Mon cahier d'habiletés

Win Skills

5e

Speaking
Writing
Listening
Reading



Big Ben, London

MATÉRIALISEZ VOS IDÉES
JD Editions
L'Edition autrement

3 000 F

Mon cahier d'habiletés

Win Skills



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Identification

Année scolaire : .....
Nom / Prénom (s) : .....
Établissement : .....
Classe : .....
Nom de l'enseignant : .....

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SPÉCIMEN

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NOTE DE PRÉSENTATION

À L'ÉLÈVE

Cher élève, **Mon cahier d'habiletés « Win Skills 5e »** que tu tiens actuellement entre tes mains va à coup sûr t'aider à faire des progrès en Anglais. Voici comment tu pourras l'utiliser, au travers des rubriques suivantes :

I. Learning context

C'est la situation d'apprentissage. Elle se rapporte à des faits de société tirés de ton environnement socio-culturel ; faisant de toi l'artisan de ton propre apprentissage. Ainsi, à chaque fois que tu abordes une nouvelle leçon, un espace t'est réservé afin que tu y inscrives le nom de ton établissement et ta classe.

II. Good to know

Cette rubrique se décline en deux sous-rubriques qui sont :

- **Vocabulary content** : c'est la liste des mots, de groupes de mots ou d'expressions à l'étude. En les parcourant, tu stimuleras ton intérêt pour ces nouveaux lexiques.
- **Language function** : ici, sont répertoriées les fonctions langagières et les structures y afférentes. Sur la base de ces outils et des exemples fournis, tu es désormais outillé (e) pour un meilleur maniement de la langue.

III. My dictionary

Dans cette rubrique, sont définis, en Français, les mots et expressions, afin de lever tout obstacle à la compréhension des consignes. Cela te donnera une plus grande autonomie d'utilisation de l'ouvrage. Alors, jettes-y un coup d'œil chaque fois que tu auras du mal à bien saisir les consignes des exercices.

IV. Practice activities

C'est la phase d'application. Elle se déroule en deux séances (session 1 ; session 2). Ces exercices variés et hiérarchisés concernent les contenus de vocabulaire et de grammaire (fonction langagière) de chaque leçon. Ils sont généralement agrémentés de belles illustrations.

V. Communication activity

Cette partie, qui intervient à la séance 3 (session 3), se focalise sur des exercices de synthèse qui te permettront de traiter des situations de communication : c'est la finalité de chaque leçon. C'est ainsi qu'au travers des leçons, tu développeras des compétences dans les quatre habiletés que sont : **Speaking** *(expression orale)*, **Writing** *(expression écrite)*, **Listening** *(compréhension orale)* et **Reading** *(compréhension écrite)*.

*NB : Dans la collection **Mon cahier d'habiletés « Win Skills »** un point d'honneur a été mis sur Listening ; une habileté bien souvent survolée ou tout simplement ignorée. Pour ce faire, ton professeur t'aidera à exploiter des enregistrements audio soigneusement préparés.*

VI. Let's recap

À travers cette rubrique, tu es amené (e) à t'autoévaluer. Ici, toutes les fonctions langagières, ainsi que l'essentiel du vocabulaire des unités de leçon sont passés au crible. En parfaite autonomie, tu feras correspondre à chaque structure, un groupe de mots, une phrase ou une expression.

AUX PARENTS D'ÉLÈVES

Chers parents d'élèves, votre assistance est plus que nécessaire, afin de permettre à votre enfant de tirer le meilleur parti de cet outil de travail. Nous vous suggérons, par conséquent, de suivre le mode d'emploi décrit plus haut, afin de réussir le suivi de son processus d'apprentissage.

Bonne utilisation à tous !

Les auteurs

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UNIT 1

AT SCHOOL



- Speaking -



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LESSON 1
THIS IS MY SCHOOL



LEARNING CONTEXT
(situation d'apprentissage)

Les élèves de la 5e 1 du Lycée Coffi Gadeau de Tiébissou reçoivent leurs correspondants Nigérians dans leur école. Dans une visite guidée, ils leur font découvrir leur établissement tout en échangeant sur les noms des différents lieux visités.

GOOD TO KNOW

VOCABULARY CONTENT

Secondary / grammar school ; Staffroom ; Science laboratory ; Library ; Office ; Canteen ; School uniform ; Computer room ; Classroom ; Infirmary ; Toilets ; Restrooms ; Gate ; Playground ; Garden ; Schoolyard ; Vice principal

LANGUAGE FUNCTIONS

1. **Showing things**
   - **This** is the canteen.
   - **These** are the classrooms.
2. **Locating different places**

   A : Can you show me the canteen ?

   B : It is **near** the laboratory.

   A : Where is the staffroom ?

   B : It is **behind** the playground.

MY DICTIONARY

To go straight : aller tout droit ; **To go upstairs :** monter à l'étage ; **To go downstairs :** descendre (les marches de l'escalier) ; **To turn right :** tourner à droite ; **To turn left :** tourner à gauche ; **On your right :** sur votre droite ; **On your left :** sur votre gauche ; **First / second … floor :** premier / second … étage.

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Session 1

Activity 1 : Identify the pictures below with the words or expressions from the box. Number 1 is an example.

a classroom ; a schoolyard ; a gate ; a library ; a staffroom / teachers' room ; a headmaster's office ; a science laboratory ; a grammar / secondary school



1-a grammar / secondary school



2.....



3.....



4.....



5.....



6.....



7.....



8.....

Activity 2 : Complete the sentences below with the appropriate names of places. Number 1 is an example.

1. The place out of classrooms where students stay at break is called a schoolyard.
2. A room equipped with scientific teaching materials in a school is called a ..... .
3. When the headmaster enters the school with his car, the door keeper opens the ..... .
4. If you want to see the headmaster, you can go to the ..... .
5. It is ten o'clock. You can go and meet the English teacher in the ..... .
6. A place where students have access to books and reading is a ..... .

Activity 3 : Look at the pictures and complete the description with "This is" or "These are". Number 1 is an example.



1. This is a secondary school.



2. ..... students.



3. ..... teachers.



4. ..... an office.

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Session 2

Activity 1 : Use the words or expressions from the box to identify the pictures below. Number 1 is an example.

restrooms ; a computer room ; a bursar's office ; a canteen ; a vice principal's office ; an infirmary



1. a canteen



2. .....



3. .....



4. .....



5. .....



6. .....

Activity 2 : With your partner, practise a conversation about the location of places in your school. Number 1 is an example.

1. The laboratory

A : Where is the laboratory ?

B : It's next to the headmaster's office / It's between 5e 3 and the staffroom.

2. The playground

A : ..... ?

B : .....

3. 5e 1

A : ..... ?

B : .....

4. The infirmary

A : ..... ?

B : .....

5. The staffroom

A : ..... ?

B : .....

6. The restrooms

A : ..... ?

B : .....

7. The library

A : ..... ?

B : .....

8. The canteen

A : ..... ?

B : .....

Activity 3 : Use the clues below to ask and answer questions related to places. Number 1 is an example.

1. Restrooms / turn left after this building.

A : Can you show me where the restrooms are ?

B : Turn left after this building.

2. The teachers' room / it's on your left.

A : ..... ?

B : .....

3. The science laboratory / it's on the first floor.

A : ..... ?

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B : .....

4. The library / go downstairs, it is next to the infirmary.

A : ..... ?

B : .....

5. The principal's office / go upstairs, it's on your left.

A : ..... ?

B : .....

6. The computer room / go straight, it is in front of you.

A : ..... ?

B : .....

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Session 3

COMMUNICATION ACTIVITY (Situation d'évaluation) **:**

Tu reçois la visite de ton ami Ghanéen, Abedi, dans ton école. Au cours d'une visite guidée tu lui fais découvrir l'école. À partir du plan ci-après,

complète le dialogue ci-dessous en répondant aux questions avec les prépositions appropriées. Suis l'exemple.

Abedi : Where's the laboratory in your school ?

You : Here it is. It's (1) **next to** the canteen. (next to)

Abedi : Where's the staffroom ?

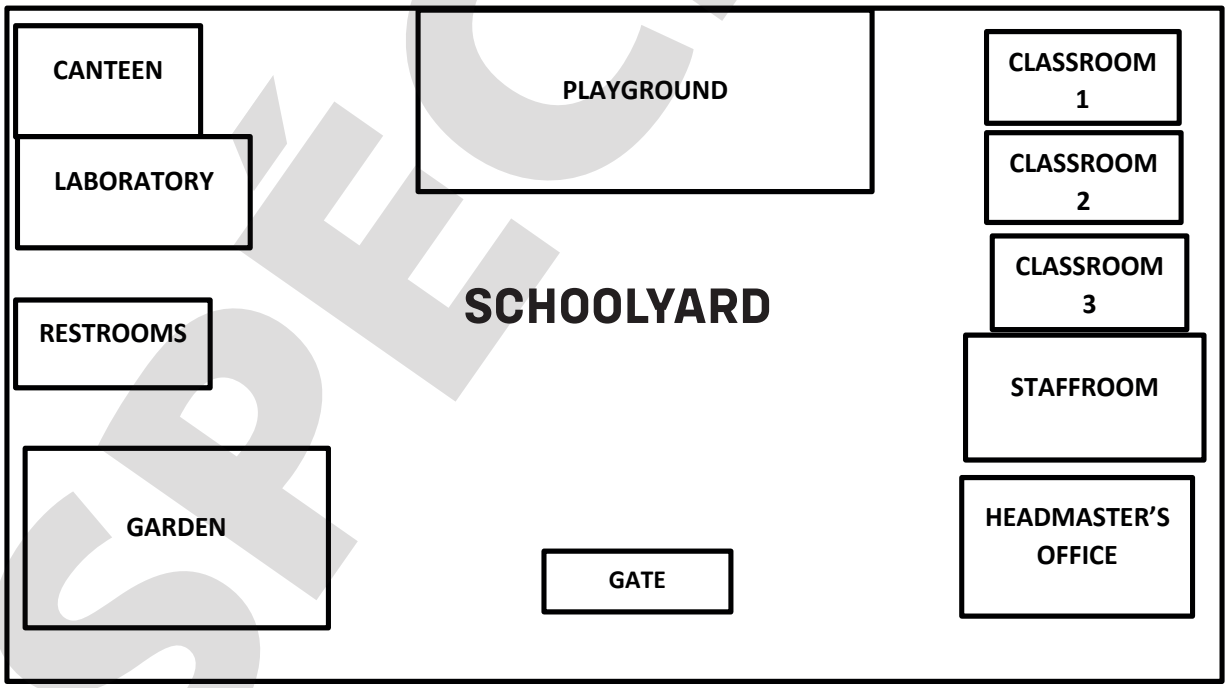
You : (2) ..... (between)

Abedi : Where's classroom 1 ?

You : (3) ..... (in front of)

Abedi : Where are the restrooms ?

You : (4) ..... (behind).



MY SCHOOL PLAN

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LESSON 2
SCHOOL LIFE



LEARNING CONTEXT
(situation d'apprentissage)

Les élèves de 5e du Lycée Moderne 1 de Gagnoa reçoivent la visite de leurs amis Nigérians. En vue d'échanger leurs expériences sur le fonctionnement de l'école dans leurs différents pays, ils se racontent les actions que les élèves accomplissent à l'école dans chacun de ces deux pays.

GOOD TO KNOW

VOCABULARY CONTENT

To line up ; To be late ; To sing the national anthem ; To receive a report ; To mark the papers ; To put on ; To write ; To clean ; To listen to the teacher ; To revise ; To play ; To draw ; To sing ; To get up ; To work hard ; To go up ; To stay down ; To take a test

LANGUAGE FUNCTIONS

1. Talking about what people are doing

A : What are the students doing ?

B : They are lining up.

2. Asking for permission

A : May I go out, please ?

B : Yes, you may. / No, you may not.

A : Can I go out, please ?

B : Yes, you can. / No, you can't.

MY DICTIONARY

To wear a mask : porter un masque de protection ; **To waste time :** perdre du temps ; **To raise the flag :** monter le drapeau ; **To hurry up :** se dépêcher ; **To call the roll :** faire l'appel ; **To check students' work :** vérifier, contrôler le travail des élèves ; **Kid :** enfant, gamin ; **To comb :** se peigner

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Session 1

Activity 1 : Look at the pictures below, then use the words or expressions from the box to describe them. Number 1 is an example.

to practise ; to revise ; to write ; to mark ; to line up ; to take



1. The girl is writing.



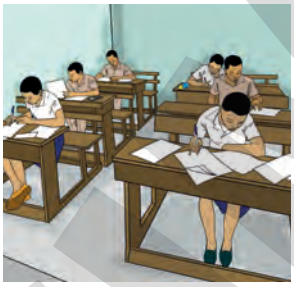
2. They are ..... sports



3. The teacher ..... papers.



4. She ..... her lessons.



5. The students ..... a test.



6. The students .....

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

1. A : What is the girl doing in picture 1 ?

B : She is writing.

2. A : ..... ?

B : .....

3. A : ..... ?

B : .....

4. A : ..... ?

B : .....

5. A : ..... ?

B : .....

6. A : ..... ?

B : .....

Activity 3 : Use the clues to ask and answer questions with your partner. Then practise the dialogues with him / her. Numbers 1 and 2 are examples.

1. Naomie / to revise her lessons

A : What is Naomie doing ?

B : She is revising her lessons.

2. Jack / to listen to the teacher

A : What is Jack doing ?

B : He is listening to the teacher.

3. We / to receive the first term reports

A : ..... ?

B : .....

4. The students / to line up

A : ..... ?

B : .....

5. They / to clean the schoolyard

A : ..... ?

B : .....

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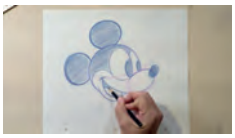
Session 2

Activity 1 : Identify the pictures below with the words or expressions from the box. Write your answers like in the example.

to write ; to be late ; to give a presentation ; to take a test ; to work on a project ; to work hard ; to draw ; to put on



1. to write



2.....



3.....



4.....



5.....



6.....



7.....



8.....

Activity 2 : Complete the sentences below with the appropriate words or expressions from the box. Number 1 is an example.

write ; late ; give a presentation ; take a test ; working on a project ; work hard ; drawing ; put on

1. If you want to pass your exam, you must **work hard.**
2. To wear clothes is to ……. clothes.
3. If the class starts at 7:00 and you arrive at 7:30, you are …….. .
4. After the class, the students …… the lesson in their copybooks.
5. Every afternoon, the students of 3e of Lycée Moderne of Alépé …… .
6. Students in primary school like …….. pictures.
7. We are ……. to participate in a competition.
8. To present an exposé is to …….. .

Activity 3 : Study the situations below, then ask for the appropriate permission in each case. Work with your partner, then practise the dialogues. Do it like in the example.

1. You want to get in the classroom.
   → Can I get in, please ? / May I get in, please ?
2. You want to go out of the classroom.
   → ……. ? / ……. ?
3. You want to ask a question to the teacher.
   → ……. ? / ……. ?
4. You want to use your friend's pen.
   → ……. ? / ……. ?

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Session 3

COMMUNICATION ACTIVITY (Situation d'évaluation) **:**

Dans une conversation téléphonique avec ton correspondant Nigérian, il te fait remarquer qu'il souhaiterait s'informer sur le système éducatif ivoirien afin de mieux comprendre son fonctionnement. Dans votre échange,

- décris-lui comment vous accédez à la salle de classe ;
- parle-lui de ce qui se passe en classe, pendant les cours ;
- Dis-lui comment vous demandez la permission dans diverses situations.

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LESSON 3
SCHOOL SUBJECTS



LEARNING CONTEXT
(situation d'apprentissage)

Les élèves de 5e du Collège Moderne de Ouragahio ont reçu l'emploi du temps de leur correspondant Ghanéen. Ne comprenant pas le contenu de cet emploi du temps, ils décident d'en discuter avec leur professeur d'Anglais pour s'y familiariser.

GOOD TO KNOW

VOCABULARY CONTENT

School subjects : English ; Mathematics ; French ; Geography ; History ... ; Easy ; Difficult ; Interesting ; Break ; Form ; To learn ; Favourite ; O'clock ; Half past ; Quarter past / to ; To start class ; To end class ; To resume class

LANGUAGE FUNCTIONS

1. Asking and giving opinions

A : How do you find English ?
B : I find it easy. / It is easy.

2. Naming school subjects

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

MY DICTIONARY

Rules : règlements ; **Living organism :** organisme vivant ; **The Earth :** la Terre ; **Chemicals :** produits chimiques ; **Shapes :** figures géométriques ; **On the contrary :** en revanche, au contraire

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Session 1

Activity 1 : Complete the sentences below with the appropriate school subjects. Number 1 is an example.

English ; arts ; chemistry ; physical training ; geography ; history ; biology ; mathematics

1. In an English class, students learn **English.**
2. In ..... classes, students manipulate numbers and symbols.
3. In a ..... class, students talk about science.
4. in a ..... class, students talk about past events.
5. In a ..... class, students practise sport.
6. In a ..... class, students talk about countries, climates, and rivers.
7. In a ..... class, students explore atomic structures and chemicals.
8. In ..... classes, students draw pictures.

Activity 2 : Use the information below to ask and answer questions with your partner. Write the times in words, then practise the dialogues with your partner. Number 1 is an example.

1. Anna / Biology / on Monday from 10:15 to 11:45

You : When does Anna have Biology ?

Partner : She has Biology on Monday from quarter past ten to quarter to twelve.

2. Our class / Physics / in the afternoon

You : ..... ?

Partner : .....

3. We / Physical training / on Thurday from 8:00 to 10:00

You : ..... ?

Partner : .....

4. Angela and Jerry / Citizenship / at 7:00, on Friday

You : ..... ?

Partner : .....

5. Joseph / History / between 9:00 and 11:30, on Friday

You : ..... ?

Partner : .....

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Activity 3 : Use the following answers from the box below to complete the dialogue, then practise the conversation with your partner. One is done for you as an example.

My favourite subject is English / Yes, of course / I'm learning ten subjects / I have Mathematics on Tuesdays and Thursdays / I find it difficult and boring

1. A : How many subjects are you learning at school ?

   B : I'm learning ten subjects.

2. A : When do you have Mathematics ?

   B : .....

3. A : How do you find this subject ?

   B : .....

4. A : What is your favourite subject, then ?

   B : .....

5. A : Oh, really ? Do you have good marks in English ?

   B : .....

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Session 2

Activity 1 : Reorder the letters below to find appropriate adjectives expressing opinions. Start with the capital letters. Number 1 is an example.

1. nixictEg = Exciting
2. fuDicfitl = ...
3. sayE = ...
4. nirestlgen = ...
5. Brongi = ...
6. ginTri = ...

Activity 2 : Match the adjectives in Column A with their opposites in Column B. Number 1 is an example.

Column A	Column B	Answers
1. Bad at	a) difficult	**1. c**
2. Boring	b) dislike	2.....
3. Lazy	c) good at	3.....
4. Like	d) interesting	4.....
5. Easy	e) hardworking	5.....
6. To start class	f) to end class	6.....

Activity 3 : With your partner ask and answer questions about opinions. Use the information in each section. Do like in the example.

1. English / interesting
   A : How do you find English ?
   B : I find English interesting. / It's interesting.
2. Physics / difficult
   A : ..... ?
   B : .....
3. Civics / easy
   A : ..... ?
   B : .....
4. Physical training / tiring
   A : ..... ?
   B : .....
5. Arts / boring
   A : ..... ?
   B : .....

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Session 3

COMMUNICATION ACTIVITY (Situation d'évaluation) **:**

Tu reçois la visite de ta correspondante Libérienne. Celle-ci souhaite connaître ton emploi du temps. Dans un dialogue,

- cite les matières que tu apprends à l'école ;
- indique les jours et les heures auxquelles tu fais Anglais, Maths, Physique et Français ;
- explique-lui comment tu trouves les disciplines suivantes : Anglais, Français, Maths et Physique.



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Faisons le point…

Note dans chaque case la lettre de l'expression anglaise correspondante.

- **Suis l'exemple donné.**

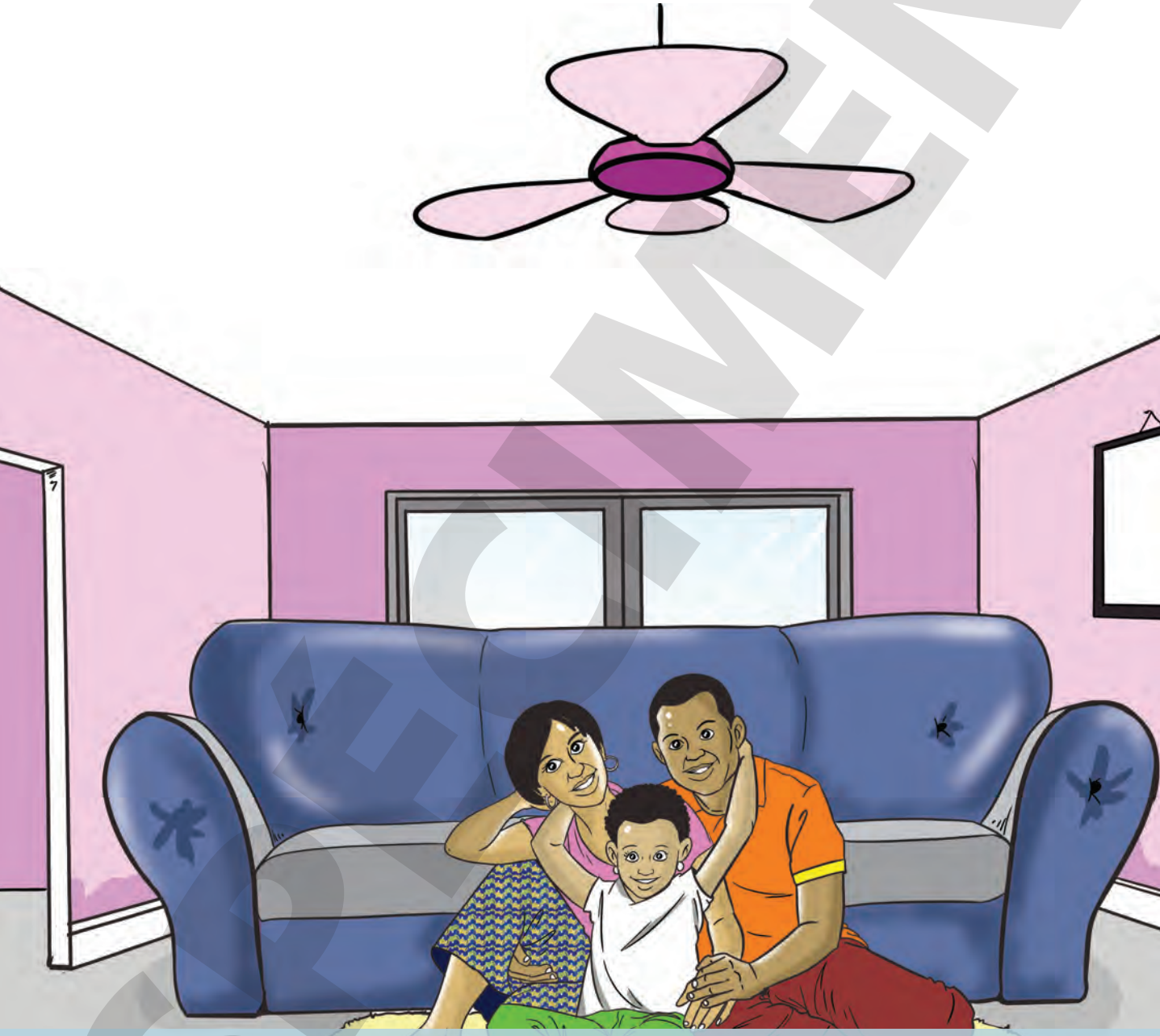
J'ai appris à …

1.	i	dire à quel moment une personne effectue une action.	a	Turn right ; go downstairs ; on your left ; on the first floor
2.		utiliser différentes formules pour saluer, me présenter, présenter quelqu'un ou faire connaissance.	b	Between ; near ; opposite ; behind ; in
3.		identifier les moments de la journée.	c	Eraser ; globe ; glue ; set square ; broom
4.		indiquer une direction.	d	I am singing the National Anthem.
5.		identifier différents endroits au sein de l'école.	e	To be late ; to go up ; to clean the board ; to listen to the teacher
6.		identifier les noms des objets que l'on utilise en classe.	f	Art ; Physics ; Mathematics ; History ; Music
7.		identifier les noms des disciplines scolaires.	g	This is James ; I am Anna ; How are you ? Nice to meet you
8.		identifier et utiliser des expressions liées à l'environnement scolaire.	h	In the morning ; at night ; in the evening
9.		utiliser les prépositions de lieu.	i	She has class on Monday ; She has English from 10:00 to 11:00
10.		dire ce que l'on est en train de faire.	j	Yes, you may go ; No, you can't.
11.		accepter ou refuser une demande de permission.	k	The teachers' room ; the Principal's office ; the canteen ; the restrooms
12.		demander à quel moment une personne effectue une action.	l	- When do you go to school ? - When do you have English class ?
13.		demander l'opinion de quelqu'un au sujet d'une telle ou telle discipline scolaire.	m	How do you find English ?
14.		demander comment une personne va, son nom, son âge.	n	- How are you ? - What is your name ? - How old are you ?

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UNIT 2

AT HOME



- Speaking -



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LESSON 1
MY FAMILY TREE



LEARNING CONTEXT
(situation d'apprentissage)

Les élèves de 5e du Lycée Moderne de Bangolo reçoivent leurs amis Libériens. Ils échangent sur leurs familles élargies respectives en vue de mieux faire connaissance.

GOOD TO KNOW

VOCABULARY CONTENT

Family tree ; Extended family ; Grandfather (Grandpa) ; Grandmother (Grandma) ; Grandparents ; Grandchildren ; Wife ; Husband ; Daughter ; Granddaughter ; Son ; Grandson ; Uncle ; Aunt ; Niece ; Nephew ; Cousin ; Mother-in-law ; Father-in-law ; Brother-in-law ; Sister-in-law

LANGUAGE FUNCTIONS

1. Identifying the members of an extended family

A : What relation is between Odio and Rachou ?

B : Odio is the brother of Rachou. / Odio is Rachou's brother.

2. Expressing future plans

STRUCTURE : TO BE (at the present simple) + Verb +ING

Opperi **is eating** tonight with his brother-in-law.

MY DICTIONARY

Carefully : attentivement ; **Below :** ci-dessous ; **Clue :** indice ; **Whole :** entier

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Session 1

Activity 1 : Put the letters in the correct order to get some names of extended family members. Number 1 is an example.

1. d-r-a-n-G-l-i-h-c-d-n-e-r = Grandchildren

2- d-r-a-n-G-t-a-f-e-h-r = ...

3. d-G-a-n-r-t-h-o-m-e-r = ...

4. d-r-a-n-G-t-a-p-r-e-n-s = ...

5. r-a-n-G-d-n-o-s = ...

6. r-a-n-G-d-t-a-g-u-d-e-h-r = ...

Activity 2 : Here are some definitions of some names of extended family members. Find them. Number 1 is an example.

1. The parents of my parents are my **grandparents.**
2. The mother of my mother is my ..... .
3. The father of my father is my ..... .
4. The children of my children are my ..... .
5. The sons of my children are my ..... .
6. The daughters of my children are my ..... .
7. The mother of my father is my ..... .
8. The father of my mother is my ..... .

Activity 3 : With your partner, analyze carefully Bouabré's family tree below, then ask and answer questions. Do like in the example.

1. Zahi / Ozoua

A : Who is Zahi to Ozoua ?

B : Zahi is the grandson of Ozoua. / Zahi is Ozoua's grandson.

2. Ozoua and Zadi / Tebily

A : ..... ?

B : ..... .

3. Gnoupalé / Ozoua and Zadi

A : ..... ?

B : ..... .

4. Ozoua and Zadi / Gnoupalé

A : ..... ?

B : ..... .

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5. Gnoupalé, Tebily and Zahi / Ozoua and Zadi

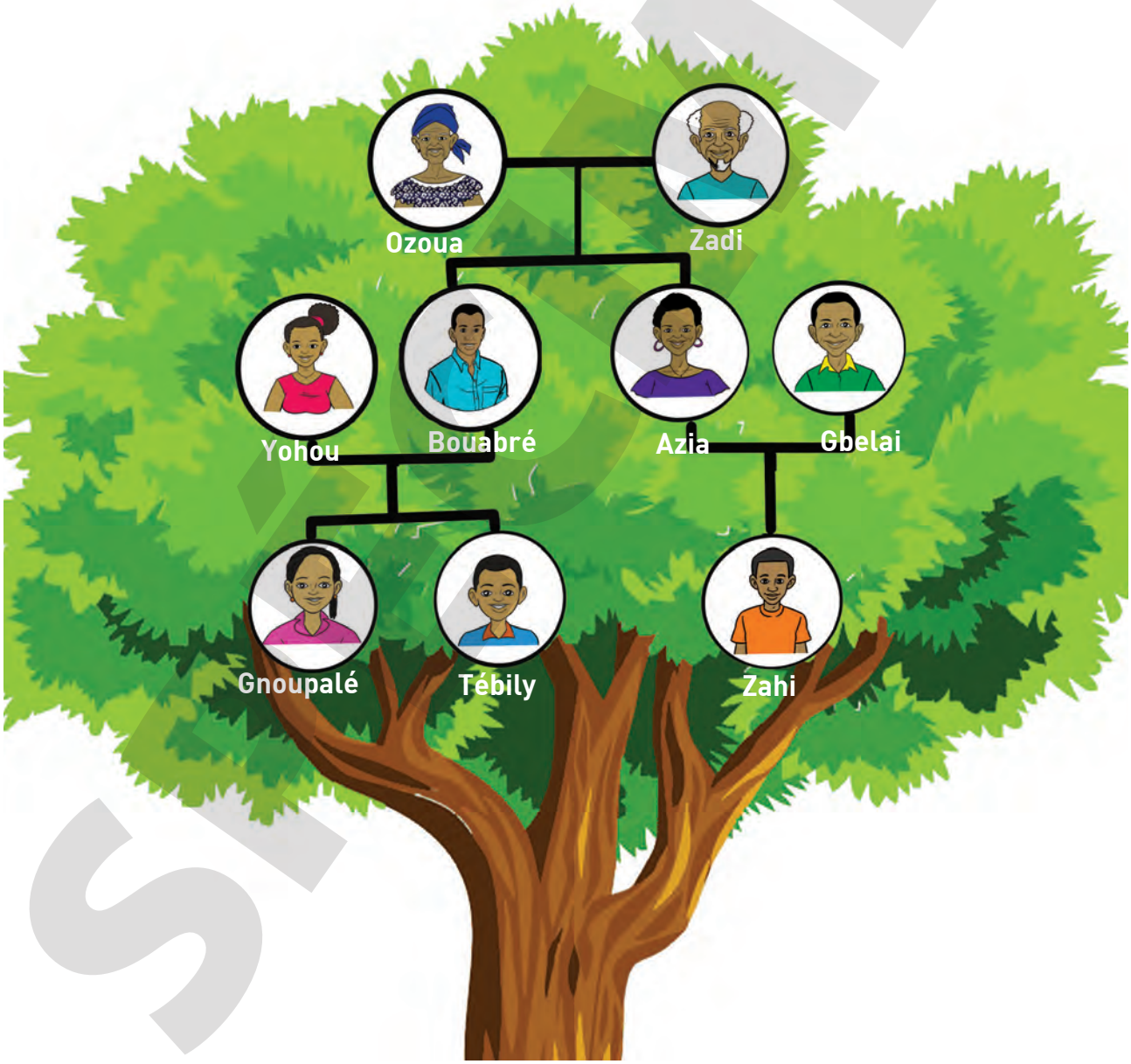
A : ..... ?

B : ..... .

6. Zadi / Gnoupalé

A : ..... ?

B : ..... .



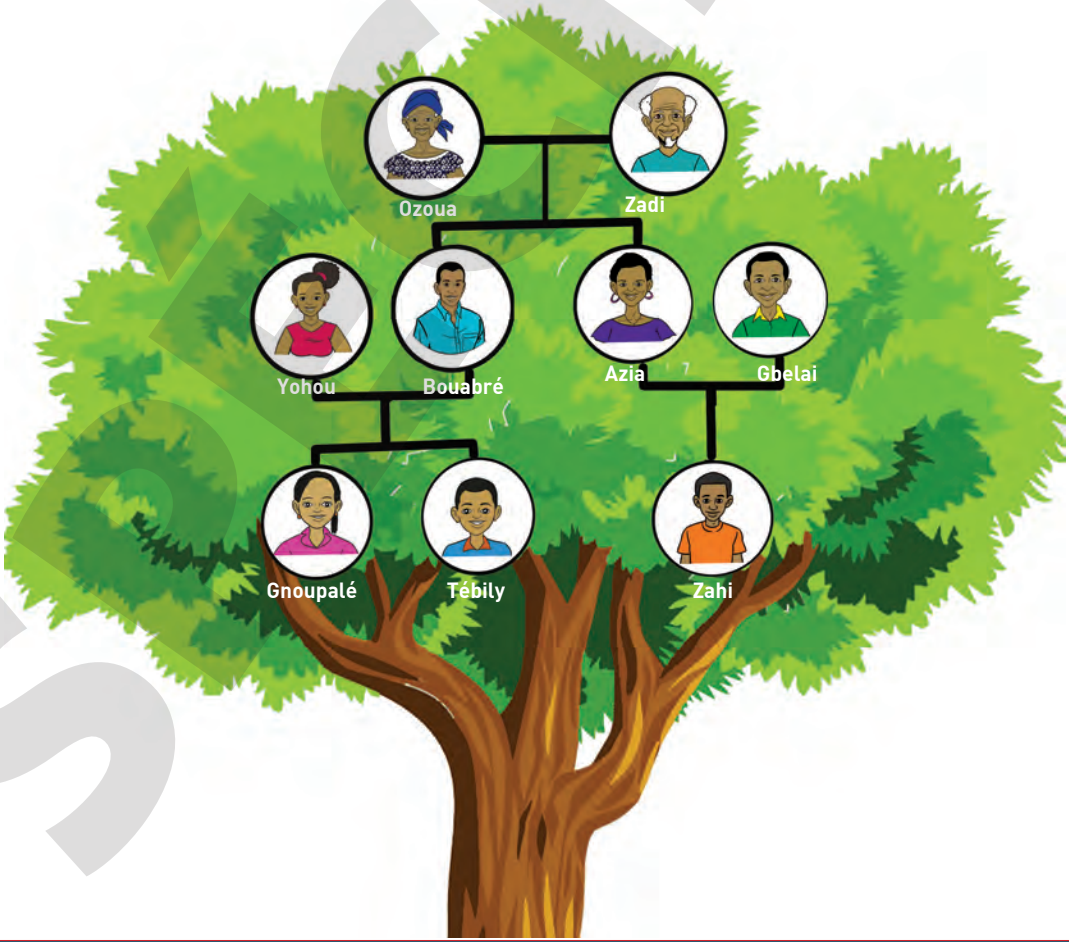
SPECIMEN

Session 2

Activity 1 : Reorder the letters below to get appropriate names related to extended family members. Number 1 is an example.

1. *t-o-M-h-e-r n-i w-a-l = Mother-in-law*
2. c-i-e-N-e = ...
3. r-o-B-h-e-r-t n-i a-w-l = ...
4. c-l-U-n-e = ...
5. F-e-r-h-a-t n-i a-w-l = ...
6. p-h-e-w-e-N = ...
7. n-o-u-C-s-i = ...
8. t-r-i-S-e-s n-i a-w-l = ...
9. n-A-t-u = ...

Activity 2 : Analyze carefully Bouabré's family tree below and complete the sentences. Number 1 is an example.



SPECIMEN

1. Ozoua is Yohou's mother-in-law.
2. Zahi is Bouabré's ..... .
3. Zahi is Gnoupalé's ..... .
4. Zadi is Bouabré's ..... .
5. Bouabré is Gbelai's ..... .
6. Gbelai is Tébily's ..... .
7. Yohou is Zahi's ..... .
8. Azia is Yohou's ..... .
9. Gnoupalé is Azia's ..... .

Activity 3 : Analyze the clues below, then use them to ask and answer questions expressing future plans. Follow the example.

1. visit the airport / tomorrow / Brou
   A : What is Brou doing tomorrow ?
   B : Brou is visiting the airport. / He is visiting the airport.
2. travel to Manhattan / on Monday / Glahi and Diarra
   A : ..... ?
   B : .....
3. Plan her timetable / this afternoon / Mrs Akaffou
   A : ..... ?
   B : .....
4. Take his car from the garage / this morning / Breki
   A : ..... ?
   B : .....
5. go back to his village Toukouzou / tomorrow / Mr Leba
   A : ..... ?
   B : .....
6. cook their "Kplé bah" meal / for this afternoon / Glazahi and his wife
   A : ..... ?
   B : .....
7. publish his new novel / tomorrow morning / Opperi
   A : ..... ?
   B : .....

SPECIMEN

Session 3

COMMUNICATION ACTIVITY (Situation d'évaluation) **:**

Tu reçois ton ami Sud-africain Zuma. Une fois à la maison, tu lui présentes les membres de ta famille élargie. Ci-dessous se trouve votre conversation. Complète-la avec ton voisin, et tous les deux, présentez-la au reste de la classe.

You : My friend, this is my home. All the members of my extended family are present. This is Ibo, my grandfather.

Zuma : What's the name of this old woman and who is she to you ?

You : (1) .....

Zuma : Who are your aunt and uncle ?

You : (2) .....

Zuma : Who is your brother-in-law and who is his wife ?

You : (3) .....

Zuma : I see that your whole family is present. Are you going to do something special ?

You : (4) .....



SPÉCIMEN

LESSON 2

A WEEKEND AT HOME



LEARNING CONTEXT
(situation d'apprentissage)

Durant le weekend, tu reçois un appel téléphonique de ton correspondant Américain qui souhaite s'informer sur tes activités quotidiennes, ainsi que celles de la semaine écoulée. Vous engagez une conversation pour connaître les activités menées par chacun de vous.

GOOD TO KNOW

VOCABULARY CONTENT

To switch on ; To switch off ; Pillow ; Bedsheet ; Blanket ; Mat ; Bed ; Church ; Mosque ; To remove ; To brush teeth ; To make up ; To iron ; To plug in ; To shave ; To cut nails ; To mow the lawn ; To perfume ; Sofa ; Newspaper

LANGUAGE FUNCTIONS

1. Using the present simple tense to describe daily activities

A : What does Christ usually do on Sundays ?
B : He usually goes to church.

2. Using the past simple to describe past activities (regular verbs)

A : When did Hamidou wash the Sofa ?
B : He washed the sofa last week.

3. Using the past simple to describe past activities (irregular verbs)

A : What did Keren do last Monday ?
B : She cut her nails.
A : When did Keren buy her English book ?
B : She bought it on last Monday.

MY DICTIONARY

Reorder : réorganiser , ordonner à nouveau ; **To match :** relier , faire correspondre ; **Whole :** entier ; **Beard :** barbe

SPECIMEN

Session 1

Activity 1 : Identify the pictures below with the words or expressions from the box. Number 1 is an example.

to iron clothes ; to mow the lawn ; to sweep the floor ; to read a newspaper ; to have dinner; to go to church ; to go to the mosque ; to brush one's teeth



1. to mow the lawn



2.....



3.....



4.....



5.....



6.....



7.....



8.....

Activity 2 : Complete the parts of sentences in Column A with their corresponding endings in Column B. Number 1 is an example.

Column A	Column B	Answers
1. Muslims usually go to the mosque	a. before going home.	**1. e**
2. Christians usually go to church	b. to have a beautiful schoolyard.	2.....
3. People usually have dinner	c. every morning.	3.....
4. My father usually reads newspapers	d. at 8 p.m.	4.....
5. Students usually sweep the classroom	e. on Fridays.	5.....
6. I usually brush my teeth	f. to be well dressed.	6.....
7. I usually iron my clothes	g. to be informed.	7.....
8. We usually mow the lawn	h. on Sundays.	8.....

Activity 3 : Use the clues in brackets to answer the following questions. Then practise the conversations with your partner. Number 1 is an example.

1. A. What do Christians usually do on Sundays ?

   B : They usually go to church. (to go to church)

2. **A :** Where do Muslims usually go on Fridays ?

   B : ..... . (to go to the mosque)

3. **A :** What does Tazéré usually do at 8 p.m. ?

   B : ..... . (to have dinner)

SPECIMEN

4. **A :** What does Uncle Tom usually do every morning ?

B : …….. (to read a newspaper)

5. **A :** What do Isabelle and Esther usually do before leaving school ?

B : …….. . (to sweep the classroom)

6. **A :** What do you usually do every morning when you get up ?

B : …… . (to brush my teeth)

7. **A :** What does Drissa usually do to be well-dressed ?

B : ……. (to iron his clothes)

SPÉCIMEN

Session 2

Activity 1 : Use the expressions from the box to identify the actions below. Number 1 is an example.

to wash the dish ; to go to the market ; to cook the meal ; to do a homework ; to wash clothes ; to tidy the bedroom



1. to wash clothes



2.....



3.....



4.....



5.....



6.....

Activity 2 : Complete each sentence below with the appropriate action from Activity 1. Number 1 is an example.

1. Every morning, when Mum gets up, she **washes** the children's clothes.
2. When we finish eating, my sister ..... the dishes.
3. Before going to sleep, people usually ..... their bedrooms.
4. I usually ..... my homework to get good marks in class.
5. My mother usually ..... to the market to buy ingredients for the soup.
6. Back from the market, my mother ..... the meal for the family.

Activity 3 : Use the clues between brackets to answer the following questions. Number 1 is an example.

1. A : What did Mum do yesterday ?

   B : She ironed clothes. (to iron clothes)
2. A : When did Kimbo wash his clothes ?

   B : ..... .
   (last Sunday)
3. A : When did Mother Rosa tidy the bedroom ?

   B : ..... .
   (last night)
4. A : When did your aunt go to market ?

   B : ..... .
   (yesterday)
5. A : What did your sister do after eating ?

   B : ..... .
   (to wash the dish)
6. A : When did Copa do his homework ?

   B : ..... .
   (last night)

SPECIMEN

Session 3

COMMUNICATION ACTIVITY (Situation d'évaluation) **:**

Tu rends visite à ton ami Ghanéen pendant le week-end. Il souhaiterait en savoir davantage sur les activités que tu mènes pendant les jours ouvrables, les jours non ouvrables et les activités que tu as déjà menées. Reconstitue le dialogue. Dans ta production,

– cite quelques activités que tu mènes habituellement les jours où tu vas à l'école ;
– dis ce que tu fais habituellement pendant le week-end ;
– décris-lui tes activités de la semaine écoulée.

SPÉCIMEN

LESSON 3

MUM IS IN THE KITCHEN



LEARNING CONTEXT
(situation d'apprentissage)

Ton amie Ghanéenne vient passer quelques jours chez toi, dans la maison familiale. Pendant qu'elle t'aide à faire la vaisselle, vous échangez sur le rôle de chaque ustensile de cuisine afin de mieux les ranger.

GOOD TO KNOW

VOCABULARY CONTENT

Knife ; Spoon ; Fork ; Skimmer ; Cooking pot ; Saucepan ; Frying pan ; Cooker ; Breakfast ; Lunch ; To boil ; To filter ; To chop ; To bake ; To fry ; To grind

LANGUAGE FUNCTIONS

1. EXPRESSING OBLIGATIONS WITH "MUST"

Subject + MUST or MUST NOT+ Verb+ Complement

- We must wash hands before cooking.
- You must not fry the groundnuts to make the soup.

2. DESCRIBING ONGOING ACTIONS

Mum is frying some meat in the kitchen.

MY DICTIONARY

Process : procédure ;
Currently : présentement , actuellement ;

To Mime : mimer
Prawn : gambas

SPECIMEN

Session 1

Activity 1 : Use the words or expressions from the box to identify the kitchen utensils below. Number 1 is an example.

a spoon; a frying pan ; a knife ; a saucepan ; a cooker ; a cooking pot ; a fork ; a skimmer



1. a fork



2.....



3.....



4.....



5.....



6.....



7.....



8.....

Activity 2 : In the list below, circle (O) the utensils used to cut and eat meat with.

a spoon ; a cooker ; a knife ; a skimmer ; a fork

Activity 3 : Your friend, John, wants to cook "Tchonron soup". Tell him what to do. Complete the dialogue with "must" or "must not". Then with your partner, perform the dialogue in front of the class. Number 1 is an example.

John : Good morning !

You : Hello, John !

John : I would like to cook "Tchonron soup". But, I don't know the process. Can you help me ?

You : Yes, of course. You **(1)** must wash the bean leaves, chop them and put them in a cooking pot. Next, you **(2)** ..... add some potash.

John : But, I have some roasted groundnuts here.

You : No, no ! you **(3)** ..... roast the groundnuts. You **(4)** ..... pound non-roasted groundnuts in a mortar.

John : Oh, really ! Can I put some prawns in my soup ?

You : Yes, you can. You **(5)** ..... also put meat in "Tchonron soup".

John : All right ! Now, I'm adding salt and the prawn powder. Do you want to taste it ?

You : Oh, yes ! With pleasure ! Hummmmm ! It's delicious !!!

John : Thanks a lot !

You : You are welcome !

SPECIMEN

Session 2

Activity 1 : Reorder the letters below to find appropriate actions related to cooking. Number 1 is an example.

1. rinGd = **Grind**
2. liBo = ...
3. poCh = ...
4. ryF = ...
5. kaBe = ...
6. liFter = ...

Activity 2 : Identify each picture below with the appropriate action. Number 1 is an example.

to boil ; to filter ; to chop ; to bake ; to fry ; to grind



1. to bake



2.....



3.....



4.....



5.....



6.....

Activity 3 : Look at Activity 2, then with a partner, ask and answer questions about actions. Number 1 is an example.

Picture 1

A : What is the man doing in picture 1 ?

B : He is baking the bread.

Picture 4

A : ..... ?

B : ..... .

Picture 5

A : ..... ?

B : ..... .

Picture 8

A : ..... ?

B : ..... .

SPECIMEN

Session 3

COMMUNICATION ACTIVITY (Situation d'évaluation) **:**

Ton amie Ghanéenne te rend visite à la maison. Tu l'invites dans la cuisine où ta mère et tes sœurs sont occupées à faire la cuisine. Tu les présentes et décris ce qu'elles font. Reconstitue le dialogue. Dans ta production,

– cite les noms des ustensiles de cuisine de ta mère ;

– décris les actions qu'elles y mènent.

SPÉCIMEN



Faisons le point…

Note dans chaque case la lettre de l'expression anglaise correspondante.

- **Suis l'exemple donné.**

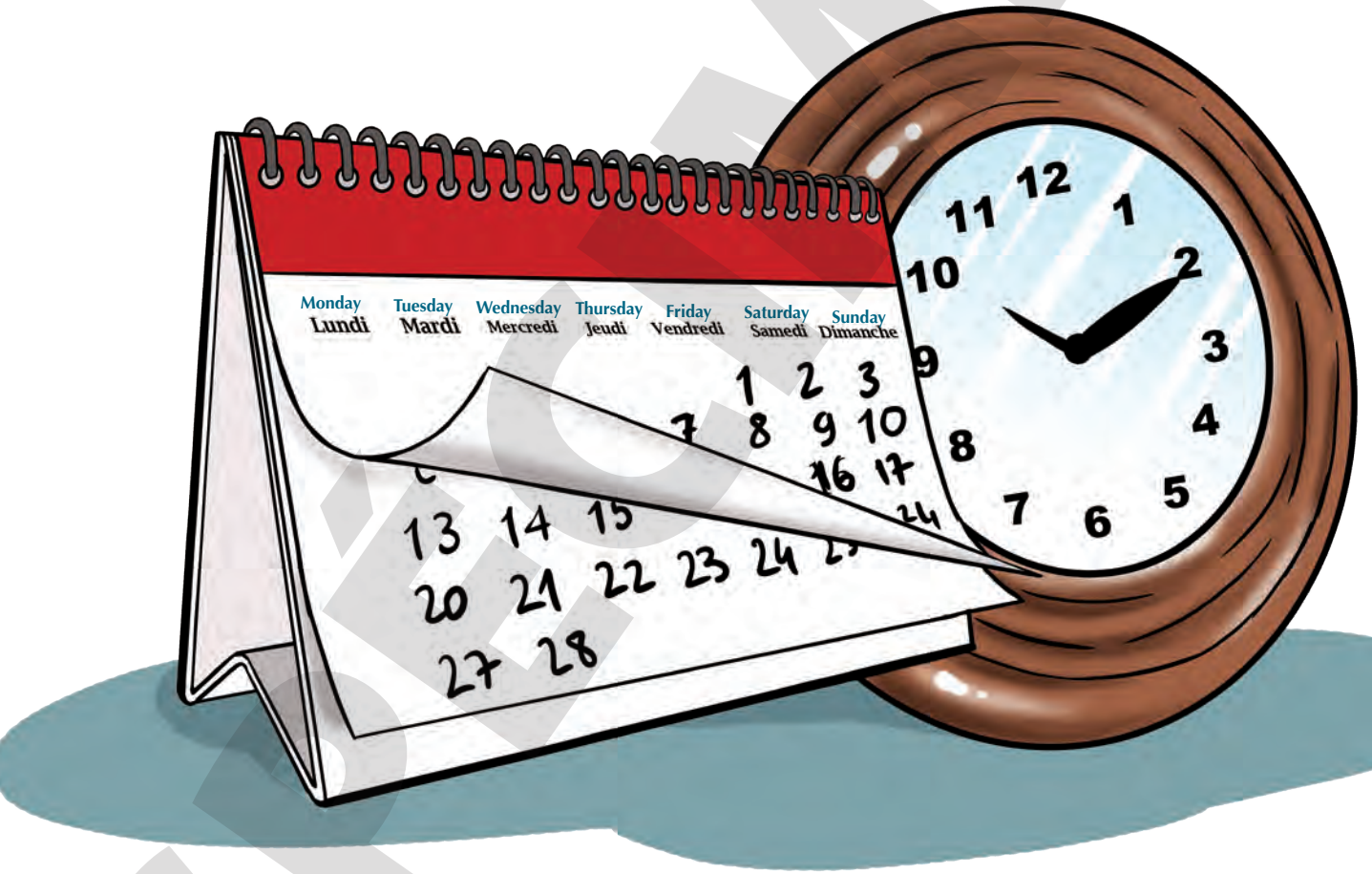
J'ai appris à …

1.	e	nommer les relations familiales.	a.	Sandra usually goes to church on Sundays.
2.		identifier des verbes relatifs à la cuisine.	b.	Last Saturday ; we went to Bassam beach
3.		nommer des activités habituelles.	c.	Peanuts ; bean leaves ; potash
4.		employer « the present simple » pour parler des activités habituelles.	d.	You mustn't put too much pepper in the soup.
5.		identifier des ingrédients d'une sauce.	e.	Son ; daughter ; brother-in-law
6.		exprimer des obligations.	f.	Zadi is Zahi's grandfather.
7.		relater des faits passés avec « the simple past ».	g.	To roast ; to fry ; to season
8.		définir les relations familiales qui existent entre des personnes.	h.	Tomorrow, we are going to the zoo.
9.		relater des activités déjà planifiées.	i.	Chop the carrots and with the cucumber.
10.		donner des instructions pour préparer un mets.	j.	To cut nails ; to brush teeth

SPECIMEN

UNIT 3

TIME AND DATE



- Writing -



SPECIMEN

LESSON 1

WHAT'S THE WEATHER LIKE TODAY ?



LEARNING CONTEXT
(situation d'apprentissage)

En vue d'échanger avec ton correspondant Ghanéen sur le temps qu'il fait dans vos pays respectifs, tu rédiges une lettre pour décrire le temps et les saisons.

GOOD TO KNOW

VOCABULARY CONTENT

Weather ; Sun ; Cloud ; Rain ; Snow ; It's sunny ; It's rainy ; It's cloudy ; It's hot ; It's cold ; It's windy ; It's fine ; It's bad ; To blow ; To shine ; To rain
Seasons : Spring ; Autumn (Fall) ; Winter ; Summer ; Dry season ; Rainy season

LANGUAGE FUNCTIONS

1. Describing time seasons

A : What is the weather like ?

B : The weather is windy / It's windy / The wind is blowing.

A : How many seasons are there in Côte d'Ivoire ?

B : There are 2 seasons : the dry season and the rainy season.

2. Using prepositions related to time

In December / **On** Monday / **In** the morning / **At** night

MY DICTIONARY

Umbrella : parapluie ; **Pleasant :** agréable ; **Perhaps :** peut-être

SPECIMEN

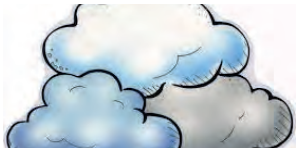
Session 1

Activity 1 : Look at the pictures below, then use the sentences from the box to describe the weather. Number 1 is an example.

It is rainy ; It is windy ; It is hot ; It is sunny ; It is cold ; It is cloudy



1. It is sunny



2. .....



3. .....



4. .....



5. .....



6. .....

Activity 2 The sentences below are all related to the weather. Complete each of them with one adjective from the box. Number 1 is an example.

cloudy ; fine ; cold ; bad ; rainy ; hot ; sunny

1. One never knows ; take your umbrella. We are in the **rainy** season.
2. I like this weather ; it is ..... and pleasant.
3. The weather is very ..... today, please don't go out.
4. It's ..... today ; perhaps it's going to rain.
5. Today, the weather is very ..... ; take your pullover.
6. The weather is ..... today ; I'm going to wash my clothes.
7. It's very ..... this afternoon ; the temperature is 35°C.

Activity 3 : With a partner, ask and answer questions about the weather using the clues below. Number 1 is an example.

1. July / rainy

A : What is the weather like in July ?

B : The weather is rainy. / It's rainy.

2. December / cold

A : ..... ?

B : ..... .

3. February / hot

A : ..... ?

B : ..... .

4. June / stormy

A : ..... ?

B : ..... .

SPECIMEN

Session 2

Activity 1 : Put the letters into the correct order to find appropriate words or expressions related to seasons. Number 1 is an example.

1. *i-n-e-r-t-W = Winter*
2. u-t-A-m-a-u-n = ...
3. g-r-i-n-p-S = ...
4. r-y-D a-s-e-s-o-n = ...
5. r-u-m-S-e-m = ...
6. y-a-n-i-R a-s-e-s-o-n = ...

Activity 2 : Complete the passage below with the appropriate words from the box.

winter ; rainy ; spring ; dry ; summer ; autumn

There are two seasons in Côte d'Ivoire. The moment when it rains a lot is the **(1)** ..... season. During the **(2)** ..... season, we have the "harmattan".

In the United States of America, there are four seasons. There is a lot of sunshine and the weather is very hot in **(3)** ..... . The moment when the wind blows a lot and the leaves of trees fall is called **(4)** ..... or Fall. From April to June it rains a lot. This period is called **(5)** ..... . From January to March, it snows and the weather is hot. This corresponds to **(6)** ..... .

Activity 3 : Complete each sentence below with the right preposition. Choose between : in / from / to / on.

1. It rains a lot ..... April.
2. ..... 2011 ..... 2013, I was in the USA.
3. It snows ..... winter.
4. ..... February 15, I travelled to Korhogo.
5. Students are usually on holidays ..... July ..... August.

SPECIMEN

Session 3

COMMUNICATION ACTIVITY (Situation d'évaluation) **:**

Ton correspondant Ghanéen désire passer ses vacances en Côte d'Ivoire. Pour éviter d'être victime des intempéries lors de son séjour, il t'envoie un email, pour te demander des informations sur les différentes saisons dans ton pays en vue de mieux se préparer. Dans ta réponse à son courriel,

- cite les différentes saisons en Côte d'Ivoire ;
- mentionne les moments précis de ces saisons au cours de l'année ;
- décris quel temps il fait au cours de ces saisons.

Dear friend,

I'm coming soon to your country. It is my first visit there. I need to know about the seasons, so that I can take some precautions. For example, how many seasons are there in your country ? What's the weather like in each of these seasons ? Give me as much information as you can.

Yours sincerely
Kodjo Prince

Dear Prince,

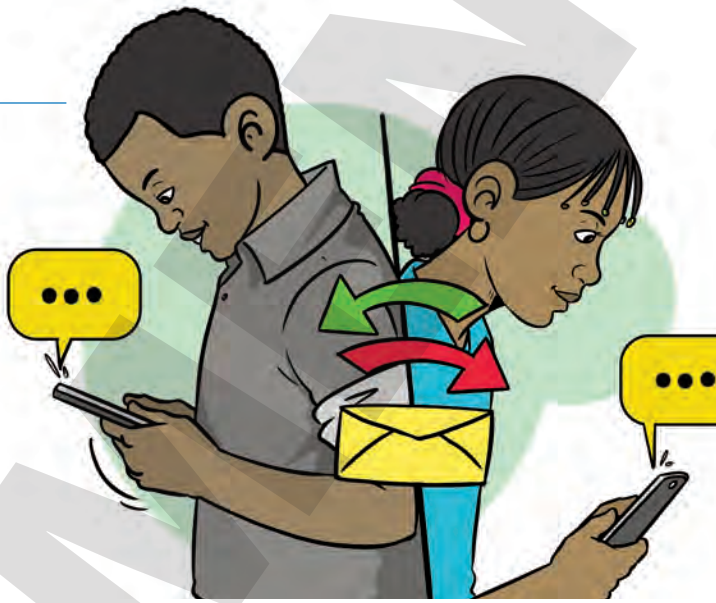
SPÉCIMEN

LESSON 2

WHAT A BUSY WEEK !

LEARNING CONTEXT
(situation d'apprentissage)

Les élèves de 5e du Collège Moderne de M'Pouto souhaitent mieux gérer les moments d'échanges avec leurs correspondants Américains. Pour ce faire, ils leur envoient un message, via Telegram, pour décrire leur emploi du temps et leur programme de la semaine.



GOOD TO KNOW

VOCABULARY CONTENT

Schedule ; Midday (noon) ; Midnight ; Breakfast ; Lunch ; Dinner ; To watch TV ; To be in a hurry ; To be on time ; To be late ; To take a shower ; To waste time ; To go shopping

LANGUAGE FUNCTIONS

1. Describing daily activities

A : What do you usually do on Monday morning ?

B : On Monday morning, I go to school.

2. Asking about time

A : At what time do you go to school every Monday ?

B : I go to school at 7:00 a.m

MY DICTIONARY

Last : dernier ; **Meal :** repas ; **Century :** siècle ; **Clue :** indice ; **Figures :** chiffres ; **Lunchtime :** l'heure du déjeuner ; **Hour :** heure ; **Busy :** occupé (e) ; **Free period :** heure creuse, temps libre ; **To come back :** revenir ; **Grammar school :** lycée

SPECIMEN

Session 1

Activity 1 : The paragraph below is about Lamine's daily activities. Complete it with the appropriate words from the box. Do it alone, then compare your answers with your partner's. Number 1 is an example.

breakfast ; midnight ; watch ; schedule ; dinner ; lunch

My name is Lamine. Here is my **(1)** schedule : every day, when I wake up, I brush my teeth and I take my **(2)** ..... at 7:00 in the morning. Then I have **(3)** ..... at midday. I usually have my **(4)** ..... at 19:30. After that, I **(5)** ..... television. Then I study my lessons up to **(6)** ..... . Finally, I go to bed.

Activity 2 : Look at the table below, then with your partner, ask and answer questions about what Malika usually does at different moments of the day. One is done for you as an example.

A : What does Malika usually do in the morning ?
B : She usually has breakfast.

Moments of the day	Actions
Morning	to have breakfast
Noon	to have lunch
Afternoon	to study her lessons
Evening	to have dinner
Night	to watch TV
Midnight	to sleep / to go to bed

Activity 3 : Look at the clues. Ask and answer questions like in the example.

1. Mummy / cook the meal / at 11 o'clock

A : What time does Mummy cook the meal ?
B : She cooks the meal at 11 o'clock.

2. The children / wake up / early in the morning

A : ..... ?
B : .....

3. We / have tea / at dinner

A : ..... ?
B : .....

4. The students / learn English / every day

A : ..... ?
B : .....

SPÉCIMEN

Session 2

Activity 1 : Reorder the letters below to obtain appropriate words related to birthdays. Number 1 is an example.

1. rytaP = **Party**
2. fiGt = ...
3. keCa = ...
4. ginS = ...
5. tuGes = ...
6. Pestren = ...

Activity 2 : Write in letters the following time expressions. Do like in the example.

a) 6:45 pm = Quarter to seven in the evening.

b) 8:06 a.m = ...

c) 1 p.m = ...

d) 9:30 a.m = ...

e) 11:12 a.m = ...

f) 2:15 p.m = ...

g) 12 a.m = ...

Activity 3 : Choose the best option to complete each sentence. Number 1 is an example.

1. It's 7 (**o'clock / half**) now. I'm going to school.

→ It's 7 o'clock now. I'm going to school.

2. Every morning, I get up at 6 (**p.m / a.m**).

→ .....

3. It's (**quarter / half**) past six. I'm getting ready to go to school.

→ .....

4. My father is a teacher. He comes back from work at 7 (**p.m / a.m**) every monday.

→ .....

5. Every morning, I have breakfast at (**12 a.m / 6 a.m**) before going to school.

→ .....

6. What time is (**breakfast / lunch**), please ? 12 o'clock or 13 o'clock ?

→ .....

SPÉCIMEN

Session 3

COMMUNICATION ACTIVITY (Situation d'évaluation) **:**

Pour la célébration de ton anniversaire, tu rédiges une lettre d'invitation aux membres du Club d'Anglais de ton école en précisant le programme des activités de cette journée.

Dans ton invitation,

– indique la date de ton anniversaire ;

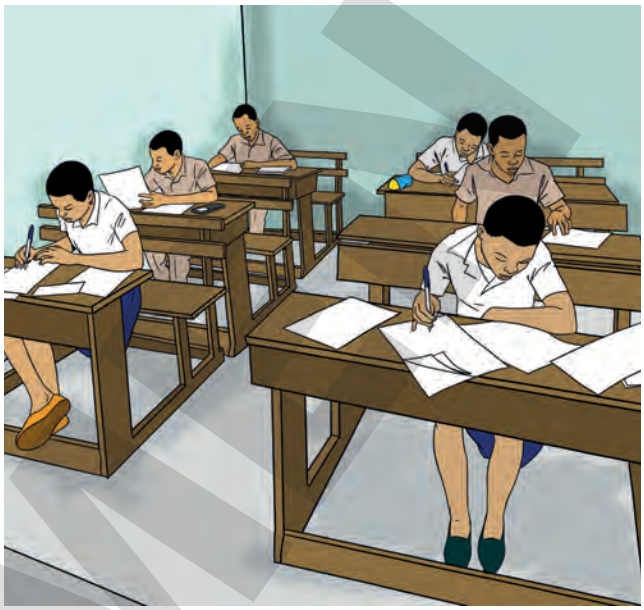
– donne l'heure de début et de fin de la cérémonie ;

– précise les activités de ladite cérémonie et le moment précis pour chaque activité.



SPÉCIMEN

LESSON 3
ELIE'S AGENDA



LEARNING CONTEXT
(situation d'apprentissage)

L'Ambassade des États-Unis, en partenariat avec le Ministère de l'Éducation Nationale et de l'Alphabétisation, organise un concours intitulé ''ENGLISH DAYS''. Pour y participer, les élèves de 5e du Collège Moderne de Bingerville rédigent un paragraphe dans lequel ils décrivent leur programme d'activités pour la semaine à venir.

GOOD TO KNOW

VOCABULARY CONTENT

Physical education ; To have class ; To take a test ; To take a quiz ; To sit for an exam ; To pass ; To plan ; To tidy ; To travel ; Messy ; First ; Second ; Then ; Next ; Before ; After that ; Finally

LANGUAGE FUNCTIONS

1. Talling about future plans

A : What are you going to do on Wednesday afternoon ?
B : I am going to take an English test on Wednesday afternoon.
A : When are you going to have an English test ?
B : I am going to have an English test on Wednesday afternoon.

2. Describing sequences

First, I have breakfast. **Second**, I move to school, **Next**, I ……..

MY DICTIONARY

To have picnic : faire du picnic ; **To fail an exam :** échouer à un examen ; **Breaktime :** récréation ; **2-line-paragraph :** paragraphe de 2 lignes

SPECIMEN

Session 1

Activity 1 : Complete the paragraph below about Eunice's agenda with the words or expressions from the box to make it meaningful. Number 1 is an example.

visit ; does her homework ; physical education ; goes to church ; playing ; travels

Eunice is a student in a grammar school. On Fridays, she has (1) physical education in which she practises sports. On Sundays, she usually (2) …….. because she is a christian. She likes (3) …… games with her friends when she doesn't go to school. She usually (4) …… to get good marks during tests. On holidays, she (5) …… by bus to her village to (6) …… her parents.

Activity 2 : With your partner, use the clues below to ask and answer questions about future plans. Number 1 is an example.

1. Mrs N'Gossan / cook fufu / on Sunday.
   A : What is Mrs N'gossan going to do on Sunday ?
   B : She is going to cook fufu.
2. The students / have picnic / on holidays
   A : ..... ?
   B : ..... .
3. Rosa / visit her parents / next Saturday
   A : ..... ?
   B : ..... .
4. Adon and Koné / do their homework / in the afternoon
   A : ..... ?
   B : ..... .
5. The children / to play computer games / after school
   A : ..... ?
   B : ..... .

Activity 3 : Write, in a 2-line-paragraph, what you are going to do next Saturday.

.....

.....

.....

.....

SPÉCIMEN

Session 2

Activity 1 : Choose the appropriate word from the following list to complete each sentence below : *messy ; tidy ; take ; planning ; resume ; quiz ; test.* Number 1 is an example.

1. All the school things of my little brother are in disorder, he is a messy student.
2. The students of 3e are going to ..... the BEPC exam in June.
3. We are on holidays. School is going to ..... in September.
4. The teacher informed us that we are going to have an English ..... on Wednesday afternoon.
5. Drissa is ..... to visit his uncle in London during the holidays.
6. To be well-organized, you must ..... all your school things.
7. We took a 15 min ..... during the last English class.

Activity 2 : The sentences below are about Aude's schedule. But the activities are in disorder. Put them into the correct order. The first one is done for you as an example.

A. She takes her breakfast ;
B. She goes to school at 7 a.m ;
C. She goes to bed at 10 p.m ;
D. Aude brushes her teeth ;
E. She studies her lessons ;
F. She comes back from school and eats dinner.

The correct order is : 1- D 2-..... 3-..... 4-..... 5-..... 6-.....

Activity 3 : Look at Activity 2**, then write a meaningful paragraph about Aude's schedule using the time sequencers from the box. Start like in the example.**

next ; finally ; then ; first ; second ; after that

Every morning, when Aude gets up, first, she brushes her teeth...

.....

.....

.....

.....

.....

SPECIMEN

Session 3

COMMUNICATION ACTIVITY (Situation d'évaluation) **:**

Au cours d'une compétition organisée par l'Ambassade des États-Unis en Côte d'Ivoire à l'intention des élèves du Lycée Moderne de Guitry, l'Ambassadeur demande aux élèves de 5e de rédiger un paragraphe dans lequel ils décrivent à leurs correspondants anglophones leurs différentes activités de la semaine à venir. Faisant partie de ces élèves,

– présente ton programme d'activités de la semaine à venir dans un tableau ;

– décris-le dans un paragraphe de six (6) lignes.

SPÉCIMEN



Faisons le point…

Note dans chaque case la lettre de l'expression anglaise correspondante.

- **Suis l'exemple donné.**

J'ai appris à …

1.	e	décrire le temps (météo) qu'il fait.	a.	Spring ; autumn ; winter ; summer ; dry season ; rainy season
2.		dire les saisons de l'année.	b.	First ; second ; next…
3.		employer les prépositions de temps.	c.	I am going to take an English test on Monday morning.
4.		employer les mots et les expressions pour décrire un emploi du temps.	d.	Usually ; often ; rarely ; sometimes ; etc.
5.		employer les structures grammaticales pour demander à quelqu'un de décrire son emploi du temps.	e.	It's sunny ; cloudy ; windy ; hot ; wet ; dry ; rainy
6.		dire les disciplines scolaires de l'emploi du temps.	f.	To have class ; to take a test ; to take a quiz ; etc.
7.		employer les adverbes de fréquence.	g.	At night ; in the morning ; on Monday
8.		employer les mots et expressions pour décrire les activités scolaires.	h.	What do you usually do on Monday morning ?
9.		employer « be going to » pour exprimer le futur.	i.	Maths ; English ; French ; History and Geography ; etc.
10.		décrire une procédure.	j.	On Monday morning, I go to school.

SPECIMEN

UNIT 4

JOBS AND OCCUPATIONS



- Writing -



SPECIMEN

LESSON 1
WHAT DOES YOUR MOTHER DO ?



LEARNING CONTEXT
(situation d'apprentissage)

En vue de rédiger un texte en hommage aux mamans, lors de la prochaine fête qui leur est dédiée, les élèves de 5e du Lycée Goffry Kouassi Raymond (GKR) de Sassandra apprennent à décrire les métiers et occupations de leurs mères.

GOOD TO KNOW

VOCABULARY CONTENT

Cashier ; Waiter / Waitress ; Barber ; Architect ; Plumber ; Housemaid ; Dentist ; Pilot ; Flight attendant ; Cook ; Greengrocer ; Car washer ; Engineer ; Housewife ; Computer scientist

LANGUAGE FUNCTIONS

1. Talking about people's jobs

A : What does your mother do ?

B : She is a waitress.

2. Expressing possession

- **Possessive adjectives : my / your / his / her / our / their**

  → My mother likes **her** job.

- **Possessive pronouns : mine / yours / his / hers / ours / theirs.**

  → You like your job. I also like **mine**.

MY DICTIONARY

Air-conditioned : climatisé ; **Enjoyable :** agréable, amusant ; **The traffic :** la circulation ; **To draw attention :** attirer l'attention ; **Lifeguard :** maître-nageur ; **Travel agent :** agent de voyage ; **Wet :** mouillé, trempé ; **Report :** reportage, rapport ; **Electrician :** électricien ; **Electrical wire :** fil électrique ; **Customer :** client ; **To design :** concevoir (un plan)

SPECIMEN

Session 1

Activity 1 : Complete the sentences below with the appropriate jobs from the box. Number 1 is an example.

a cashier ; a waitress ; a barber ; an architect ; a plumber ; a housemaid

1. Evrard cuts people's hair ; he is a barber.
2. Sophie cleans houses ; she is .....
3. This woman works in a supermarket and collects money ; she is .....
4. My father makes beautiful house designs ; he is .....
5. Sarah serves food to people in a big restaurant ; she is .....
6. He repairs water pipes ; he is .....

Activity 2 : Use your answers from Activity 1 **to ask and answer questions about jobs with your partner.** Number 1 is an example.

1. A barber
   A : What does a barber do ?
   B : He cuts men's hair.
2. An architect
   A : ..... ?
   B : ..... .
3. A plumber
   A : ..... ?
   B : ..... .
4. A waitress
   A : ..... ?
   B : ..... .
5. A housemaid
   A : ..... ?
   B : ..... .
6. A cashier
   A : ..... ?
   B : ..... .

Activity 3 : In pairs, use the information in the boxes, then ask and answer questions about people's jobs. Number 1 is an example.

1. Antoine / a barber	2. Thierry / an architect
3. She / a cashier	4. They / plumbers
5. Sophie / a housemaid	6. She / a waitress

1. A : What does Antoine do ? → B: Antoine is a barber.
2. A : ..... ? B : ..... .
3. A : ..... ? B : ..... .
4. A : ..... ? B : ..... .
5. A : ..... ? B : ..... .
6. A : ..... ? B : ..... .

SPÉCIMEN

Session 2

Activity 1 : Reorder the letters below to obtain appropriate names of jobs. Number 1 is an example.

1. woufiseHe = *Housewife*
2. renegreGroc = ……..
3. koCo = ……...
4. raC rashew = ……
5. weLyar = ……
6. genErine = ……
7. trompuCe ticensist = ……..
8. gliFth tantdenta = ……...

Activity 2 : Match the jobs in Column A with their definitions or synonyms in Column B. Number 1 is done for you as an example.

Column A	Column B	Answers
1. Flight attendant	a) a person who diagnoses and treats patients' teeth.	**1. g**
2. Lawyer	b) a person who washes cars.	2……
3. Dentist	c) someone who flies a plane.	3……
4. Pilot	d) a person who sells fruits and vegetables.	4……
5. Car washer	e) a person who prepares food.	5……
6. Greengrocer	f) a woman who does the housework.	6……
7. Cook	g) an air hostess.	7……
8. Housewife	h) someone who defends people.	8……

Activity 3 : The paragraph below is about people's jobs. Complete it with the appropriate possessive adjectives or pronouns from the box. Number 1 is an example.

our ; your ; mine ; his ; theirs ; her ; their

Olivia is a lawyer; she likes **(1)** her job very much. John is a plumber and he also likes **(2)** ..... job. John and Olivia proudly say:" We adore **(3)** ..... jobs, respectively ". Clearly, Olivia and John like **(4)** ..... jobs, but, I prefer **(5)** ....., as a teacher. It's tiring, but it is enjoyable. Do you like **(6)** ..... job, too ? Sure, I know you enjoy your job and all people enjoy **(7)** ..... as well.

SPECIMEN

Session 3

COMMUNICATION ACTIVITY (Situation d'évaluation) **:**

À l'occasion de la fête des mères, le journal du Club d'Anglais du Lycée Goffry Kouassi Raymond (GKR) de Sassandra veut dédier des pages spéciales à la mère. Le Président du Club demande donc aux élèves de 5e de rédiger un paragraphe qui décrit les métiers et professions de leurs mères en vue de rendre hommage à ces valeureuses mamans. Faisant partie des élèves de 5e, dans ta production,

- donne le nom de ta maman ;
- précise sa profession ;
- décris les activités qu'elle mène dans le cadre de sa profession.

SPÉCIMEN

LESSON 2

WHAT IS AN ELECTRIC CLIPPER USED FOR ?



LEARNING CONTEXT
(situation d'apprentissage)

En vue de produire un article pour le compte du magazine du Club d'Anglais du Lycée Moderne de Sakassou, les élèves de 5e rédigent un paragraphe pour décrire des outils utilisés dans différentes professions.

GOOD TO KNOW

VOCABULARY CONTENT

Handsaw ; Hoe ; Ladle ; Electric clippers ; Whistle ; Camera ; Syringe ; Trowel ; Mine worker ; Law book ; Drills ; Tray ; Scales ; Sewing machine ; Sponge ; Shearer

LANGUAGE FUNCTIONS

1. Talking about work tools

A : What is a camera used for ?
B : It is used for taking photographs.

A : What does a barber do with a shearer ?
B : He cuts men's hair.

2. Expressing possession

A: **Whose** shearer **is this** ?
B: It is **the barbers'.** / It's **the barber's.**

MY DICTIONARY

Magnifier : loupe ; **To send :** envoyer ; **Ideas :** idées

SPECIMEN

Session 1

Activity 1 : Use the words from the box to identify the work tools below. Number 1 is an example.

ladle ; electric clippers ; whistle ; camera ; syringe ; trowel ; handsaw ; hoe

1  Camera	2 	3 	4  .....
5 	6 	7 	8  .....

Activity 2 : Match the tools with their uses. Number 1 is an example.

TOOLS	USES	Answers
1. Camera	a) to make injections.	**1. e**
2. Trowel	b) to draw attention and direct the traffic.	2.....
3. Hoe	c) to serve sauce or soup into dishes.	3.....
4. Electric clippers	d) to dig the soil / to remove weeds.	4.....
5. Handsaw	e) to take photographs.	5.....
6. Syringe	f) to cut wood.	6.....
7. Whistle	g) to spread mortar on bricks.	7.....
8. Ladle	h) to cut hair.	8.....

Activity 3 : Ask and answer questions with your partner, then practise the conversations. Number 1 is an example.

Example :

1. Camera

A : What is a camera used for ?

B : It is used for taking photographs.

2. Trowel

A : ..... ?

B : .....

3. Hoe

A : ..... ?

B : .....

4. Electric clippers

A : ..... ?

B : .....

5. Syringe

A : ..... ?

B : .....

6. Whistle

A : ..... ?

B : .....

7. Ladle

A : ..... ?

B : .....

SPECIMEN

Session 2

Activity 1 : Write the name of each tool under its corresponding picture. Number 1 is an example.

1 

Law book

2 

.....

3 

.....

4 

.....

5 

.....

6 

.....

Activity 2 : Match the tools with their corresponding jobs. Number 1 is an example.

TOOLS	JOBS	Answers
1-Law book	a) car washer	**1. c**
2-Shearer	b) dressmaker	2.....
3-Scales	c) lawyer	3.....
4-Sewing machine	d) waitress	4.....
5-Sponge	e) greengrocer	5.....
6-Tray	f) plumber	6.....

Activity 3 : Use your answers from Activity 2 **to ask and answer questions on work tools with your partner.** Write your answers like in the example.

Example:

1. Law book

A : Whose law book is this ?

B : It is the lawyer's (law book).

2. Shearer

A : ..... ?

B : .....

3. Scales

A : ..... ?

B : .....

4. Sewing machine

A : ..... ?

B : .....

5. Sponge

A : ..... ?

B : .....

6. Tray

A : ..... ?

B : .....

SPECIMEN

Session 3

COMMUNICATION ACTIVITY (Situation d'évaluation) **:**

Lors d'une compétition organisée par le Club d'Anglais du Lycée Municipal de Sakassou, le Président demande aux élèves de 5e de rédiger un paragraphe de six lignes sur les outils ou objets de travail de leurs parents, en vue d'échanger sur les métiers et professions de ceux-ci. En tant qu'élève de cette classe, dans ta rédaction,

– dis les métiers qu'exercent ton père et ta mère ;

– cite les outils ou objets utilisés par chacun d'eux ;

– décris le rôle de chaque outil.

SPÉCIMEN

LESSON 3
WHERE DOES YOUR FATHER WORK ?







LEARNING CONTEXT
(situation d'apprentissage)

Lors d'un concours de rédaction organisé par le Club d'Anglais de ton école, les élèves de 5e rédigent un paragraphe sur les noms des lieux de travail de différentes professions.

GOOD TO KNOW

VOCABULARY CONTENT

Building sites ; Law court ; Greengrocer's shop ; Car wash ; Barber's shop ; Computer workshop ; Veterinarian ; Animal hospital ; Fire station ; Bakery ; Stadium ; Pharmacy ; Library ; Travel agency ; Newspaper company ; Factory ; Beach ; Swimming pool ; Shop ; Smelly ; Wet ; Clean ; Muddy ; Dusty ; Crowded ; Cool ; Air-conditioned ; Narrow

LANGUAGE FUNCTIONS

1. Asking and answering questions about workplaces

A : **Where does** a cook **work ?**
B : He works **in a kitchen**.

2. Describing workplaces

A: **What is** a pharmacy **like ?**
B: It is **clean and air-conditioned**.

MY DICTIONARY

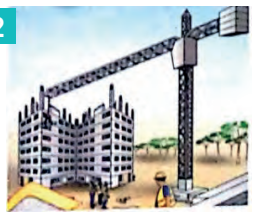
Travel agency : agence de voyage ; **Beach** : plage ; **Newspaper** : journal ; **To stay** : rester ; **To smoke** : fumer ; **To wait** : attendre ; **Airport** : aéroport ; **Lifeguard** : sauveteur (sauveteuse), maître nageur

SPECIMEN

Session 1

Activity 1 : Use the words or expressions from the box to identify the workplaces below. Number 1 is done for you as an example.

supermarket ; greengrocer's shop ; law court ; restaurant ; office ; building site ; car wash ; fire station

1  fire station	2 	3 	4  .....
5 	6 	7 	8  .....

Activity 2 : With your partner ask and answer questions using the appropriate workplaces from the box below. Number 1 is an example.

office ; supermarket ; stadium ; barber's shop ; fire station ; animal hospital ; police station ; restaurant

1. A veterinarian

A : Where does a veterinarian work ?

B : She / He works in an animal hospital.

2. A waitress

A : ..... ?

B : .....

3. A police officer

A : ..... ?

B : .....

4. A headmaster

A : ..... ?

B : .....

5. A cashier

A : ..... ?

B : .....

6. A fireman

A : ..... ?

B : .....

7. A barber

A : ..... ?

B : .....

SPECIMEN

Session 2

Activity 1 : Use the words or expressions from the box to identify the pictures below. Number 1 is an example.

smelly ; an air-conditioner ; a pharmacy ; good smelling ; a library ; a market



1. a market



2 .....



3 .....



4 .....



5 .....



6 .....

Activity 2 : Match the beginnings of the sentences in column A with their best endings in column B. Number 1 is an example.

Column A	Column B	Answers
1. This market is	a) always wet and muddy.	**1. b**
2. The inside of the pharmacy is	b) crowded and noisy.	2.....
3. In the rainy season, the village car station is	c) smoky.	3.....
4. The factory is	d) cool and air-conditioned.	4.....

Activity 3 : Ask and answer questions about the description of some places with your partner. Write your answers like in the example.

1. A barber's shop / narrow
   A : What is a barber's shop like ?
   B : It is narrow.
2. Mum's kitchen / good smelling
   A : ..... ?
   B : .....
3. The hall of the airport / spacious
   A : ..... ?
   B : .....
4. A hotel / comfortable
   A : ..... ?
   B : .....
5. Your school library / tidy
   A : ..... ?
   B : .....
6. Their schoolyard / dirty
   A : ..... ?
   B : .....

SPECIMEN

Session 3

COMMUNICATION ACTIVITY (Situation d'évaluation) **:**

C'est la célébration de la fête du travail au Lycée Boga Doudou de Lakota. Pour agrémenter la cérémonie, l'Ambassadeur des États-Unis en Côte d'Ivoire, parrain de la cérémonie, demande aux élèves de 5e de rédiger un paragraphe sur les professions et lieux de travail de leurs parents, en vue de partager cela avec des invités venus de l'Amérique. Faisant partie de ces élèves, dans ta production de 6 lignes maximum,

- présente les métiers ou professions de trois membres de ta famille ;
- indique le lieu de travail de chaque membre ;
- décris le lieu de travail de chacun.

SPÉCIMEN



Faisons le point…

Note dans chaque case la lettre de l'expression anglaise correspondante.

- **Suis l'exemple donné.**

J'ai appris à …

1.	h	dire et à écrire les noms de métiers.	a.	Your job ; her workplace ; their tools
2.		demander quel métier une personne exerce.	b.	Handsaw ; hoe ; ladle ; electric clippers
3.		employer les adjectifs possessifs.	c.	What does a photographer do with a camera ?
4.		employer les pronoms possessifs.	d.	Where does a shop-assistant work ?
5.		demander quel usage l'on fait de tel ou tel outil de travail.	e.	What does Hermann do ?
6.		dire et à écrire les noms d'outils de travail.	f.	Mine is easy ; hers is difficult
7.		dire à qui appartient un certain outil de travail.	g.	Whose camera is this ?
8.		dire et à écrire les noms de lieux de travail.	h.	Electrician ; accountant ; cashier.
9.		demander où une personne donnée travaille.	i.	The market is crowded and noisy.
10.		demander comment est un certain lieu de travail.	j.	Supermarket ; police station ; bakery.
11.		qualifier différents lieux de travail.	k.	What is a pharmacy like ?

SPECIMEN

UNIT 5

CLOTHES AND COLOURS



- Listening -

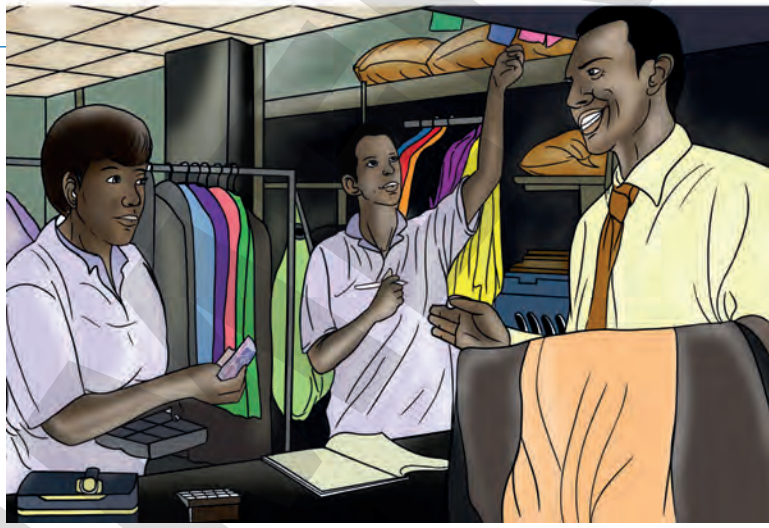


SPECIMEN

LESSON 1
LET'S GET DRESSED !

LEARNING CONTEXT
(situation d'apprentissage)

In order to prepare their excursion to Ghana, the students of 5e of Lycée Gouverneur Aboulaye Fadiga (GAF) of Touba listen to a text describing clothes and what people are wearing.



GOOD TO KNOW

VOCABULARY CONTENT

Suit ; Jacket ; Pants ; Tie ; Socks ; Hat ; Sandals ; Scarf ; Earrings ; Pyjamas ; Ring ; Panties ; Tank top ; Swimsuit ; Underwear ; Trainers ; Necklace

LANGUAGE FUNCTIONS

1. Describing what people wear

A : What is he wearing ?

B : He is wearing a hat.

2. Asking and answering yes / no questions about clothes

A : Do teachers wear jackets at school ?

B : Yes, they do.

MY DICTIONARY

Accessories : accessoires ; **Stealer** : un voleur ; **To steal** : voler (un objet) ; **To watch** : regarder ; **Purchase voucher :** bon d'achat ; **To carry :** porter ; **Wrist :** poignet

SPECIMEN

Session 1

Activity 1 : Match the names of clothes in the list to the pictures below. Number 1 is an example.

a hat ; sandals ; a scarf ; earrings ; pyjamas ; a ring

 *1. a hat*	 2.	 3. .....
 4.	 5.	 6. .....

Activity 2 : With your partner, ask and answer questions about the clothing items in the table. Do it like in the example.

1  Arnold

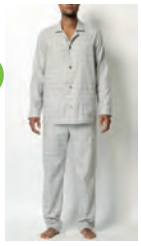
A : What is Arnold wearing ?

B : He is wearing a hat.

2  Aïcha

A : ..... ?

B : .....

3  Curtis

A : ..... ?

B : .....

4  Mr and Mss Gouhi

A : ..... ?

B : .....

5  Chantal

A : ..... ?

B : .....

6  Samba

A : ..... ?

B : .....

Activity 3 : Listen to your teacher saying names of clothes. Circle (O) the clothes you hear.








SPECIMEN

Session 2

Activity 1 : Use the names of articles of clothing or accessories from the box to identify the pictures below. Number 1 is an example.

trainers ; handbag ; panties ; dress ; pants ; necklace

 *1. handbag*	 2.	 3. .....
 4.	 5.	 6. .....

Activity 2 : With your partner, ask and answer questions about articles of clothing like in the example.

1. women teachers / carry handbags at school
   A. Do women teachers carry handbags at school ?
   B. Yes, they do.
2. The President of the Republic of Côte d'Ivoire / wear trainers
3. Girl students / night gown at school
4. You / wear jeans at school
5. Boy students / wear khaki uniforms at school

Activity 3 : Listen to your teacher saying names of clothes. Circle (O) the clothes you hear.








SPECIMEN

Session 3

COMMUNICATION ACTIVITY (Situation d'évaluation) **:**

You're participating in a listening competition organised by the English Club of your school. You have to listen to a conversation between Curtis and John and do all the activities that follow. The winner of the competition will receive a 50, 000 francs purchase voucher for items of clothing, accessories, jewels and shoes.

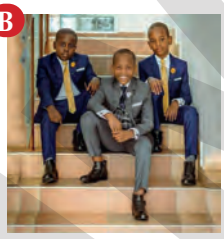
A. Listen to the dialogue between Curtis and John and circle the number of the topic of their conversation among the options below.

1. Curtis and John exchange information on clothes that boys, girls, men and women wear at school.
2. Curtis and John exchange information on clothes that boys, girls, men and women wear at church.
3. Curtis and John exchange information on clothes that boys, girls, men and women wear at home.

B. Listen to the dialogue again and,

1. note the item of clothing that boys put on :

A 

B 

C 

2. note the items of clothing that girls wear :

A 

B 

C 

3. note the clothes that men and women wear :

A 

B 

C 

C. After listening to the conversation, write a paragraph about clothes that each member of your family (father, mother, brothers and sisters) wears to go to work, to school or to the market.

SPECIMEN

LESSON 2
LOOK AT MY BLUE WATCH !



LEARNING CONTEXT
(situation d'apprentissage)

Visiting Osseykro (Ghana) with their English teacher, the students of 5e from Lycée Djedji Amondji come across a Ghanaian clothes seller. They listen to him describing his colourful underwear and accessories in order to make their choices.

GOOD TO KNOW

VOCABULARY CONTENT

Bra ; Belt ; Gloves ; Advertise ; Bracelet ; Tank top ; Green ; Yellow ; Pink ; Purple ; Black ; Grey ; Brown ; Blue

LANGUAGE FUNCTIONS

1. Talking about colours of clothes

B : What colour is the skirt ? / What's the colour of the skirt ?
B : It is pink.

2. Asking questions about accessories' use

A : What do we wear on trousers to catch them ?
B : It is a belt.
A : What do we wear to know the time ?
B : It is a watch.

MY DICTIONARY

Wrist : poignet ; **To get** : obtenir ; **Meaningful** : sensé ; **There** : là-bas ; **To carry** : porter ; **Trader :** commerçant, marchand ; **To guess** : deviner

SPECIMEN

Session 1

Activity 1 : Put the letters of each word in the right order to get meaningful names of clothes and accessories. Number 1 is an example.

1. l-e-t-B = belt

2. c-r-e-B-a-t-e-l = ...

3. v-o-l-G-e-s = ...

4. k-a-n-T p-o-t = ...

5. t-a-W-h-c = ...

6. r-a-B = ...

Activity 2 : Write the names of the following clothes and accessories. Number 1 is an example.

 *1. belt*	 2.	 3. .....
 4.	 5.	 6. .....

Activity 3 : Guess the clothes according to their uses.

1. A : What do we wear on trousers to catch them ?
B : It is a belt.

2. A : What do we wear to know the time ?
B : .....

3. A : What do girls wear under their blouses ?
B : .....

4. A : What do we wear to decorate hands (wrist) ?
B : .....

5. A : What do we wear to protect hands ?
B : .....

6. A : What do boys wear under their shirts ?
B : .....

SPECIMEN

Session 2

Activity 1 : Put the letters of each word in the right order to get a name of colour. Then put the corresponding colour in the circle.

1 — l-Y-w-o-l-e

2 — n-e-G-e-r

3 — l-u-B-e

4 — e-g-r-O-a-n

5 — l-u-p-P-e-r

6 — r-y-G-e

Activity 2 : Describe the following accessories. Give the names and the colour. Number 1 is an example.



1

A : What is this ?

B : It is a brown belt.



2

A : .....

..... ?

B : .....

.....



3

A : .....

..... ?

B : .....

.....



4

A : .....

..... ?

B : .....

.....



5

A : .....

..... ?

B : .....

.....



6

A : .....

..... ?

B : .....

.....

SPÉCIMEN

Activity 3 : With your partner, ask and answer questions about clothes and colours.
Follow the example.



1

A : What colour is the dress ?

B : It's pink, brown, orange and grey.



2

A : ..... ?

B : .....



3

A : ..... ?

B : .....



4

A : ..... ?

B : .....



5

A : ..... ?

B : .....

SPÉCIMEN

Session 3

COMMUNICATION ACTIVITY (Situation d'évaluation) **:**

You are in Ghana and you listen to a radio advertisement of a seller, presenting his different items of clothing. You want to use the information from the advertisement to write a small text about people's favourite colours and clothes. Your paragraph will be published in the school magazine of your school. Listen to the advertisement and do all the activities that follow.

A. Listen to the podcast or the teacher and stick the correct sentence among the three options :

1. The seller is presenting items of clothing for students, children and babies. ☐
2. The seller is presenting items of clothing for men, women and young people. ☐
3. The seller is presenting items of clothing for teachers and doctors. ☐

B. Listen to the podcast or the teacher again and write the correct ending to the sentences below :

1- The seller has trousers, jeans, pyjamas and .....
2- The trousers are .....
3- The shirts are .....
4- The seller also has underwear, handbags, skirts and .....
5- The shorts and socks are .....
6- The skirts are .....

C. Write a paragraph about the colours of your favourite items of clothing. In your text,

– name four clothes you like ;
– specify the colour of each item of clothing ;
– indicate the occasions on which you like wearing them.

.....
.....
.....
.....
.....
.....
.....

SPECIMEN

LESSON 3

LET'S GO SHOPPING FOR CLOTHES !

LEARNING CONTEXT
(situation d'apprentissage)

Visiting Kumasi (Ghana) with their English teacher, the students of 5e of Lycée Moderne Bonoua get in a clothes shop. As they want to buy some articles, they listen to the salesperson who gives the prices of the different items of clothing.



GOOD TO KNOW

VOCABULARY CONTENT

Numbers in letters ; Night gown ; Underwear ; Underpants

LANGUAGE FUNCTIONS

1. Asking for and giving prices

A : How much does this belt cost ?
B : It costs 2,500 f CFA.

2. Expressing preferences

Would / prefer / 'd rather / 'd prefer
Would + Infinitive
→ I would drink fresh water.

MY DICTIONARY

Price : prix ; **Either… or :** soit… soit ; **Gap** : espace ; **So that** : afin que ; **Rather** : plutôt ; **In figures** : en chiffres ; **About** : à propos de ; **Ring** : bague

SPÉCIMEN

Session 1

Activity 1 : Write the following numbers either in letters or in figures. Number 1 is an example.

1) 125 = One hundred and twenty-five

2) Three hundred and five = ...

3) 320 = ...

.....

4) 980 = ...

.....

5) 755 = ...

.....

6) Seven hundred and seventy-five = ...

Activity 2 : Listen to your teacher and write the price of each article.

1 	2 	3 	4  .....

Activity 3 : Ask and answer questions about the price of each article below. Do it in pairs. Number 1 is an example.

1 
2,500
A : How much does this belt cost ?
B : It costs 2,500.

2 
2,000
A : .....
.....?
B : .....
.....

3 
15,000
A : .....
.....?
B : .....
.....

4 
25,000
A : .....
.....?
B : .....
.....

5 
1,500
A : .....
.....?
B : .....
.....

6 
2,000
A : .....
.....?
B : .....
.....

SPECIMEN

Session 2

Activity 1 : Write the following numbers either in letters or in figures. Number 1 is an example.

1. 2,440 = Two thousand, four hundred and forty

2. 7,660 = ...

3. 12,585 = ...

4. 45,605 = ...

5. Four thousand, six hundred and sixty-five = ...

6. 10,880 = ...

Activity 2 : Work with your partner to build conversations. Follow the example.

You : I have bought new shoes.
Your partner : Oh really ? What colour are they ?
You : They are black.
Your partner : And how much do they cost ? or How much are they ?
You : They cost 5,000 cfa, or they are 5,000 cfa.

1. I bought new shoes (black - 5,000 cfa).
2. He got a nice shirt (green - 3,500 cfa).
3. My sister bought a new skirt (blue - 4,000 cfa).
4. I bought a new handbag (red - 6,500 cfa).

Activity 3 : Complete the text below with the words or expressions from the box. Number 1 is an example.

rather ; would ; prefer ; 'd prefer ; likes ; 'd rather wear.

I (1) ***prefer*** a shirt to a jacket. I (2) ..... rather buy a cap than a headscarf. My father (3) ..... wearing a suit than wearing jeans.

Students (4) ..... shorts than trousers. My mother (5) ..... wrappers and dislikes skirts. Young boys would (6) ..... buy jackets than waistcoats.

SPECIMEN

Session 3

COMMUNICATION ACTIVITY (Situation d'évaluation) **:**

You are about to apply for a job as a shop assistant in a clothes shop where customers speak English. As a preparation for the coming interview, you listen to a dialogue between a Ghanaian shop assistant and a customer. Listen to the podcast or the teacher and do the activities that follow.

A. Listen to the dialogue between the shop assistant and the customer and say whether the statement below is true (T) or false (F). If false, provide the correct answer.

- The shop assistant is presenting clothes for children and students. .....

B. Listen again to the dialogue and circle the letters of the correct endings to the sentences.

1. The black suits cost :

   a) CFA 2,500 b) CFA 10,500 c) CFA 23,000

2. An underwear costs :

   a) CFA 800 b) CFA 1,000 c) CFA 1,300

3. The colours of the skirts are :

   a) brown, green and grey b) brown, pink and blue c) brown, red and white

4. A wrapper costs :

   a) CFA 10, 000 b) CFA 11,000 c) CFA 12,000

C. With your partner, use the answers from *task B* to complete the dialogue below between a shop assistant (SA) and a customer (C). Then come and roleplay it before the class.

SA : Good morning ! May I help you ?

C : Good morning ! I just want to ask for the prices of some items of clothing. How much do the black suits cost ?

SA : (1) .....

C : How much does an underwear cost ?

SA : ***(2)*** .....

C : Wow ! Those brown skirts are very beautiful ! What are the other colours of your skirts ?

SA : ***(3)*** ..... Which skirts do you prefer taking ?

C : ***(4)*** ..... Let me see the wrappers. How much does each of them cost ?

SA : ***(5)*** .....

SPÉCIMEN



Faisons le point…

Note dans chaque case la lettre de l'expression anglaise correspondante.

- **Suis l'exemple donné.**

J'ai appris à …

1.	a	identifier et à dire les noms des vêtements.	a.	A shirt ; a dress…
2.		décrire les vêtements que je porte.	b.	One hundred ; two thousand and four…
3.		identifier et à nommer les couleurs.	c.	It is 1,000 f cfa ; it is 4,500 f cfa…
4.		compter de 100 à 1000, et au-delà.	d.	I am wearing a shirt …
5.		dire des prix.	e.	I dislike blue jeans …
6.		exprimer une préférence.	f.	I prefer the shirts ...
7.		dire ce que j'aime.	g.	Blue ; red ; yellow …
8.		dire ce que je n'aime pas.	h.	I like white shirts …
9.		demander à quelqu'un de dire les vêtements qu'il préfère.	i.	What colour is this / that ?
10.		demander les couleurs de vêtements.	j.	How much is this ... ?
11.		demander combien coûte un vêtement.	k.	Which clothes do you prefer ?
12.		demander à quelqu'un de décrire les vêtements qu'il porte.	l.	What are you wearing ?

SPECIMEN

UNIT 6

FOOD AND DRINKS



- Listening -



SPECIMEN

LESSON 1
AT THE RESTAURANT



LEARNING CONTEXT
(situation d'apprentissage)

Soon, you are going to visit your Liberian penfriend in Monrovia. In order to be able to interact with people in restaurants there, you listen to a podcast about ordering food and expressing preferences.

GOOD TO KNOW

VOCABULARY CONTENT

Mixed vegetables ; Avocado puree ; Mixed salad ; Fried rice ; groundnut soup ; Bread ; Fried chicken ; Grilled fish ; Pounded yam ; Pounded plantain ; Meatballs ; Palm nut soup ; Coffee ; Tea ; Wine ; Soft drinks ; Cake ; Cookies, Ice cream ; Milkshake

LANGUAGE FUNCTION

1. Expessing preferences :

would rather like to / prefer … to

- I **prefer** orange juice **to** coffee.
- I**'d rather** drink a glass of milk.

MY DICTIONARY

Snack : casse-groûte ; **Favourite** : préféré ; **To refer** : se referer (à) ; **Mixed :** melangé ; **Ginger :** gingembre ; **Ice-cream :** crème glacée ; **Milkshake :** lait frappé ; **Herself :** elle-même ; **Waitress :** serveuse (bar, restaurant) ; **Sorrel :** oseille (plante comestible souvent utilisée en cuisine)

SPECIMEN

Session 1

Activity 1 : Reorder the letters below to obtain appropriate names of food items. Number 1 is an example.

1. xiMed glatevebes = **Mixed vegetables**
2. adovAco repue = ...
3. xideM dalas = ...
4. deriF ceri = ...
5. drounuGtn pous = ...
6. dreaB = ...
7. deriF enkcich = ...

Activity 2 : Listen to your teacher and write under each picture what you hear.



1. .....



2. .....



3. .....



4. .....



5. .....



6. .....



7. .....



8. .....

Activity 3 : With your partner, ask and answer questions about your favourite meals. Do like in the example.

1. mixed salad / mixed vegetables
   Your partner : What would you prefer, mixed salad or mixed vegetables?
   You : I'd prefer (I would prefer) mixed vegetables.
2. a slice of pinapple / a piece of bread
3. ice-cream / avocado with bread
4. fried chicken / grilled chicken
5. rice with okra soup / fried fish with attieke

SPECIMEN

Session 2

Activity 1 : These words refer to some food and drinks, put the letters of each word in the right order to get meaningful names of food and drinks . Number 1 is an example.

1. s-h-e-k-a-M-k-i-l = Milkshake

2. s-e-C-o-k-i-o = ...

3. t-o-S-f s-r-d-k-i-n = ...

4. c-l-e m-c-e-r-a = ...

5. e-C-o-e-f-f = ...

6. e-a-C-k = ...

Activity 2 : Identify the food and drink items below using the words or expressions from the box below. Number 1 is an example.

tea ; soft drinks ; ice cream ; coffee ; cake ; wine ; milkshake ; cookies



1. soft drinks



2.....



3. .....



4. .....



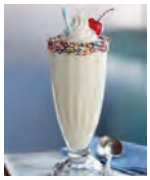
5.....



6.....



7.....



8.....

Activity 3 : Complete the text below with : *'d rather ; prefer*

I' (**1**) ***d rather*** drink a glass of water than a bottle of wine. I (**2**) ..... water to wine. But from time to time, in parties, for example, I (**3**) ..... drinking wine to drinking water. My little brother, for example, in parties (**4**) ..... sorrel juice. In any circumstance, he (**5**) ..... take sorrel juice. My sister, for example, (**6**) ..... cook the meals herself than eat everywhere.

SPECIMEN

Session 3

COMMUNICATION ACTIVITY (Situation d'évaluation) **:**

During a trip in Takoradi (Ghana), with other members of your English Club, you go to a restaurant to have a meal. You listen to the Ghanaian waiter give you the menu of the day. As you listen,

1. list the meals that you hear ;

.....

.....

2. from the list below, circle (O) the drinks that are available :

water, beer, wine, orange juice, sorrel juice, coke, soda, milk, apple juice, jinger juice.

3. order your meal and drink and the ones of your partner Koffi.

.....

.....

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SPECIMEN

LESSON 2
AT THE GREENGROCER'S



LEARNING CONTEXT
(situation d'apprentissage)

An American dietician is giving a presentation at your next English club meeting. In order to get prepared for the event, you listen to a text about fruits and vegetables.

GOOD TO KNOW

VOCABULARY CONTENT

Tangerine ; Soursop ; Watermelon ; Cashew ; Guava ; Lemon ; Strawberry ; A bunch of grapes ; Cabbage ; Eggplants ; Pumpkin ; Cucumber ; Spinach ; French beans ; Spring onions ; Cassava

LANGUAGE FUNCTIONS

1. Expressing quantity

A : How many fruit items are there in picture number 1 ?
B : There are four fruit items.

2. Comparing

- Short adjective : Adj + ER + than + Compl
  - Pepper is smaller than cassava.
  - Cucumber is longer than lemon.
- Long adjective : More + Adj + than + compl
  - Tomatoes are more beautiful than cassavas.
  - Banana is more delicious than cucumber.

MY DICTIONARY

Square : carré ; **Speech :** discours ; **Tuber :** tubercule ; **The best :** le / la meilleur (e) ; **To cook :** cuisiner

SPECIMEN

Session 1

Activity 1 : Put the letters in the right order to find names of some fruits. Number 1 is an example.

1. u-v-a-G-a = Guava

2. m-o-L-e-n = ...

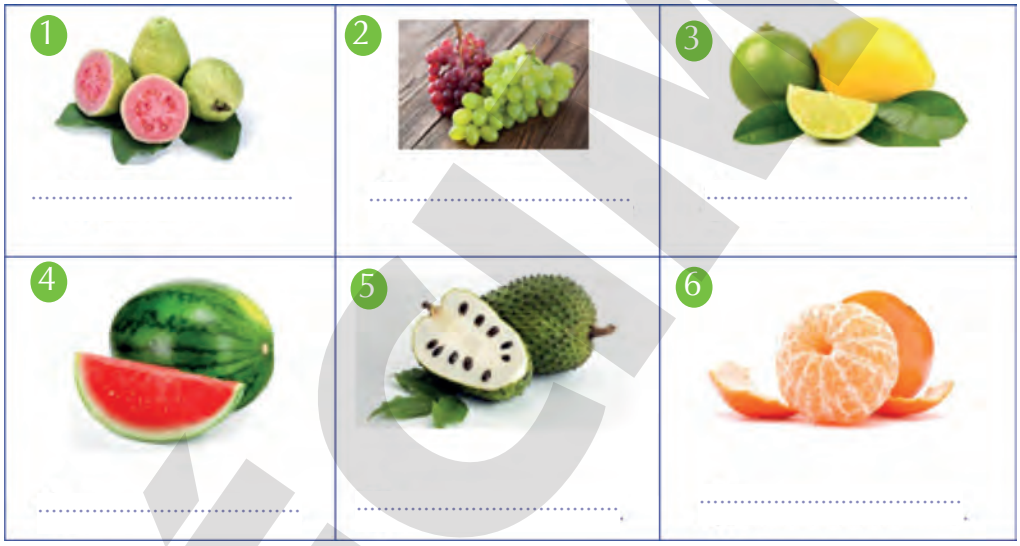
3. t-r-a-W-e l-e-n-o-m = ...

4. p-o-u-r-S-s-o = ...

5. r-a-T-e-n-n-i-g-e = ...

6. p-r-s-a-G-e = ...

Activity 2 : Listen to your teacher and write under each picture what you hear.



Activity 3 : Look at the pictures in *Activity 2* and answer the following questions.

1. A : How many parts of fruits are there in picture 1 ?
B : There are four parts of fruits.

2. A : How many parts of fruits are there in picture 2 ?
B : .....

3. A : How many parts of fruits are there in picture 3 ?
B : .....

4. A : How many parts of fruits are there in picture 5 ?
B : .....

SPECIMEN

Session 2

Activity 1 : Put the letters in the right order to find names of vegetables. Number 1 is an example.

1. g-l-a-n-g-E-p-t = Eggplant 2. b-a-C-a-b-g-e = ... 3.k-u-m-P-i-n-p = ... 4. v-a-s-a-C-a-s = ... 5. S-p-a-c-h-i-n = ... 6. b-u-C-u-m-c-e-r = ...

Activity 2 : Listen to your teacher and write under each picture what you hear.

1 	2 	3  .....
4 	5 	6  .....

Activity 3 : Compare the following vegetables. Number 1 is an example.

1. Eggplants / french beans (delicious)
   → Eggplants are more delicious than french beans.
2. A carrot / a cucumber (delicious)
   → .....
3. A kilo of carrot / a kilo of chilli (expensive)
   → .....
4. Tomatoes / cassava (beautiful)
   → .....
5. Pumpkins / eggplants (difficult to find)
   → .....

SPECIMEN

Session 3

COMMUNICATION ACTIVITY (Situation d'évaluation) **:**

You are at the market of Accra (Ghana). You meet a greengrocer who is describing the fruits and vegetables he is selling. Listen to him and do all the activities that follow.

A. Listen to the greengrocer and say whether the statements below are true (T) or false (F).

- The shop assistant is presenting clothes for children and students .....
- The greengrocer only sells fruits and vegetables produced in Ghana .....

B. Listen to the podcast or the teacher again and circle the letter of each correct answer to the questions :

1. What quantity of watermelons and lemons are there ?

A- A lot B- A great deal C- A few

2. What quantity of guava juice is there ?

A- A great deal B- A few C- A little

3. What comparison does the greengrocer make between his French beans and the ones sold in supermarket ? (circle the letter of the correct answer.)

A- His French beans are bigger B- His French beans are sweeter C- His French beans are longer

4. How many kinds of fruits and vegetables should we eat every day to stay healthy ? (circle the correct answer.)

A- 3 B- 4 C- 5

C. Write a paragraph about fruits and vegetables that are for sale in the market of your area. In your text,

- name the varieties of fruits and vegetables available ;
- give information about their quantities ;
- compare the fruits and vegetables available in the market of your area.

.....

.....

.....

.....

.....

.....

SPECIMEN

LESSON 3

WELCOME TO THE COOKING SHOW !



LEARNING CONTEXT
(situation d'apprentissage)

In order to prepare for a lunch at a Liberian restaurant, the students of 5e from Jean Piaget listen to a podcast about giving food recipes.

GOOD TO KNOW

VOCABULARY CONTENT

Cake ; Cookies ; Cheese ; Sugar ; Sweets ; Candies ; Tasty ; Sugary ; Sour ; Spicy ; Fatty ; To taste ; To pound ; To cook

LANGUAGE FUNCTIONS

1. Sequencing / describing a process :
first , firstly , second , secondly , third, thirdly, then , next , after that, finally

2. Using the imperative : *Verb + compl*
- Cook the meal, please.
- Taste this coffee. It's delicious !

3. Giving instructions
- Put the cooking pot on the fire.
- Wash the rice before cooking...

MY DICTIONARY

Salty : salé ; **Vinegar :** vinaigre ; **Oil :** huile ; **Process :** procédure ; **To pour** : verser ; **Step :** étape

SPECIMEN

Session 1

Activity 1 : Reorder the letters below to obtain appropriate actions related to cooking. Number 1 is an example.

1. Pele = **Peel**
2. taBe = ...
3. rushC = ...
4. dAd = ...
5. ckaCr = ...
6. poCh = ...
7. rouP = ...
8. Beka = ...

Activity 2 : Identify the actions below using the words or expressions you found in Activity 1. Number 1 is an example.



1. to chop



2.....



3.....



4.....



5.....



6.....



7.....



8.....

Activity 3 : With a partner, use the clues below to ask and answer questions expressing necessities, using "have to" or "need to". Number 1 is an example.

1. pounded yam / peel yam / need to

A : What do you need to do when cooking pounded yam ?

B : You need to peel yam.

2. cook omelet / crack the egg / have to

A : ..... ?

B : ..... .

3. cook pounded plantain / peel plantains / need to

A : ..... ?

B : ..... .

4. make avocado puree / crush avocado / have to

A : ..... ?

B : ..... .

5. cook fried rice / add oil / need to

A : ..... ?

B : ..... .

SPECIMEN

Session 2

Activity 1 : Reorder the letters below to obtain appropriate names related to food items. Number 1 is an example.

1. Sagru = **Sugar**
2. truBet = ...
3. drustMa = ...
4. kilM = ...
5. easYt = ...
6. seeChe = ...
7. noHey = ...
8. neaSogins buce = ...

Activity 2 : Identify the food items below using the words or expressions you found in Activity 1. Number 1 is an example.



1. cheese



2.....



3.....



4.....



5.....



6.....



7.....



8.....

Activity 3 : How do you cook an omelette ? Put the instructions in the right sequence . The first step is given to you.

1. b- First, crack two eggs in a bowl.

a- After that, pour some cooking oil in a small frying pan.
b- First, crack two eggs in a bowl.
c- Thirdly, add up the onions and tomatoes in the bowl.
d- Next, add up a pinch of salt.
e- Finally, slide the omelette onto the plate.
f- Then pour the whole mixture into the frying pan.
g- Secondly, cut up onions and tomatoes into slices.

1	2	3	4	5	6	7
b	.....	.....	.....	.....	.....	.....

SPECIMEN

Session 3

COMMUNICATION ACTIVITY (Situation d'évaluation) **:**

You listen to a cooking program on the Ghanaian radio "Okay FM". You want to learn a recipe and cook for your mother's birthday party. Listen to the program and do all the activities that follow.

A. Listen to the podcast or the teacher and say what meal the recipe is for.

B. Listen again and choose the correct answers to the questions among the 3 options. Circle the letter of the correct answer. Do like in the example.

1) How many ingredients are necessary for the recipe ?

(A-) 3 B- 5 C- 7

2) What is the first action to do ?

A- add some salt B- peel the plantain C- pour some water

3) How should we chop the plantains ?

A- in triangles B- in square C- in cubes

4) How long should the oil boil ?

A- 5 min B- 10 min C- 15 min

5) When should we stop frying the plantain ?

A- until oil finishes B- until water finishes C- until each side of the plantain is golden brown

6) What can we eat it with ?

A- eggs or fish B- peanut soup or palm nut soup C- cookies

C. After listening to the program, you decide to write a short summary of the recipe. Complete the paragraph below with the suitable words.

(1) **…….** , salt and oil are the ingredients for the recipe. First, I ***(2)*** **…….** the plantain and I cut them in ***(3)*** **…….** . Then, I boil the oil for about ***(4)*** **…….** in a large frying pan. ***(5)*** **……,** I fry the plantains and the meal is ready. We can eat it with ***(6)*** **……** .

SPECIMEN



Faisons le point…

Note dans chaque case la lettre de l'expression anglaise correspondante.

- **Suis l'exemple donné.**

J'ai appris à …

1.	d	identifier, à dire et à écrire les noms des différents repas de la journée.	a.	Wash the fish, put the oil in the frying pan…
2.		identifier, à dire et à écrire les noms des repas et boissons.	b.	A pepper is smaller than a cucumber.
3.		identifier, à dire et à écrire les noms des fruits et légumes.	c.	First ; secondly ; then ; after that…
4.		demander à quelqu'un la quantité d'une chose.	d.	Breakfast ; lunch ; dinner ...
5.		donner des instructions.	e.	Mixed salad ; fruit salad
6.		demander à quelqu'un s'il est d'accord pour participer à une activité.	f.	Guava ; cucumber ; vegetables
7.		faire des suggestions à quelqu'un.	g.	How about drinking a soda ?
8.		exprimer les séquences.	h.	Omelette ; golden cake
9.		dire les noms de différentes recettes.	i.	How about drinking a limonade ?
10.		exprimer la comparaison.	j.	How many mangoes are there in the fridge ?

SPÉCIMEN

UNIT 7

HEALTH AND ENVIRONMENT



- Reading -



SPECIMEN

LESSON 1

MY BODY HYGIENE



LEARNING CONTEXT
(situation d'apprentissage)

The students of 5e of Lycée Sainte-Marie of Cocody are reading a text about health and hygiene in order to take care of their body and stay healthy.

GOOD TO KNOW

VOCABULARY CONTENT

Soap ; Towel ; Comb ; Sponge ; Toothbrush ; Nail clipper ; Cotton bud ; Toilet paper ; To take a bath ; To put on make ups ; To take a shower ; To take off one's clothes ; To shave ; To dry one's hair ; To put deodorant ; To brush one's teeth ; To clean one's ears ; To sleep under a mosquito net

LANGUAGE FUNCTIONS

1. Expressing obligations / Prohibitions with "must" / "mustn't"

- You **must** wash your hands before eating. (obligation)
- You **mustn't** eat with dirty hands. (prohibition)

2. Expressing obligations / Prohibitions using "have to" ; "don't / doesn't have to"

- You **have to** wash your hands before eating. (obligation)
- You **don't have to** eat with dirty hands. (prohibition)

MY DICTIONARY

Health : la santé ; **Healthy :** en bonne santé ; **Hygiene tools :** matériels d'hygiène ; **To remove :** enlever, faire disparaitre ; **To keep away :** tenir éloigné ; **Sheet :** feuille ; **Makeup :** maquillage ; **To take off :** enlever (des vêtements) ; **Surroundings :** alentours ; **Fitness :** entraînement physique ; **Sickness :** maladie

SPECIMEN

Session 1

Activity 1 : Reorder these letters and find names of hygiene tools. Number 1 is an example.

1. p-o-S-a = **Soap**
2. o-T-w-l-e = ...
3. b-o-m-C = ...
4. g-o-n-p-S-e = ...
5. b-o-o-T-h s-t-u-r-h = ...
6. l-a-N-i p-i-l-c-e-r-p = ...
7. t-o-n-C-o-t d-u-b = ...
8. l-i-T-o-t-e a-p-e-p-r = ...

Activity 2 : Identify the hygiene items below using the words or expressions you found in Activity 1. Number 1 is an example.



1. a sponge



2. .....



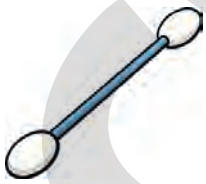
3. .....



4. .....



5. .....



6. .....



7. .....



8. .....

Activity 3 : Complete each sentence with : "must" or "mustn't". Number 1 is an example.

1. You **mustn't** touch dirt directly.
2. You ..... wash your clothes regularly.
3. We ..... eat something fallen on the ground.
4. We ..... wash food before eating it.
5. We ..... wash our hands after going to the toilets.
6. You ..... drink this water. It is contaminated.
7. I ..... drink clean water. It's good for my health.
8. Children ..... eat with dirty hands. It's dangerous.

SPÉCIMEN

Session 2

Activity 1 : Match each action below with its corresponding picture. Number 1 is an example.



a



b



c



d



e



f



g



h



i



j

Actions	Pictures
1. Amina is taking her bath.	h
2. My sister is putting on make-up.	.....
3. I am combing my hair.	.....
4. Lucy is taking a shower.	.....
5. My brother is brushing his teeth.	.....
6. Aziz is taking off his clothes.	.....
7. My father is shaving.	.....
8. Wilfried is cleaning his ears.	.....
9. Fanta is drying her hair.	.....
10. Ruth is putting on deodorant.	.....

SPÉCIMEN

Activity 2 : Complete each sentence with : "have to" or "don't have to". Change the form of the verb if necessary. Number 1 is an example.

1. Children **have to** wash their hands before eating.
2. People ..... be rich before keeping their surroundings clean.
3. You ..... wait for your mother before cleaning your room. You can do it yourself.
4. Everybody ..... brush his teeth twice a day.
5. You ..... touch insects or plants you don't know.
6. I ..... clean my ears regularly. They are very dirty.
7. You ..... drink clean water. It's good for my health.
8. Children ..... eat with dirty hands. It's dangerous.

Activity 3 : Use the information from the brackets to ask and answer questions about hygiene. Number 1 is an example.

1. A : (you / before eating) ?
   → What do you have to do before eating ?
   B : (wash hands / soap)
   → I have to wash my hands with soap.
2. A : (sister / be clean) ?
   → ..... ?
   B : (cut nails / clippers)
   → .....
3. A : (Aya / protect her teeth) ?
   → ..... ?
   B : (brush teeth / toothpaste)
   → .....
4. A : (Your mother / keep hair clean) ?
   → ..... ?
   B : (wash hair / shampoo)
   → .....

SPECIMEN

Session 3

COMMUNICATION ACTIVITY (Situation d'évaluation) **:**

The British Embassy is organising in your school a sensitization campaign on personal hygiene. During the ceremony, the students are asked to read a newspaper's article about the consequences of a bad personal hygiene. As a student of 5e, read the text and do all the tasks that follow.

A. Read quickly the text, and in your exercise copybook, write down the good answer.

a. The text is about parents' hygiene. ☐

b. The text is about washing hands. ☐

c. The text is about children's hygiene. ☐

BE CLEAN !

Children need to keep themselves clean. This cleanliness becomes important when it comes to being and remaining healthy and feeling good about themselves.

Hygiene is not only important for health reasons. Good personal hygiene for kids will also increase the child's self-esteem and confidence, they will not be sad. Personal hygiene is the way we care for our bodies. It includes many activities, such as washing hands with good soaps, brushing teeth with good toothpaste, and bathing. It avoids being smelly and preventing pimples on the skin. For kids, good personal hygiene will help them stay healthy. Well-kept hygiene will prevent illnesses and help build the child's self-awareness. We are exposed to millions of germs every day and have to keep ourselves clean, not to get sick.

Adopting good hygiene habits is more than just washing hands. In addition, teaching the kids the importance of having a healthy hygiene routine early on enables them to stick to this routine.

Adapted from ostimo. February 8. 2021

SPECIMEN

B. Match the words from the text in Box A with their definitions or synonyms in Box B. Do it individually, then compare your answers with your partner's. Do like in the example.

BOX A	BOX B	Answers
1. sad (L4) 2. soap (L6) 3. toothpaste (L6) 4. smelly (L7) 5. pimples (L7) 6. illness (L9) 7. germs (L10)	A. a substance used to brush the teeth B. microbes C. unhappy D. unpleasant odour E. a substance used to take a bath F. sickness G. spots	1- C 2..... 3..... 4..... 5..... 6..... 7.....

C. Read the text again and give short answers to the questions below. Number 1 is an example.

1. Do children need to be dirty ?

   → **No, children need to keep themselves clean.**

2. When does cleanliness become important ?

.....

3. Define personal hygiene.

.....

4. How will good personal hygiene help kids ?

.....

5. How can children prevent illness ?

.....

D. Zouzouko is your friend. He is a very dirty boy. You decide to help him to take care of his body. Write him a mail. In it,

- tell him what he must do in order to have a good personal hygiene ;
- say what he mustn't do.

.....

.....

.....

.....

.....

.....

SPECIMEN

LESSON 2
I SHOULD PROTECT MY ENVIRONMENT

LEARNING CONTEXT
(situation d'apprentissage)

The students of Molonoublé are at the American Embassy for the celebration of the World Environment Day. During the ceremony, they read brochures about the dangers that menace the environment.



GOOD TO KNOW

VOCABULARY CONTENT

Air pollution ; Noise pollution ; Chemicals ; Bushfire ; Water pollution ; Soil pollution ; Climate change ; Deforestation ; To replant ; Wind ; Firebreak ; Renewable ; Biodegradable ; To recycle ; Fumes ; Faucet ; Drought ; Flood ; Earthquake ; Heatwave ; Tsunami ; Soil erosion ; Hurricane

LANGUAGE FUNCTIONS

1. Expressing Causes
- Water pollution **is caused by** domestic rubbish.

2. Giving advice
- We **should** replant trees.
- We **shouldn't** destroy the forest.

MY DICTIONARY

Safe : sain ; **Unclean :** insalubre ; **Healthy :** sain ; **To avoid :** éviter ; **Chemicals :** produits chimiques ; **Recycling :** recyclage ; **Waste :** déchet ; **Packaging :** emballage ; **Lifestyle :** style de vie ; **To require :** exiger ; **Recycled :** recyclé ; **Raw materials :** matières premières ; **Damaged :** endommagé, gâté, détruit… ; **Echo-friendly :** respectueux de la nature

SPECIMEN

Session 1

Activity 1 : Use the words or expression from the box to identify the natural disasters below. Number 1 is an example.

drought ; flood ; climate change ; heatwave ; bushfire ; earthquake



1. a drought



2.....



3.....



4.....



5.....



6.....

Activity 2 : Match the environmental problems below with their causes. Number 1 is an example.

Environmental problems	Causes
1. Climate change	a. hunters and careless smokers
2. Drought	b. extreme heat
3. Flood	c. volcanic eruptions
4. Bushfire	d. too much heavy rain
5. Earthquake	e. gas emissions
6. Heatwave	f. dry weather

1	2	3	4	5	6
e	...	...	...	...	...

Activity 3 : Use the answers in Activity 2 to build sentences expressing causes like in the example.

1. Climate change is caused by gas emissions.

2. Bushfire ..... .

3. Flood ..... .

4. Earthquake ..... .

5. Heatwave ..... .

6. Drought ..... .

SPECIMEN

Session 2

Activity 1 : Use the words or expressions from the box to identify the environmental problems below. Number 1 is an example.

soil pollution ; noise pollution, water pollution; hurricane ; tsunami ; soil erosion ; deforestation ; air pollution



1. air pollution



2. .....



3. .....



4. .....



5. .....



6. .....



7. .....



8. .....

Activity 2 : Match the eco-friendly actions below with their corresponding consequences on the environment. Number 1 is an example.

Eco-friendly actions	Consequences on the environment	Answers
1. Stop throwing chemicals in the river.	a. preservation of the soils.	1. e
2. Use biodegradable bags.	b. reduction of bushfire.	2.
3. Make a firebreak.	c. reduction of noise.	3.
4. Use renewable sources of energy.	d. reduction of air pollution.	4.
5. Reduce traffic, machines, loud music…	e. preservation of water.	5.
6. Replant trees.	f. preservation of the forest.	6.
7. Use electric cars.	g. preservation of the climate.	7.

Activity 3 : Read the following sentences and fill the gaps with : "should" or "shouldn't". Number 1 is an example.

1. People shouldn't destroy the forests.
2. Tom ..... throw rubbish in the street. It's bad for the environment.
3. In my opinion, people ..... use solar energy. It's clean and cheap.
4. Students ..... throw away plastic in the schoolyard. It's not clean.
5. We ..... replant trees if we want to avoid deforestation.
6. People ..... use biodegradable bags. It's eco-friendly.
7. Please Mum, what ..... I do to keep my environment clean ?
8. You ..... urinate in the river.

SPECIMEN

Session 3

COMMUNICATION ACTIVITY (Situation d'évaluation) **:**

It is the World Environment Day. The American Embassy organises series of seminars on the different types of pollution. You participate in the seminars and you read a leaflet about noise pollution.

Read the leaflet and do all the activities that follow :

A. Read quickly the text, and circle the letter of the correct answer.

a. The text is about the definition, causes and consequences of noise pollution.

b. The text is about noise pollution and its possible effects.

c. The text is about the rate of noise in the environment.

NOISE POLLUTION

Noise is defined as an unpleasant sound that has an adverse effect on the human ear. Noise pollution is the increase in the rate of noise in the environment. The causes of the pollution are moving vehicles, manmade machines and loud music. Noise can be caused by anything, but these three sources are the main reasons for the noise pollution around us. Noise can be extremely dangerous, especially when it is all around.

B. Match the words from the text in Box A to their definitions or synonyms in Box B. Do it individually, then compare your answers with your partner's. One option is not concerned. Do like in the example.

BOX A	BOX B	Answers
1. noise (L2) 2. increase (L2) 3. vehicles (L3) 4. dangerous (L5)	A. automobiles B. augmentation C. irritation D. loud and unpleasant sound E. harmful	1-D 2..... 3..... 4.....

C. Read the text and give short answers to the questions below. Do like in the example.

1. What is noise ?

→ It's a loud and unpleasant sound.

2. What is noise pollution ?

SPECIMEN

3. List two causes of noise pollution.

4. When can noise be extremely dangerous ?

D. As a journalist working for the English Magazine of your school, you are asked to write an article about types of pollution and natural disasters. In your article,

- name some types of pollution that affect your country ;
- name natural disasters that affect your country ;
- give some pieces of advice to stop them.

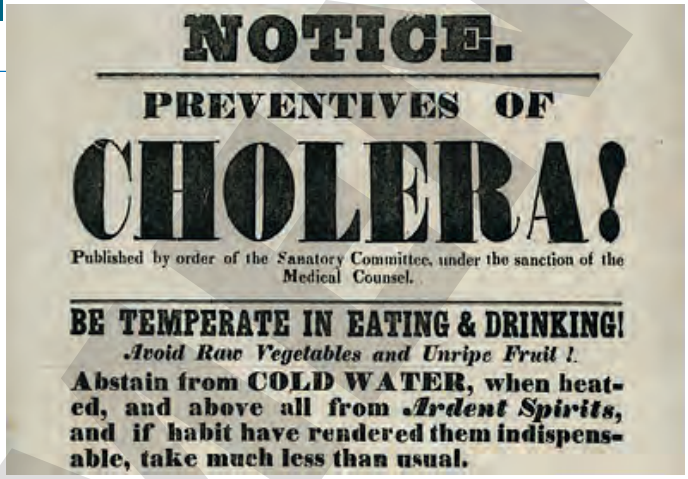
SPÉCIMEN

LESSON 3

WATER, SOURCE OF LIFE

LEARNING CONTEXT
(situation d'apprentissage)

On the celebration of the "World Health Day" in Lycée Municipal of Koumassi, the students of 5e read a text about water-related diseases in order to get enough information to sensitize their fellow students.


NOTICE.

PREVENTIVES OF

CHOLERA!

Published by order of the Sanatory Committee, under the sanction of the Medical Counsel.

BE TEMPERATE IN EATING & DRINKING!

Avoid Raw Vegetables and Unripe Fruit!

Abstain from COLD WATER, when heated, and above all from *Ardent Spirits*, and if habit have rendered them indispensable, take much less than usual.

GOOD TO KNOW

VOCABULARY CONTENT

Diseases ; Malaria ; Diarrhea ; Cholera ; Anemia ; Typhoid fever ; Hepatitis ; Safe food ; Mosquito net ; Contaminated water ; To throw ; To suffer ; To filter ; Virus ; Bacteria ; Faeces

LANGUAGE FUNCTIONS

1. Expressing probabilities

– He has fever. This **can** be malaria.
– She is vomiting. It **can** be cholera.

2. Expressing obligations

– We **must** wash our hands before eating.
– We **mustn't** urinate in the river.

MY DICTIONARY

Sanitizer : détergent
Ability : capacité
To train : apprendre
Forbidden : interdit
To keep away : tenir loin
Unability : incapacité

SPECIMEN

Session 1

Activity 1 : Match each disease below with its description or symptom. Number 1 is an example.

Diseases	Symptoms or descriptions	Answers
1. Anemia	a. frequent diarrhea and vomiting.	1. f
2. Malaria	b. liver infection, fatigue and vomiting.	2. .....
3. Typhoid fever	c. fever and vomiting due to mosquito bites.	3. .....
4. Diarrhea	d. fever and abdominal pain.	4. .....
5. Cholera	e. frequent going to the toilets.	5. .....
6. Hepatitis	f. insufficient blood.	6. .....

Activity 2 : Fill in the gaps with the right words or expressions from the box to talk about means of prevention. Number 1 is an example.

safe food ; fruit and vegetables ; mosquito net ; contaminated water ; washing hands

1. A good way to prevent malaria is to use a mosquito net .
2. Eating ..... helps you prevent anemia.
3. People catch cholera when they drink ..... .
4. ..... before eating helps you avoid diarrhea.
5. You prevent typhoid fever by eating ..... .

Activity 3 : Use the answers of Activity 1 to ask and answer questions about symptoms of diseases with your partner. Number 1 is an example.

1. A : What disease can it be when a person has frequent diarrhea and vomiting ?
   B : It can be cholera.
2. A : ..... ?
   B : .....
3. A : ..... ?
   B : .....
4. A : ..... ?
   B : .....
5. A : ..... ?
   B : .....
6. A : ..... ?
   B : .....

SPECIMEN

Session 2

Activity 1 : Use the right words or expressions from the box to complete the sentences below. Number 1 is an example.

urinate ; throw ; suffer from ; filter ; bacteria

1. Boil and filter water from the river before drinking it.
2. Don't ..... rubbish in the river.
3. It is not good to ..... in the river ; use toilets.
4. There are many ..... in polluted water.
5. If you drink dirty water, you can ..... diarrhea.

Activity 2 : Tick (√) the correct box to talk about actions you "must" or "mustn't do". Number 1 is an example.

Actions	Must	Mustn't
1. Urinate in the river.		√
2. Filter water from the river before drinking it.		
3. Throw rubbish in the river.		
4. Wash hands before eating.		
5. Drink contaminated water.		
6. Wash fruit and vegetables before eating them.		

Activity 3 : Use your answers in Activity 2 to write sentences like in the example.

1. You mustn't urinate in the river.
2. .....
3. .....
4. .....
5. .....
6. .....

SPECIMEN

Session 3

COMMUNICATION ACTIVITY (Situation d'évaluation) **:**

The British Embassy is organising a sensitization campaign on health and water in your school. You are invited to the ceremony and you find this newspaper's article about diseases caused by water.

Read the article and do all the activities that follow.

A. Read quickly the text and tick the best main idea among the proposals.

a. The text is about the definition, mode of transmission and solution to hepatitis A. ☐
b. The text is about the vaccines that prevent hepatitis A. ☐
c. The text is about the viruses that cause hepatitis A. ☐

HEPATITIS A

Hepatitis A is a very contagious liver infection. It is caused by the hepatitis A virus. The virus is one of several types of hepatitis viruses. It causes inflammation and affects your liver's ability to function.

You're most likely to get hepatitis A from contaminated food or water ; you can also get it from close contact with a person or object that's infected. Mild cases of hepatitis A don't need treatment. Many infected people recover completely without any serious liver damage.

Practicing good hygiene, including washing hands frequently, is one of the best ways to protect against hepatitis A. Vaccines are available for people most at risk.

B. Match the words from the text in Box A to their definitions or synonyms in Box B. Do like in the example.

BOX A	BOX B	Answers
1. contagious (L1)	a. capacity	1-e
2. ability (L2)	b. be healthy after a disease	2.....
3. mild (L5)	c. not severe	3.....
4. recover (L6)	d. manners	4.....
5. ways (L7)	e. transmissible by contact with an infected person	5.....

C. Read the text and give short answers to the questions below. Number 1 is an example.

1. What causes hepatitis A ?

→ **Hepatitis A virus causes hepatitis A.**

2. How can people catch the disease ?

.....

SPÉCIMEN

3. Do all people infected with the hepatitis virus die from the disease ?

.....

4. How may people avoid hepatitis A ?

.....

D. Your friend Carlin has an exposé about malaria. He needs your help to complete his work. Answer his questions, then with your partner, come and present the dialogue to the class.

Brou : Hello, my friend !

You *(1)* : .....

Brou : What's malaria ?

You *(2)* : .....

Brou : How can we contract malaria ?

You *(3)* : .....

Brou : What attracts mosquitoes ?

You *(4)* : .....

Brou : What're the symptoms of malaria ?

You *(5)* : .....

Brou : How can we avoid it ?

You *(6)* : .....

Brou: Thank you, my friend !

You *(7)* : .....

SPÉCIMEN



Water, source of life



Faisons le point…

Note dans chaque case la lettre de l'expression anglaise correspondante.

- **Suis l'exemple donné.**

J'ai appris à …

1.	f	dire ce que je dois faire.	a.	You shoudn't urinate in the river.
2.		dire ce que je ne dois pas faire.	b.	Climate change is due to gas emissions.
3.		conseiller quelque chose à quelqu'un.	c.	I mustn't eat with dirty hands.
4.		déconseiller quelque chose à quelqu'un.	d.	I can boil water from the well and drink it.
5.		exprimer une cause.	e.	I can't drink dirty water. It's not safe.
6.		dire ce que j'ai la possibilité ou la permission de faire.	f.	I must wash my hand before eating.
7.		dire ce que je n'ai pas la possibilité ou la permission de faire.	g.	You should clean your room every day.
8.		identifier des mots relatifs aux matériels d'hygiène.	h.	Cut my nails ; take a shower ; brush my teeth ; clean my ears…
9.		citer des problèmes environnementaux.	i.	Replant trees ; recycle materials ; use renewable energy…
10.		employer des verbes relatifs a l'hygiène corporelle.	j.	Air pollution ; water pollution ; soil pollution ; climate change…
11.		décrire des gestes écologiques.	k.	Soap ; towel ; hand sanitizer ; toothbrush…

SPECIMEN

UNIT 8

SPORTS AND GAMES



- Reading -



SPECIMEN

LESSON 1
THE IMPORTANCE OF SPORTS



LEARNING CONTEXT
(situation d'apprentissage)

During an English class in Lycée Pierre Gadié of Yopougon, the teacher makes his pupils of 5e1 read a text about the importance of sports in order to encourage them to practise sports.

GOOD TO KNOW

VOCABULARY CONTENT

Cycling ; Running ; Long Jump ; Javelin Throw ; Judo ; Gymnastics ; Boxing ; Karate ; Jogging ; Football ; Tennis ; Handball ; Basketball ; Wrestling

LANGUAGE FUNCTIONS

1. Expressing preferences

- A : **What's** your **favourite sport** ?
- B : My **favourite** sport **is football**.

2. Expressing preferences

- A : **Which** sport **do** you **prefer** ?
- B : I **prefer** basketball. / I **prefer** play**ing** basketball.

MY DICTIONARY

To collect : collecter ; prendre ; **Injury-prone :** sujet à blessure ; **Outdoor :** extérieur **Fairly :** juste ; **Less :** moins ; **Indoor :** intérieur ; **Quickly :** rapidement ; **Graduate :** diplômé ; **Run-up :** course ; **Single :** seul (e) ; **Pace :** pas

SPÉCIMEN

Session 1

Activity 1 : Use the words from the box to identify the sports below. Number 1 is an example.

javelin throw ; cycling ; boxing ; long jump ; running ; gymnastics ; judo ; karate



1. long jump



2. .....



3. .....



4. .....



5. .....



6. .....



7. .....



8. .....

Activity 2 : Match the sports in Column A with their definitions in Column B. Number 1 is an example.

Column A	Column B	Answers
1. Boxing	a- physical exercises involving sequences of movements	1. e
2. Cycling	b. martial arts	2. …
3. Gymnastics	c. athletic sport of throwing a spear for a distance	3. …
4. Long jump	d. the use of bicycle for sport	4. ….
5. Javelin throw	e. a combat sport with the fists	5. …
6. Karate	f. an action of a single jump preceded by a run-up.	6. …

Activity 3 : With a partner, ask and answer questions about the preferences of the people below. Number 1 is an example.

1. Yavo / Judo

A : What is Yavo's favourite sport ?

B : Yavo's favourite sport is Judo.

2. Rosa / Cycling

A : ..... ?

B : ..... .

3. Drissa and Yannis / Karate

A : ..... ?

B : ..... .

4. Malika and Victoire / running and gymnastics

A : ..... ?

B : ..... .

SPECIMEN

Session 2

Activity 1 : Use the words from the box to identify the sports below. Number 1 is an example.

wrestling ; basketball ; swimming ; volleyball ; tennis ; jogging ; football ; handball



1. volleyball



2. .....



3. .....



4. .....



5. .....



6. .....



7. .....



8. .....

Activity 2 : Match the actions below with their corresponding pictures. Number 1 is an example.

Column A	Column B	Answers
1. Volleyball	a. a propulsion of the body through water by combined arm and leg movements.	1. e
2. Swimming	b. a game for two teams of five players who try to throw a ball into a net.	2. …
3. Football	c. a sport where two people fight and try to throw each other onto the floor.	3. …
4. Basketball	d. the activity of running at a slow pace.	4. ….
5. Jogging	e. a ball where two teams try to hit the ball over a high net with their hands.	5. …
6. Wrestling	f. a game in which two teams of 11 players play against each other.	6. …

SPECIMEN

Activity 3 : Build short dialogues, expressing preferences or not. Number 1 is an example.

1. Rémi / Jogging (prefer)

A : What does Rémi prefer ?

B : He prefers Jogging.

2. Lamine / Wresting (not to prefer)

A : ..... ?

B : ..... .

3. Julus and Rayanne / Tennis (prefer)

A : ..... ?

B : ..... .

4. Sali / Handball (prefer)

A : ..... ?

B : ..... .

SPÉCIMEN

Session 3

COMMUNICATION ACTIVITY (Situation d'évaluation) **:**

The English Club of Lycée Coffi Gadeau of Tiébissou is organizing a reading competition on sports and games for the pupils of 5e. To prepare themselves to win the contest, they read a text about the topic in order to have more information.

A. As a student of that class, read the text and answer the questions that follow.

What is sport ?

Sport can be defined as a regular physical activity. Practicing sport has some benefits for the health. Scientists say that it can permit to reduce the risk of certain diseases such as obesity, anxiety, cancer, etc. There are many sports a student can practise at school and at home. Running, swimming, playing football or basketball are some possibilities for young people and also for adults. A person who doesn't practise a sport will very often complain about his health. Very skilled people may do sport professionally and gain lots of money like Didier Drogba.

1. How can we define sport ?

2. How many sports are named in the text ?

3. What categories of people can practise sport ?

4. If someone never practises sport, what will happen to him ?

5. What is the benefit of doing sport professionally ?

6. Is the practice of sport good for the health ? Justify your answer.

B. As a representative of your English Club, you are asked to write and perform a speech in front of all the students of your school. In your production,

- identify some popular sports ;
- say why they are important for people's life ;
- talk about your favourite sport.

SPECIMEN

LESSON 2

THE AFRICAN CUP OF NATIONS



LEARNING CONTEXT
(situation d'apprentissage)

To get well-prepared for a contest about sports, organized by the English club of their school, the students of 5e of Lycée Municipal of Marcory decide to read a text about the African Cup of Nations.

GOOD TO KNOW

VOCABULARY CONTENT

Team ; Goalkeeper ; Football player ; Goals ; Stadium ; Referee ; Spectators ; Trophy ; Pair of cleats ; Penalty spot ; Jersey ; Locker rooms ; Slide tackle ; Shoot

LANGUAGE FUNCTIONS

1. Giving reasons

A : **Why** did we lose the competition ?
B : **Because** we lost the penalty kick.

2. Expressing purposes

I practice sport in **order to** stay in good health.

MY DICTIONARY

To keep fit / to saty in good health : rester en bonne santé ; **To rule :** diriger ; **To train :** s'entrainer ; **Efficient :** efficace

SPÉCIMEN

Session 1

Activity 1 : Use the words from the box to identify the pictures below related to football. Number 1 is an example.

a goalkeeper ; spectators ; a stadium ; a referee ; a trophy ; the goals ; a team; a footballer



1. the goals



2. .....



3. .....



4. .....



5. .....



6. .....



7. .....



8. .....

Activity 2 : The paragraph below is about football. Complete it with the words from the box to make it a meaningful paragraph. Number 1 is an example.

referee ; goalkeeper ; teams ; stadium ; spectators ; trophy ; footballers

In a football competition, there are two (1) teams of 11 players. These players are also called (2) ..... . A (3) ..... is there to rule and control the competition. Apart from the players, there is also a (4).....whose role is to stop the adversary from shooting the ball into the goals. The (5) ..... come to the (6) ..... to watch the match and support their teams. During the final competition, when a team wins the match, he wins the (7) ..... too.

Activity 3 : With a partner, ask and answer questions giving reasons like in the example below.

1. John / practise sport / to keep fit

A : Why does John practise sports ?

B : He practises sports because he wants to keep fit. / He wants to keep fit, that's why he practises sports.

2. The team / train a lot / to win the trophy

A : ..... ?

B : ..... .

3. Students / practise cycling / to stay in good health

A : ..... ?

B : ..... .

4. The spectactors / go to the stadium / to support their teams

A : ..... ?

B : ..... .

SPECIMEN

Session 2

Activity 1 : Complete the letters below to get appropriate words or expressions related to football. Number 1 is an example.

1. PE -ALTY SP-T = **PENALTY SPOT**
2. J-RS-Y = ...
3. PAIR OF CL-ATS = ...
4. S-OOT = ...
5. LOCKER R- - M = ...
6. SLIDE T-CK-E = ...

Activity 2 : Use the answers from Activity 1 to identify the pictures below related to football. Number 1 is an example.



1. penalty spot



2. .....



3. .....



4. .....



5. .....



6. .....

Activity 3 : With a partner, ask and answer questions expressing purpose using 'in order to' or 'for'. Number 1 is an example.

1. You / go to the stadium / to watch the competition

Your partner : Why do you go to the stadium ?

You : I go to the stadium in order to watch the competition. / I go to the stadium for watching the competition.

2. People / to practise sports / Keep fit

Your partner : ..... ?

You : .....

3. Spectators / go to the stadium / Support their teams

Your partner : ..... ?

You : .....

4. Player / train a lot / to be efficient

Your partner : ..... ?

You : .....

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Session 3

COMMUNICATION ACTIVITY (Situation d'évaluation) **:**

During a competition organized by the British Council, the students of 5e from Lycée des Jeunes Filles of Yopougon are asked to read and demonstrate their understanding of a text about the ambitions of a young African football fan.

A. As a competitor, read the text and answer the following questions.

A football fan's ambitions

My name is Tissé and I like sports. I like watching african football competitions. Football is an interesting sport. In this sport, there are some rules that we must respect. The referee is the person who obliges the different players to respect these rules. If, for example, you commit a foul, you can have a yellow card or a red card when the fault is serious. I like
5 football because of good players like Didier Drogba and Cristiano Ronaldo. My dream is to be a professional football player. I never miss to watch big competitions such as the African Cup of Nations and the World Cup.

1. Who obliges the players to respect the rules ?

.....

2. What can you have when you commit a serious fault in a football game ?

.....

3. Does Tissé like football ?

.....

4. Is Tissé's ambition to become a football player ?

.....

5. List the competitions named in the text ?

.....

B. In a paragraph of eight (8) lines maximum, write about a football match that you really appreciated during an edition of the African Cup of Nations. In your production,

- specify the match you appreciated ;
- say what you appreciated ;
- express the purposes for which this match was organized.

.....

.....

.....

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LESSON 3
THE IMPORTANCE OF GAMES

LEARNING CONTEXT
(situation d'apprentissage)

In order to discuss the importance of games in the society, the students of Lycée Moderne 3 of Agboville read a text about traditional games during an English class.



GOOD TO KNOW

VOCABULARY CONTENT

Draughts ; Awalé game ; Video game ; Ludo game ; Scrabble ; Cards ; Baby-foot ; Chess game ; Monopoly ; Jumping rope ; Hopscotch ; Swing

LANGUAGE FUNCTIONS

1. Making suggestions

A : How about playing a ludo game ?
B : I suggest (that) we play a video game.

2. Making suggestions

A : What about playing baby foot ?
B : Let's play football.

MY DICTIONARY

To focus : se concentrer
To lead : conduire
Pressurized : sous pression
Introvert : renfermé
To instil : inculquer
Skill : habileté
Great : génial
Various : divers
Self-confidence : confiance en soi
Lesser : moins
Hence : ainsi
Dull : terne

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Session 1

Activity 1 : Reorder the letters below to find names of games. Number 1 is an example.

1. aléwA mage = **Awalé game**
2. blebraSc = ...
3. draCs = ...
4. duLo mage = ...
5. doeVi mage = ...
6. Draguhts = ...

Activity 2 : Use the answers from Activity 1 to identify the games below. Number 1 is an example.



1. cards



2. .....



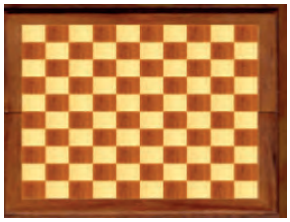
3. .....



4. .....



5. .....



6. .....

Activity 3 : With your partner, take turns to making suggestions. The clues below may help you. Number 1 is an example.

1. Go to the stadium / Play a ludo game

Your partner : How about going to the stadium ?
You : No, I suggest (that) we play a ludo game.

2. Play chess / Play video game

Your partner : ..... ?
You : ..... .

3. Play scrabble / Play cards

Your partner : ..... ?
You : ..... .

4. Play video game / Play awalé game

Your partner : ..... ?
You : ..... .

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Session 2

Activity 1 : Complete the letters below to obtain names of games. Number 1 is an example.

1. S-ING = SWING
2. M-N-POL- = ...
3. H-PSC-TCH = ...
4. J-MP-NG R-PE = ...
5. C-ESS = ...
6. B-BY F--T = ...

Activity 2 : Use the answers from Activity 1 to identify the games below. Number 1 is an example.



1. baby-foot



2. .....



3. .....



4. .....



5. .....



6. .....

Activity 3 : With a partner, in turns, practise making suggestions using the clues below. Number 1 is an example.

1. Play chess / play monopoly

Your partner : What about playing chess ?

You : No, let's play monopoly.

2. Play hopscotch / play swing

Your partner : ..... ?

You : ..... .

3. Play jumping rope / play baby-foot

Your partner : ..... ?

You : ..... .

4. Play monopoly / play chess

Your partner : ..... ?

You : ..... .

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Session 3

COMMUNICATION ACTIVITY (Situation d'évaluation) **:**

In order to change the bureau of the English Club of your school, a competition is organised. It consists in reading a text related to traditional games and demonstrate its best understanding. The winner will be chosen as the future English Club chairman. As a competitor, read the text below and do the following tasks.

King Awalé

In villages, people play some games to pass time. Among those games, there is one they like too much. It's Awalé game. Awalé is played on a board with two rows of six holes. The row in front of you is your own ground. The game starts with four seeds in each hole. To sow, you must take all the seeds of any holes and lay them out along the holes against the direction of the clockwise. If the last hole where you sow is the land of the other player and there are two or three seeds in, you remove them from the board and you keep them.

A. Say if the statements are true (T) or false (F).

1. Villagers dislike Awalé game. .....
2. In Awaé game, there are twelves holes. .....
3. The game begins with less than four seeds in each hole. .....
4. The seeds are laid in the clockwise direction. .....
5. Awalé game is played by two persons. .....

B. As you read the text, your Nigerian friend Ikechuku wants you to describe your favourite game in a small paragraph of 10 lines. In your paragraph,

- name your favourite game ;
- say why you prefer it ;
- describe how it is played.

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Faisons le point…

Note dans chaque case la lettre de l'expression anglaise correspondante.

- **Suis l'exemple donné.**

J'ai appris à …

1.	d	parler d'activités sportives que je pratique.	a.	Football pitch ; tennis court ; boxing ring...
2.		utiliser la forme passive pour décrire une activité sportive.	b.	Drogba is one the best African players.
3.		citer quelques sports populaires.	c.	African football is slower than European football.
4.		employer un vocabulaire relatif au football.	d.	- I play football ; - I go cycling, - I do karate.
5.		employer un vocabulaire relatif au basket-ball.	e.	- I don't play marbles anymore ; - I have no more pencils in my bag.
6.		utiliser le comparatif pour parler de sport.	f.	Cards ; videogames ; scrabble…
7.		utiliser le superlatif pour parler de performance sportive.	g.	Foul ; offside ; penalty kick ; striker...
8.		faire une suggestion à quelqu'un.	h.	Hoop ; dunk ; catch the rebound ; play defense …
9.		parler de quelque chose que je ne fais plus ou qui n'existe plus.	i.	You should do sport every day.
10.		utiliser un vocabulaire relatif aux terrains de sport.	j.	Basketball is played by two teams of 5 players.
11.		citer quelques jeux populaires.	k.	Football ; Basketball ; Boxing...

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	Anglais (Infinitif)	Prétérit	Participe passé	Français (Infinitif)
1	be	was, were	been	être
2	beat	beat	beaten	battre
3	become	became	become	devenir
4	begin	began	begun	commencer
5	bend	bent	bent	plier / se courber
6	bite	bit	bitten	mordre
7	bleed	bled	bled	saigner
8	blow	blew	blown	souffler / gonfler
9	break	broke	broken	casser
10	bring	brought	brought	apporter
11	build	built	built	construire
12	burn	burnt / burned	burnt / burned	brûler
13	buy	bought	bought	acheter
14	can	could	could	pouvoir
15	catch	caught	caught	attraper
16	choose	chose	chosen	choisir
17	cling	clung	clung	s'accrocher
18	clothe	clad / clothed	clad / clothed	habiller / recouvrir
19	come	came	come	venir
20	cost	cost	cost	coûter
21	cut	cut	cut	couper
22	dig	dug	dug	creuser
23	do	did	done	faire
24	draw	drew	drawn	dessiner / tirer
25	dream	dreamt / dreamed	dreamt / dreamed	rêver
26	drink	drank	drunk	boire
27	drive	drove	driven	conduire
28	eat	ate	eaten	manger
29	fall	fell	fallen	tomber
30	feed	fed	fed	nourrir
31	feel	felt	felt	se sentir / ressentir
32	fight	fought	fought	se battre
33	find	found	found	trouver
34	forget	forgot	forgotten / forgot	oublier
35	get	got	gotten / got	obtenir
36	give	gave	given	donner
37	go	went	gone	aller
38	grow	grew	grown	grandir / pousser
39	have	had	had	avoir
40	hear	heard	heard	entendre
41	hide	hid	hidden	cacher

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42	hit	hit	hit	taper / appuyer
43	hold	held	held	tenir
44	hurt	hurt	hurt	blesser
45	keep	kept	kept	garder
46	know	knew	known	connaître / savoir
47	learn	learnt	learnt	apprendre
48	leave	left	left	laisser / quitter / partir
49	lend	lent	lent	prêter
50	let	let	let	permettre / louer / laisser
51	light	lit / lighted	lit / lighted	allumer
52	lose	lost	lost	perdre
53	make	made	made	fabriquer
54	meet	met	met	rencontrer
55	pay	paid	paid	payer
56	prove	proved	proven / proved	prouver
57	put	put	put	mettre
58	quit	quit	quit	quitter
59	read	read	read	lire
60	ride	rode	ridden	monter (vélo, cheval)
61	ring	rang	rung	sonner / téléphoner
62	rise	rose	risen	lever
63	run	ran	run	courir
64	say	said	said	dire
65	see	saw	seen	voir
66	sell	sold	sold	vendre
67	send	sent	sent	envoyer
68	shake	shook	shaken	secouer
69	shoot	shot	shot	tirer / fusiller
70	show	showed	shown	montrer
71	shut	shut	shut	fermer
72	sing	sang	sung	chanter
73	sit	sat	sat	s'asseoir
74	sleep	slept	slept	dormir
75	slide	slid	slid	glisser
76	speak	spoke	spoken	parler
77	spell	spelt	spelt	épeler / orthographier
78	spend	spent	spent	dépenser / passer du temps
79	spread	spread	spread	répandre
80	stand	stood	stood	être debout
81	steal	stole	stolen	voler / dérober

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82	sweep	swept	swept	balayer
83	swim	swam	swum	nager
84	take	took	taken	prendre
85	teach	taught	taught	enseigner
86	tell	told	told	dire / raconter
87	think	thought	thought	penser
88	throw	threw	thrown	jeter
89	understand	understood	understood	comprendre
90	wake	woke	woken	réveiller
91	wear	wore	worn	porter (avoir sur soi)
92	win	won	won	gagner
93	write	wrote	written	écrire

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PICTURES FOR STUDENTS' COPYBOOKS

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UNIT 1 : AT SCHOOL



























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UNIT 2 : AT HOME







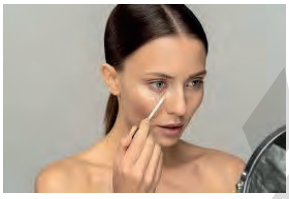


























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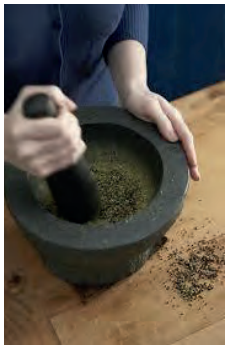
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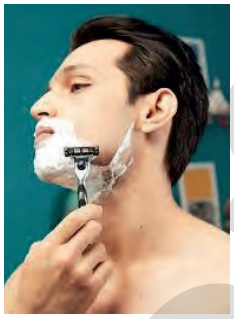


























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UNIT 3 : TIME AND DATE








UNIT 4 : JOBS AND OCCUPATIONS










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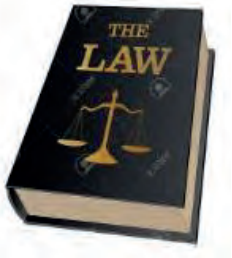














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UNIT 5 : CLOTHES AND COLOURS

































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UNIT 6 : FOOD AND DRINKS



















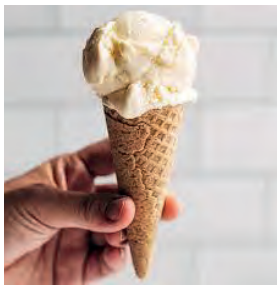














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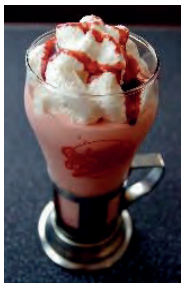










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UNIT 7 : HEALTH AND ENVIRONMENT









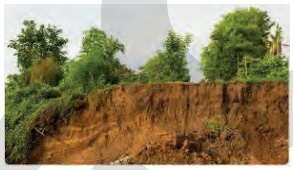






















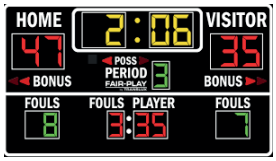


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UNIT 8 : SPORTS AND GAMES







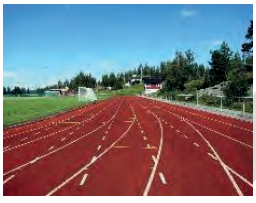












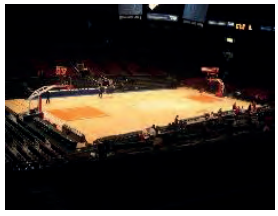














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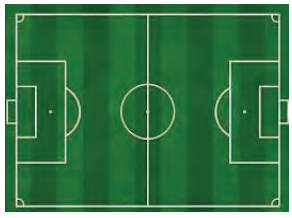












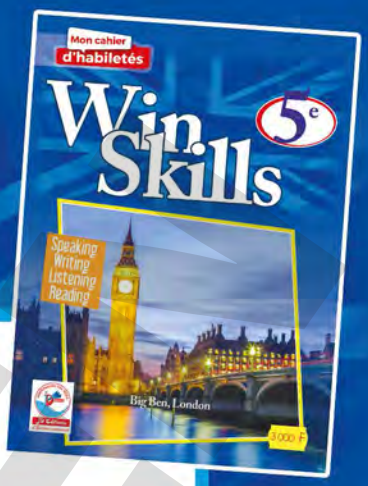


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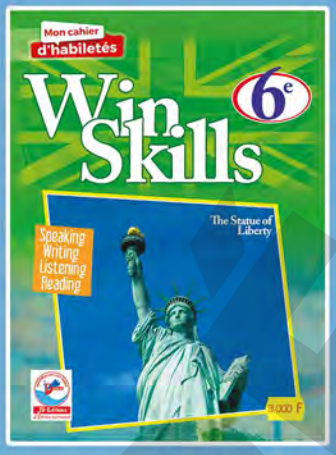
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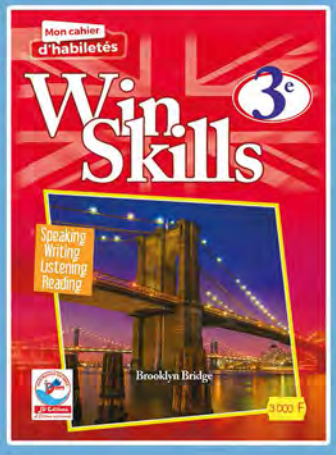
Un outil didactique qui se recommande par la richesse de son contenu.
Chaque unité offre la structure suivante :

- ***Good to know***
- ***Practice activities***
- ***Let's recap***

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