
B: I have to take a shower.
2. **A:** Where do you have to throw garbage?
B: In the garbage can.
3. **A:** What do you have to clean your hands with?
B: With a hand-sanitizer or a hydro-alcoholic gel.
4. **A:** What mustn't you wear?
B: I mustn't wear unclean clothes.

WRITING

A Page 103: I Listen and complete the table below.

Do you want to be healthy? Okay, do the following things. First, you have to clean your environment: the gutters, your rooms and around your house. Second, you have to take your bath every morning and evening. You also have to wash your hands with a hand-sanitizer or a hydro alcoholic gel. If you want to be healthy, you have to be clean.

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Audio Scripts

UNIT 7 LESSON 2

LISTENING

A Page 107: Dialogue 1: Listen and Repeat.

Mother: What's the matter, Armel?
Silué: I feel cold. I have fever, and my nose is running.
Mother: Do you have a headache too?
Silué: Yes, I do.
Mother: I think, that's a bad flu. You must see a physician immediately
Silué: Alright Mum. Thank you mum!

B Page 107: Dialogue 2: Listen and Repeat.

A: Anna, why is your school uniform so dirty?
B: Sorry Mum.
A: You must wash it immediately! It's forbidden to go to school in unclean clothes.
B: I know Mum!
A: You must also clean your room every morning. I don't want you to catch a bad disease, right?
B: Yes, Mum. Thanks for your advice, Mum.
A: You're welcome.

SPEAKING

A Page 107: I listen and repeat.

1. **A:** What's the matter?
2. **A:** Why are your clothes so dirty?
3. **A:** I have a toothache.
4. **A:** Thank you mum for your advice.

B: I have a toothache.
B: Sorry, Mum.
B: you have dental caries.
B: You're welcome.

WRITING

B Page 108: listen and repeat.

Listen to your teacher and complete the sentences.

1. It's forbidden to throw rubbish in the street.
2. We must keep our school clean.
3. We mustn't walk in dirty water.
4. We must follow the school regulations.

UNIT 7 LESSON 3

LISTENING

A Page 110: Dialogue 1: Listen and Repeat.

Maeva: Mum, is it safe to drink lake water or river water?
Mum: No, it isn't; as it's not clean, you must filter it or boil it.
Maeva: How about tap water or mineral water, is it possible to drink it?
Mum: Absolutely! As it's clean, it's drinkable. We ought to drink clean water to be healthy.
Maeva: Thank you, Mum!
Mum: You're welcome!

B Page 111: Dialogue 2: Listen and Repeat.

A: Madam, why isn't it possible to drink river water and lake water?
B: Good question! As it contains bacteria, we can't drink it.
A: What is bacteria, Madam?
B: They are microbes. They can make you sick.
A: So, what water should we drink?
B: We ought to drink mineral water or tap water.
A: But we have only water from the river here.
B: So, boil it or filter it to make it drinkable.
A: Thank you Madam!
B: You're welcome!

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SPEAKING

A Page 111: I listen and repeat.

1. **A:** Is it safe to drink tap water?
2. **A:** Is it possible to drink river water?
3. **A:** Why should we drink water from the tap?

B: Yes, it is. As it's clean, it's drinkable.
B: No, not at all. As it contains bacteria, it's not.
B: Because it's clean.

WRITING

B Page 112: Listen and fill in the gap with the missing word.

1. There are three sources of water.
2. Is it safe to drink water from lakes? Why?
3. As water from rivers is not clean, you cannot drink it.
4. We ought to drink clean water.

UNIT 8 LESSON 1

LISTENING

A Page 116: Dialogue 1: Listen and Repeat.

Moussa: Hello Sita; where are you going with your jogging and trainers?
Aya: To practise sport.
Moussa: What sport do you practise?
Aya: Rugby. Do you like rugby?
Moussa: No, I don't.
Aya: What sport do you prefer, then?
Moussa: I prefer wrestling.
Aya: Fine. It's an individual sport.
Moussa: Yes; and rugby is a team sport. Enjoy your training, Aya.
Aya: Thanks, Moussa; goodbye.

B Page 117: Dialogue 2: Listen and Repeat.

A: What sports do you prefer?
B: I prefer indoor sports.
A: Do you practise hurdle?
B: No; futsal; what about you?
A: I like outdoor sports; I am fond of kayaking.
B: That's great!

SPEAKING

A Page 117: I listen and repeat.

1. **A:** What sports do you prefer?
2. **A:** What are the different types of sports?
3. **A:** Do you practise golf?
4. **A:** What sports do you practise?

B: I prefer individual sports.
B: Individual sports, indoor sports, team sports, and outdoor sports.
B: No, I don't.
B: Javelin throw.

WRITING

B Page 118: Listen and write.

1. There are indoor sports and outdoor sports.
2. There are individual sports and team sports.
3. What sport do you prefer?
4. I prefer indoor sports.
5. I am fond of wrestling.
6. Surfing is an individual outdoor sport.

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Audio Scripts

UNIT 8 LESSON 2

LISTENING

A Page 120: Dialogue 1: Listen and Repeat.

Gohou: Hi, Serge! Where are you going so fast?
Serge: To watch the football match Côte d'Ivoire versus Ghana on TV.
Gohou: Is it an important match?
Serge: Yes, indeed! It's the final of the CAN; the greatest football competition in Africa.
Gohou: OK! So the winner is going to take the trophy and the gold medal too.
Serge: Yes; and the loser is going to win the silver medal.
Gohou: Who won the bronze medal?
Serge: The Democratic Republic of Congo. They won their match against Equatorial Guinea yesterday.
Gohou: So, Equatorial Guinea lost? I thought they were a great team.
Serge: Yes, they are, but the Congo played better.
Gohou: Very interesting. Let's go together; I am going to be a spectator too.

B Page 120: Dialogue 2: Listen and Repeat.

A: Where did the CAN take place in 2015?
B: It took place in Equatorial Guinea.
A: How many teams participated?
B: Sixteen football teams were present.
A: Were there only players?
B: No, there were journalists, coaches and referees too.
A: And where did the players play?
B: In big and beautiful stadiums.

SPEAKING

A Page 120: I listen and repeat.

1. **A:** Why did 16 football teams go to Equatorial Guinea in 2015?
   B: To play the African Cup of Nations
2. **A:** Did the team of Côte d'Ivoire win the Cup in 2015?
   B: Yes, it did.
3. **A:** Did the final take place in Bata?
   B: No, it didn't; it took place in Malabo.
4. **A:** Who was the Côte d'Ivoire team goal keeper in 2015?
   B: Copa Barry was.

WRITING

B Page 121: Listen to the audio and complete the gaps in your copybook.

1. The winner of the African Nations Cup takes the trophy.
2. Which teams played the final in 1992?
3. Did Ghana win the trophy in 1992?
4. In 1992, Côte d'Ivoire played the final versus Ghana.
5. Côte d'Ivoire won the cup in 2015, too.

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UNIT 8 LESSON 3

LISTENING

A Page 124: Dialogue 1: Listen and Repeat.

Elysée: Hi, Ashna! What game are you playing with your friends?
Ashna: It's ampe, a traditional game in our village.
Elysée: How do we play it?
Ashna: The leader and another player jump up at the same time, clap and put one foot in front.
Elysée: And how do we win?
Ashna: If the leader and the other player put the same foot in front, she wins.
Elysée: So if the foot is different, the leader loses.
Ashna: That's it!
Elysée: Can I play with you?
Ashna: Sure.

B Page 124: Dialogue 2: Listen and Repeat.

A: It's break time; let's play Jump rope game.
B: We can't; we have no rope.
A: You're right; what can we play then?
B: Why not play clap hand game?
A: That' a good suggestion.
B: Let's start; we don't have much time left.

SPEAKING

A Page 124: I listen and repeat.

1. **A:** Let's play arm wrestling game.
B: No, it can be dangerous.
2. **A:** Why not play hand clap game, then?
B: That's a good suggestion.

WRITING

B Page 125: Listen and write.

1. Ampe and hand clap are traditional games.
2. Let's play arm wrestling game.
3. Why not play checkers?
4. That's a good suggestion.
5. OK, let's go.

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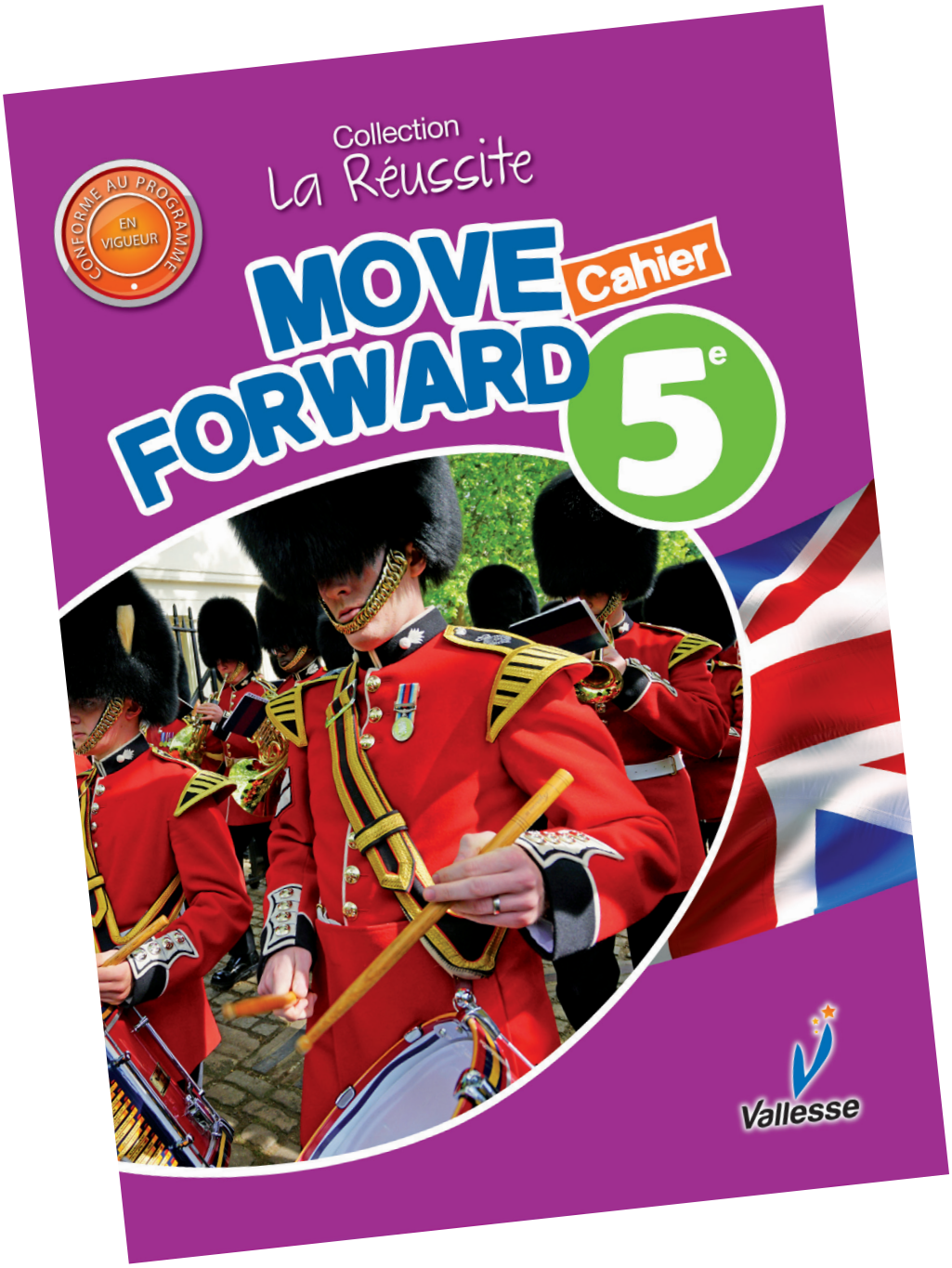
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