



# LEÇONS D'ANGLAIS PREPAREES

## NIVEAU : CINQUIEME



### PARTICIPANTS

- Mr ANZOUA Richard (Collège Moderne de Diarabana)
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# UNIT 1



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# AT SCHOOL

**Level: 5ème**

**Skill: Speaking**

**Unit 1: AT SCHOOL**

**LESSON 1: DISCOVER MY SCHOOL**

**SESSION 1**

**Source: Learn it, do it 5è**

**Situation d'apprentissage :** Un(e) élève de la 5<sup>ème</sup> 2 du Lycée Djibo Soukalo de Bouaké reçoit la visite de son correspondant Libérien. Elle l'envoie dans son école pour la lui faire découvrir.

**Lesson content**

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
A secondary school – a gate – an office – a staffroom – a classroom – a school uniform – a laboratory – a library	Showing things	<b>This is</b> the staffroom. <b>These are</b> the classrooms.

**INPUT PHASE**

**Vocabulary**

 <p><b><u>a secondary school:</u></b> Lycée Mamie Adjoua is a secondary school</p>	 <p><b><u>a gate</u></b></p>	 <p><b><u>an office</u></b></p>	 <p><b><u>a staffroom:</u></b> teachers' room</p>
 <p><b><u>a classroom</u></b></p>	 <p><b><u>a laboratory</u></b></p>	 <p><b><u>a library:</u></b> Place where students read books</p>	 <p>students in their <b><u>school uniform</u></b></p>

## Language function: Showing things

We use:

**“This is .....”** to indicate something which is close, not far.

**“These are .....”** to indicate many things which are close, not far.

So, the plural of “this is” is “these are”

### Examples:



**This is** the gate.



**These are** secondary school students.

### PRACTICE PHASE

**Activity 1:** Reorder the letters to find meaningful words linked to school. Number one is an example.

- 1 – FOSTROMAF      →    STAFFROOM
- 2 – RFNIMOU      →    .....
- 3 – RYLOBATRAO    →    .....
- 4 – TEGA            →    .....
- 6 – BYLIARR        →    .....
- 7 – FCOIEF         →    .....

**Activity 2:** Look at the pictures and complete the description with “This is .....” or “These are ..... One is done as example.



**This is** a secondary school.



..... School girls.



..... teachers.



..... an office.

**Homework:** Do exercise 3 page 7 (Learn It, Do It)



**Level: 5ème**

**Skill: Speaking**

**Unit 1: AT SCHOOL**

**LESSON 1: DISCOVER MY SCHOOL**

**SESSION 2**

**Source: Learn it, do it 5è**

**Situation d'apprentissage (Rappel)**

Un(e) élève de la 5<sup>ème</sup> 2 du Lycée Djibo Soukalo de Bouaké reçoit la visite de son correspondant Libérien. Elle l'envoie dans son école pour la lui faire découvrir.

**Lesson content**

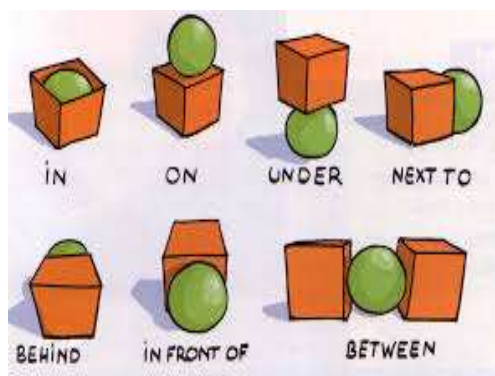
VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
A garden – an infirmary – a canteen – a restroom – a playground – a school yard	Asking and giving the location of places	A: Can you show me the playground? or Where is the playground? B: It's <b>behind</b> the staffroom.

**INPUT PHASE**

**Vocabulary**

 <b><u>a garden</u></b>	 <b><u>a playground</u></b>	 <b><u>the school yard</u></b>
 <b><u>a canteen</u></b> : the place where students have the lunch	 <b><u>an infirmary</u></b> : where pupils go when they are sick or injured	 <b><u>a restroom</u></b> = toilet

**Language function:** Asking and giving the location places



These pictures show the different locations (places) of the ball in relation to the box. So, “**in, on, under, next to, behind, in front of, between**” are **prepositions to locate things**.

**Example:** In the first picture,

The ball is **in** the box

We can use them also to show a place.

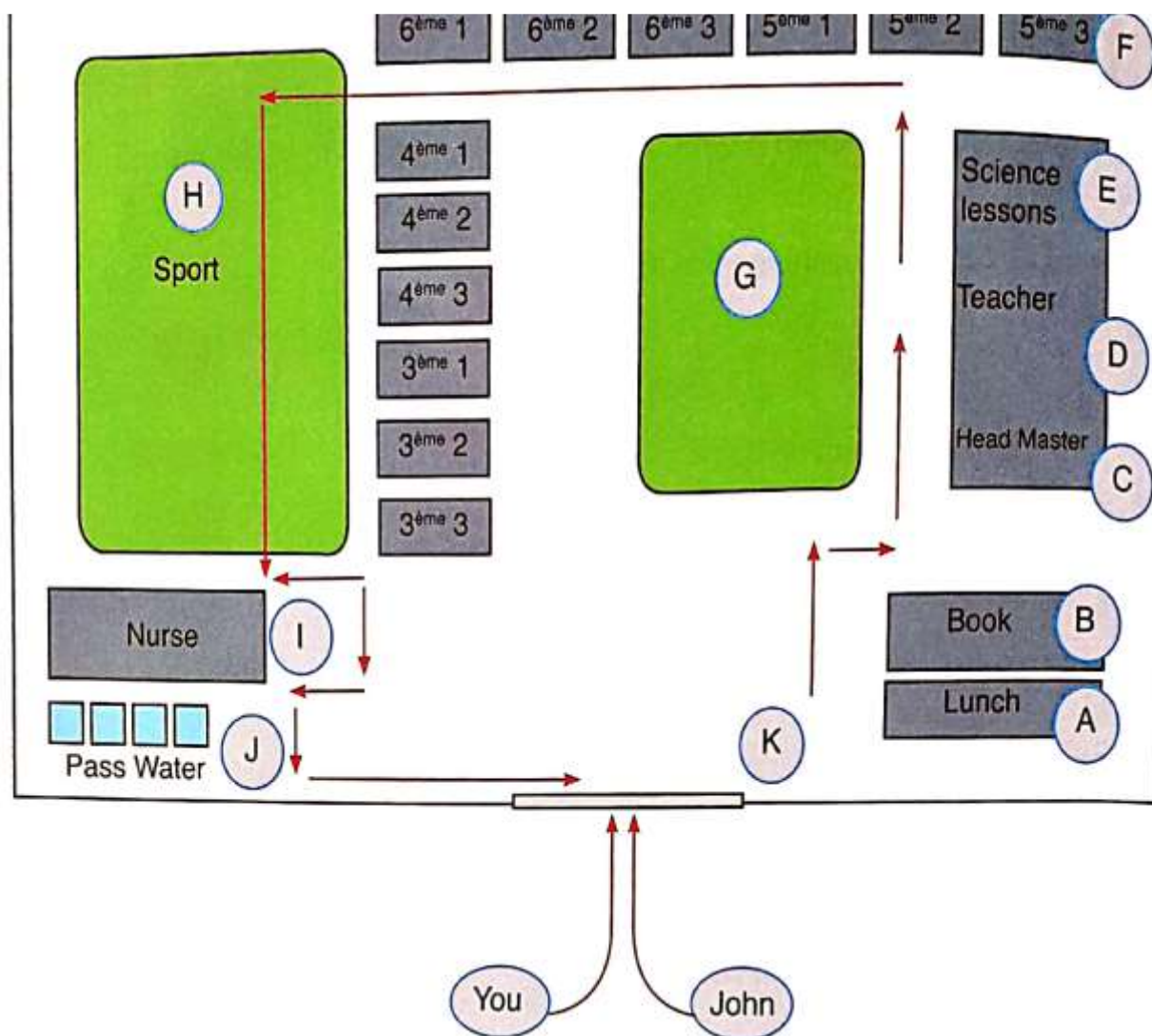
**Example:** A: Can you show me the playground?

B: It's **behind** the staffroom.

## **PRACTICE PHASE**

**Activity 1:** Look at the school plan. Then, write the names of the different places. Do it like in the example.

**Example:** G – The school yard



A → .....

C → .....

E → .....

G → **The school yard**

I → .....

K → .....

B → .....

D → .....

F → .....

H → .....

J → .....

**Activity 2:** Look at the school plan in activity 1. Then, with your neighbour, ask and answer questions like in number 1.

1 – The laboratory

**Student A:** Where is the laboratory?

**Student B:** It's next to the headmaster's office/ It's between 5<sup>ème</sup> 3 and the staffroom.

2 – the playground

3 – 4<sup>ème</sup> 3

4 – the infirmary

5 – the staffroom

6 – the restrooms

7 – the library

8 – the canteen

**Homework:** Exercise 3 page 17 (English For All)



**Level: 5ème**

**Skill: Speaking**

**Unit 1: AT SCHOOL**

**LESSON 1: DISCOVER MY SCHOOL**

**SESSION 3**

**Source: Learn it, do it 5è**

**Situation d'évaluation (Communication activity)**

Un(e) élève de la 5<sup>ème</sup> 2 du Lycée Djibo Sounkalo de Bouaké reçoit la visite de son ami Ghanéen. Il l'envoie visiter son école pour la lui faire découvrir. Etant cet élève,

1 – cite les différents éléments qui composent ton école ;

2 – utilise l'expression appropriée pour lui présenter ta salle de classe ;

3 – Un dialogue se tient entre toi et ton hôte qui veut que tu lui montres la localisation de certains endroits de ton école. Avec ton voisin, étudiez le plan ci-dessous et complétez le dialogue, puis pratiquez-le.

**Your friend:** Can you show me the laboratory?

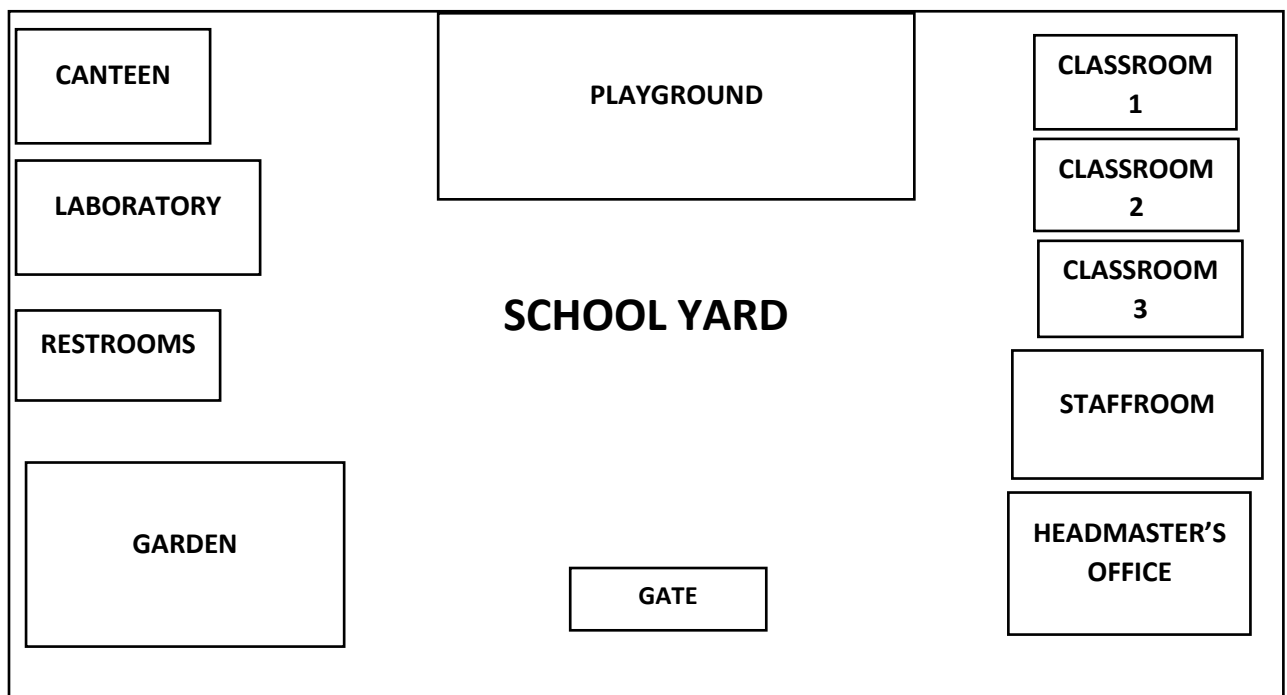
**You:** (1).....

**Your friend:** Where is the canteen?

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

**Your friend:** (3).....

**You:** It is between the canteen and classroom 1.



**Level: 5ème**

**Skill: Speaking**

**Unit 1: AT SCHOOL**

**LESSON 2: LIFE AT COLLEGE KASSERE**

**SESSION 1**

**Source: Learn it, do it 5è**


**Situation d'apprentissage :** Un(e) élève de la 5<sup>ème</sup> 1 du Collège Moderne de Soulignougo reçoit la visite de son ami Nigérian. En vue d'échanger des expériences sur leurs systèmes scolaires, il lui raconte les actions que les élèves accomplissent à l'école.

**Lesson content**

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
To line up – to be late – to receive a report – to mark – to put on – to write – to clean – to listen to the teacher	Describing actions	The students are listening to the teacher

**INPUT PHASE**

**Vocabulary**

 <p><b><u>to put on</u></b> your khaki uniform</p>	 <p><b><u>to be late:</u></b> Aya starts class at 07:15. She arrives at school at 07:20. She <b>is late</b>.</p>	 <p><b><u>to line up:</u></b> to make a queue</p>	 <p><b><u>to listen to the teacher:</u></b> to be attentive to what the teacher says</p>
 <p><b><u>to write:</u></b> Aïcha writes the date on the board</p>	 <p><b><u>to receive a report:</u></b> to take the test paper from the teacher</p>	 <p><b><u>to clean:</u></b> The pupils are cleaning the school yard</p>	 <p><b><u>to mark the papers:</u></b> to correct the students' papers</p>

**Language function:** Describing actions



The students **are cleaning** the school yard. You can see them doing the action while we describe it. We use the present continuous or progressive (**am/ is/ are + verb + ing**) to describe ongoing actions (actions that are happening at the moment we are speaking).

**Example**

Question: What **are** the students **doing** in the picture?

Answer: They **are cleaning** the school yard.

**PRACTICE PHASE**

**Activity 1:** Look at the pictures and use the words or expressions from the box to describe them. One is done for you as example.

**are receiving the reports – are listening to the teacher – is writing –  
are cleaning the school yard – are lining up – is marking the papers**



1) The girl is writing.



2) They .....



3) The teacher .....



4) They .....



5) The students .....



6) The students .....

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

**Example:**

**1) A: What is the girl doing?**

**B: She is writing.**

2) .....

3) .....

4) .....

5) .....

6) .....

**Homework:** Do exercise 2 page 11-12 (Learn It, Do It)

**Level: 5ème**

**Skill: Speaking**

**Unit 1: AT SCHOOL**

**LESSON 2: LIFE AT COLLEGE KASSERE**

**SESSION 2**

**Source: Learn it, do it 5è**

**Situation d'apprentissage (Rappel)**

Un(e) élève de la 5<sup>ème</sup> 1 du Collège Moderne de Souligougo reçoit la visite de son ami Nigérien. En vue d'échanger des expériences sur leurs systèmes scolaires, il lui raconte les actions que les élèves accomplissent à l'école.

**Lesson content**

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
To revise – to play – to draw – to sing – to get up – to work hard – to go up – to stay down	Asking for permission	May I go out, please? Can I go out, please?

**INPUT PHASE**

**Vocabulary**



**to revise**: The students revise their lessons at home



**to play**: The boys are playing football.



**to draw**: He is **drawing** a picture



**to sing**: She is **singing**

**To get up** = to wake up and get out of the bed →





**To work hard**: to work a lot

**Ex**: Konaté wants to have a good average. So he **works hard**.

**To go up**: to advance, to go to upper class; to move to the next class.

**Ex**: Sita is in 5<sup>ème</sup> now. If she works hard, she will **go up**. She will be in 4<sup>ème</sup>.

**To stay down**: to repeat the same class.

**Language function**: Asking for permission



This student wants to go out. She is asking for permission to the teacher. To ask for permission, she can use the expressions below:

- **May I go out, please?**

Or

- **Can I go out, please?**

## **PRACTICE PHASE**

**Activity 1**: Complete the text below with the appropriate words or expressions from the box. Write your answers like in the example.

**Example**: 1. get up.





stay down – put on – get up – line up – can – work hard – on time – go up – to be late

I am a student in 5<sup>ème</sup>. When I **1** (.....) in the morning, I wash myself and **2** (.....) my school uniform. Then, I have breakfast and I go to school. I leave my house at 6:30 to arrive at school **3** (.....) because I don't want **4** (.....).

At school, all the students **5** (.....) in front of their classes before entering. Pupils who are late always ask the teacher if they **6** (.....) get in. Our teachers encourage us to be on time and to learn our lessons. They say that if we **7** (.....), we will **8** (.....); but if we are lazy, we will **9** (.....).

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

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

1. You want to get in the classroom  .....
2. In the classroom, you want to go out.  .....
3. You want to ask a question to the teacher.  .....
4. You want to use your friend's pen.  .....

**Homework:** Do exercise 4 page 20 (English For All).

**Level: 5ème**

**Skill: Speaking**

**Unit 1: AT SCHOOL**

**LESSON 2: LIFE AT COLLEGE KASSERE**

**SESSION 3**

**Source: Learn it, do it 5è**

**Situation d'évaluation (Communication activity)**

Après avoir visité ton école, ton ami Ghanéen veut savoir en quoi consiste ta journée d'école en vue de comparer les actions à mener dans un système éducatif francophone à celles du système éducatif Anglophone. En tant que cet élève,

- 1 – raconte comment tu te prépares pour aller à l'école et comment vous entrez en classe ;
- 2 – dis les actions que vous accomplissez à l'école ;
- 3 – ce matin tu es en retard au cours de 7 h. Tu demandes la permission au professeur pour rentrer. Avec ton voisin écrivez le dialogue que vous avez eu, et jouez-le.

**Level: 5ème**

**Skill: Speaking**

**Unit 1: AT SCHOOL**

**LESSON 3: WHAT DO YOU LEARN AT SCHOOL?**

**SESSION 1**

**Source: Learn it, do it 5è**

**Situation d'apprentissage.**

Les élèves de la 5<sup>ème</sup> 1 du Lycée Mamie Adjoua de Yamoussoukro ont reçu l'emploi du temps de leur correspondant Ghanéen. Intrigués par les inscriptions sur cet emploi du temps, ils décident d'en discuter avec leur professeur d'Anglais pour s'y familiariser.

**Lesson content**

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
<b><u>School subjects</u></b> (English – Maths – French – Geography – history ...) - easy – break – form – learn – favorite	Asking and giving opinions	A: How do you find English? B: I find English easy.

**INPUT PHASE**

**Vocabulary**

**School subjects**: Maths – English – Arts etc... are school subjects.

**Easy**: not difficult

**Form**: level at school.

**Example**: form 1 = 6ème, form 2 = 5ème

**To learn**: to study

**Favourite**: first-choice, what we prefer or like best.

**Example**: My favourite subject is English.

**Break**: pause.

**Example**: We have break every day at 10 O'clock.

**Language function**: Asking and giving opinions

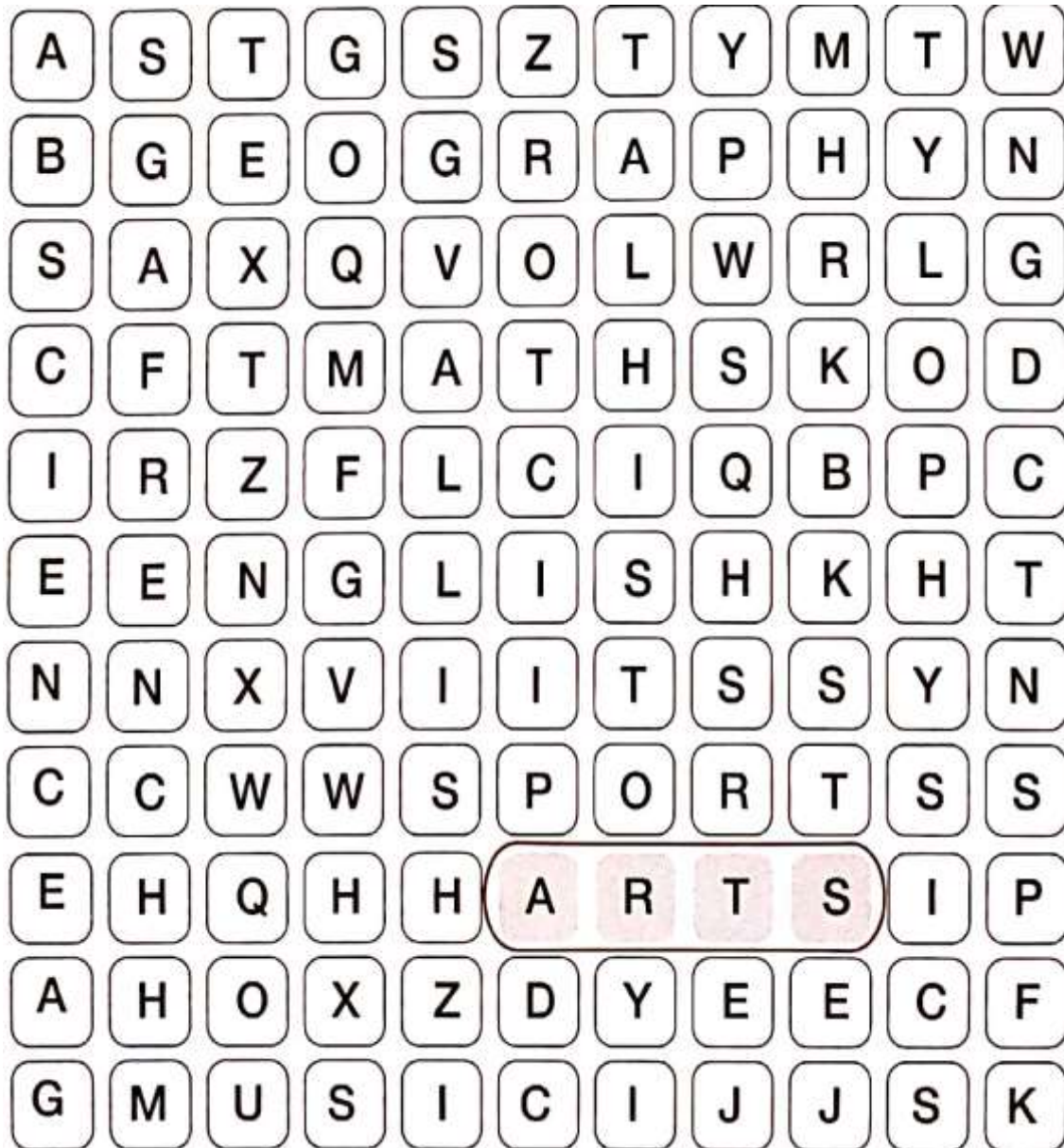
**Example**:

A: How do you find English?

B: I find English easy.

## PRACTICE PHASE

**Activity 1:** In the following grid, 10 names of school subjects are hidden. Find them and circle them like in the example. You can read them from left to right and from top to bottom.





**Activity 2:** With your neighbour, ask and answer questions like in the example. Use the information in each section.

**Example:** 1) **A: How do you find English?**

**B: I find English interesting.**

1. English/ interesting
2. Physics/ difficult
3. Civics/ easy
4. Physical training/ tiring
5. Arts/ boring

**Homework:** Exercise 2 page 15 (Learn It, Do It)

**Level: 5ème**

**Skill: Speaking**

**Unit 1: AT SCHOOL**

**LESSON 3: WHAT DO YOU LEARN AT SCHOOL?**

**SESSION 2**

**Source: Learn it, do it 5è**

**Situation d'apprentissage (Rappel)**

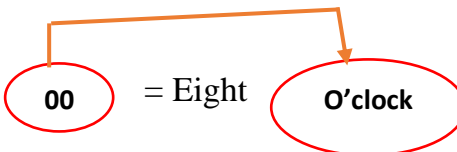
Les élèves de la 5<sup>ème</sup> 1 du Lycée Mamie Adjoua de Yamoussoukro ont reçu l'emploi du temps de leur correspondant Ghanéen. Intrigués par les inscriptions sur cet emploi du temps, ils décident d'en discuter avec leur professeur d'Anglais pour s'y familiariser.

**Lesson content**

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
O'clock – half past – quarter past/ to – to start class – to end class – to resume class	Naming school subjects	A: What subject do you have on Tuesdays at 8 O'clock? B: I have Mathematics.

**INPUT PHASE**

**Vocabulary**

O'clock → 8:  = Eight

**Half past** → 8: 30 = Half past Eight or Eight thirty

**Quarter to** → 8:45 = Quarter to nine or forty-five past Eight or Eight forty-five

**To start class** = to begin the courses

**To end class** = to finish the courses

**To resume** = to recommence / restart

**Example:** After the break, we resume class at 10:30.

## Language function: Naming subjects

Period	Monday	Tuesday	Wednesday	Thursday	Friday
P1	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
	08:45 - 09:35	English	P.E.	Health	Biology
P2	09:35 - 09:40	Changeover	Changeover	Changeover	Changeover
	09:40 - 10:30	Language 1	Algebra	History	Computers
P3	10:30 - 10:45	Break	Break	Break	Break
	10:45 - 11:35	Geography	Physics	English	Language 1
P4	11:40 - 11:45	Changeover	Changeover	Changeover	Changeover
	11:45 - 12:35	Technology	Speech	Language 2	Geography
P5	12:35 - 13:35	LUNCH	LUNCH	LUNCH	LUNCH
	13:35 - 14:25	Biology	History	Study Hall	Civics
P6	14:25 - 14:30	Changeover	Changeover	Changeover	Changeover
	14:30 - 15:20	Music	Art	Calculus	P.E.
					Drama

A: What subject do you have on Tuesdays at 10:45?

B: I have Physics.

## PRACTICE PHASE

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

### Example: a- Maths

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

a- On Mondays, Kouakou has..... at twenty-five past eight.

b- On Mondays, Kouakou has ..... at twenty-past eleven

c- Every day, .....a quarter past ten to half past ten, there is a break.

d- On Mondays and Fridays, Kouakou starts classes.....half past seven.

e- On Tuesdays, Kouakou has Sports .....the afternoon.

f- After .....on Thursdays, Kouakou.....classes with a French lesson.

**Activity 2:** Use the information from the different sections to ask and answer questions with your neighbour like in the example.

**Example:** 1) **A: What subject does Kouakou have on Mondays at 8:45?**

**B: It's Maths.**

- 1) Mondays at 8:45 (Maths)
- 2) Tuesdays at 11:25 (French)
- 3) Wednesdays at 10:30 (English)
- 4) Fridays at 10:30 (Physics)

**Homework:** Exercise 3 page 16 (Learn It, Do It)

**Level: 5ème**

**Skill: Speaking**

**Unit 1: AT SCHOOL**

**LESSON 3: WHAT DO YOU LEARN AT SCHOOL?**

**SESSION 3**

**Source: Learn it, do it 5è**

**Situation d'évaluation (Communication activity)**

Un(e) élève de la 5<sup>ème</sup> 1 du Lycée Mamie Adjoua de Yamoussoukro reçoit la visite de son correspondant Libérien. Celui-ci souhaite connaître l'emploi du temps de son ami pour comprendre ce qu'il fait à l'école. Etant cet(te) élève :

1. cite les matières que tu fais à l'école :
2. Voici une copie de ton emploi : dis les jours et les heures auxquelles tu fais Anglais, Maths, Physique et Français ;

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY			
7:30 – 8:25	English		French	Maths	Physical Training			
8:25 – 9:20	Maths		French	Geography				
9:20 – 10:15	Maths		Civics	French	Arts			
10:15 – 10:30	B	R	E	A	K			
10:30 – 11:25			Science		Maths			
11:25 – 12:30	History				English			
A	F	T	E	R	N	O	O	N
14:00 – 15:00		Physics French English						
15:00 – 16:00								
16:00 – 17:00								
17:00 – 18:00								

3. il demande ton opinion sur les matières suivantes : Anglais, Français, Maths et Physique. Avec ton voisin, écrivez le dialogue que vous allez avoir et présentez-le au reste de la classe.



# UNIT 2



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AT HOME

**LEVEL: 5<sup>ème</sup>**

**SKILL: Speaking**

**UNIT 2: AT HOME**

**LESSON 1: MY FAMILY TREE**

**SESSION 1**

**Situation d'apprentissage :** En vue de mieux faire connaissance avec leurs amis Ghanéens pour discuter des membres de leur famille, les élèves de la 5<sup>ème</sup> du Collège Moderne Dominique Ouattara d'Aboisso apprennent les noms des différents membres de la famille élargie.

### LESSON CONTENT

Vocabulary	Language function	structure
Extended family- grandparents- grandmother- grandfather- grandchildren- grandson- granddaughter- son- daughter	<b>Asking relation between family members.</b>	- <b>What relation is Mr Kabran to Davila?</b> - Mr Kabran is Davila's grandfather.

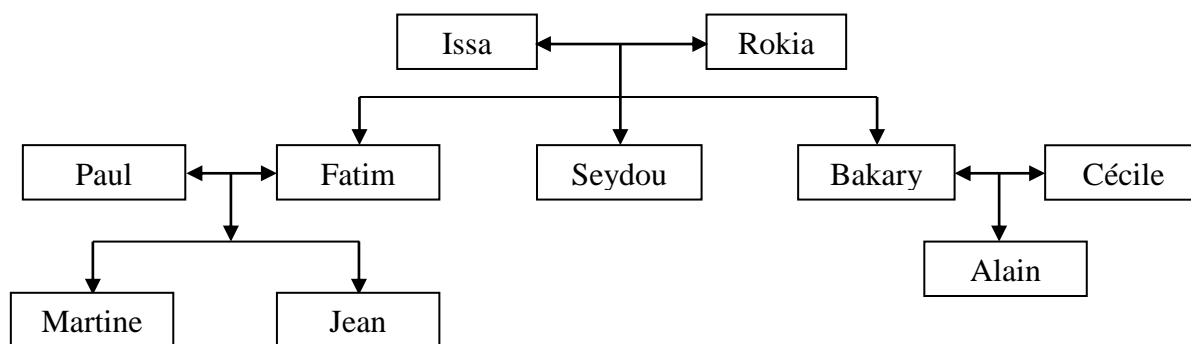
### INPUT PHASE

#### Vocabulary:



- 1- **Extended family** ≠ nuclear family.
- 2- **Grandparents:** Your father's or mother's parents.
- 3- **Grandmother:** the mother of your mother or father.
- 4- **Grandfather** is the father of your mother or father.
- 5- **Son** is the male child or the boy of a family.
- 6- **Daughter** is the female child or the girl of a family.
- 7- **Grandchildren** are the children of the children in a family.
- 8- **Grandson** is the son of one's child.
- 9- **Granddaughter** is the daughter of one's child.

**Language function: Asking about relation between members of a family**



To know the relation between the different members of a family, we say:

**What relation is ... to ...?**

**Example: What relation is Issa to Jean?**

**The answer is:** Issa is Jean's grandfather.

**PRACTISE PHASE**

**Activity 1: Complete the sentences with the following words from the box below.**

**Example: 1 - grandparents**

**mother's – grandson – grandparents – grandfather – grandmother – granddaughter**

**Sophia:** Hi Nathan! How are you doing?

**Nathan:** Hello, Sophia! I'm fine, thanks.

**Sophia:** Where are you going?

**Nathan:** I'm going to greet the parents of my parents.

**Sophia:** Right! So they are your (1).....?

**Nathan:** Of course! One is my (2)..... and another is my (3).....

**Sophia:** Well! So what relation are you to them?

**Nathan:** I am their (4) ..... because I am a boy.

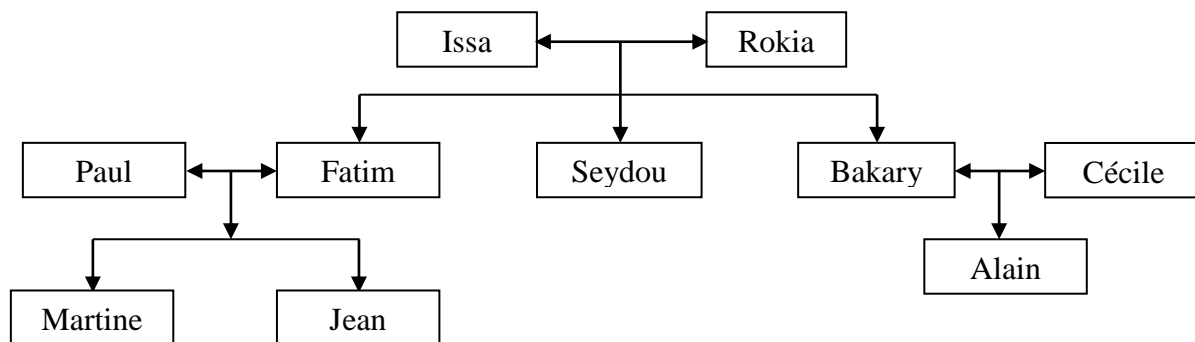
**Sophia:** Ok, for me, I am a girl. So, what relation am I to the mother of my mother?

**Nathan:** You are the (5)..... of your (6)..... mother.

**Sophia:** Thanks a lot. Good bye!

**Nathan:** Bye!

**Activity2:** Look at the family tree below; then, ask and answer questions like in the example. Work in pairs.



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

2- Seydou and Alain.

2-a- .....

2-b- .....

3- Alain and Issa.

3-a- .....

3-b- .....

4- Martine and Rokia

4-a- .....

4-b- .....

5- Rokia and Alain.

5-a- .....

5-b- .....

6- Martine, Jean, Alain and Issa.

6-a- .....

6-b- .....

### **Homework**

Exercice3 page 18-19 of Learn it, do it 5ème

**LEVEL: 5<sup>ème</sup>**

**SKILL: Speaking**

**UNIT 2: AT HOME**

**LESSON 1: MY FAMILY TREE**

**SESSION 2**

**Situation d'apprentissage (Rappel)**

En vue de mieux faire connaissance avec leurs amis Ghanéens pour discuter des membres de leur famille, les élèves de la 5<sup>ème</sup> du Collège Moderne Dominique Ouattara d'Aboisso apprennent les noms des différents membres de la famille élargie.

**LESSON CONTENT**

Vocabulary	Language function	structure
Aunt; uncle; niece; nephew; wife; husband; son-in-law; daughter-in-law	<b>Expressing future plans.</b>	- What <b>are</b> you <b>doing</b> tomorrow morning? - I <b>am going</b> to school

**INPUT PHASE**

**Vocabulary:**

- 1- **Aunt** is the sister of your father or mother.
- 2- **Uncle** is the brother of your father or mother.
- 3- **Niece** is the female child (daughter) of your brother or sister
- 4- **Nephew** is the male child (son) of your brother or sister.
- 5- **Wife** is the woman that a man marries.
- 6- **Husband** is the man that a woman marries.
- 7- **Son-in-law** is the husband of one's daughter.
- 8- **Daughter-in-law** is the daughter of one's son.

**Language function: Expressing future plans**

To express future plans, we can use the present continuous or progressive (**am /is /are + verb-ing**)

**Example:** I **am going** to school tomorrow.

To ask a question about future plans, you say for example:

**What are you / we / they doing tomorrow?**

**What is he /she doing tomorrow?**



## **PRACTICE PHASE**

**Activity 1:** Find the missing letters to have extended family members' names.

- |              |               |
|--------------|---------------|
| 1- Au..t     | → <b>aunt</b> |
| 2- ..ife     | → .....       |
| 3- Husb....d | → .....       |
| 4- N....c..  | → .....       |
| 5- ..eph..w  | → .....       |
| 6- Un.....   | → .....       |

**Activity 2:** Use the information in each section to ask and answer questions to express future plans. Do it with your neighbor.

1. Visit / next week / my mother / you

Question: what are you doing next week?

Answer: I am visiting my mother.

2. Go / tomorrow / to church / he

Question: .....?

Answer: .....?

3. Play / next Sunday afternoon / football / they /

Question: .....?

Answer: .....

**Homework:** Use the (4) four verbs to express the future plans

1-Eat : .....

2- Sleep: .....

3-Speak: .....

4-Stay: .....

**LEVEL: 5<sup>ème</sup>**

**SKILL: Speaking**

**UNIT 2: AT HOME**

**LESSON 1: MY FAMILY TREE**

**SESSION 3**

**Situation d'évaluation** (communication activity)



En échangeant par appel vidéo avec ton ami américain, tu lui fais parvenir une de tes photos de famille. Pour l'aider à se familiariser aux membres de la famille,

1. donne le nombre total des membres de ta famille sur cette photo ;

.....  
.....

2. cite les membres de ta famille présents dans la photo ;

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

3-établis les relations qui existent entre les membres de ta famille.

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

**LEVEL: 5<sup>ème</sup>**

**SKILL: Speaking**

**UNIT 2: AT HOME**

**LESSON 2: A SUNDAY WITH MY FAMILY**

**SESSION 1**

**Situation d'apprentissage:**


Les élèves de la 5<sup>ème</sup> du Collège Moderne Dominique Ouattara d'Aboisso parlent avec leur professeur d'Anglais des activités dominicales des membres de leur famille du retour du weekend.

**Lesson content**

<b><u>Vocabulary</u></b>	<b><u>Language function</u></b>	<b><u>structure</u></b>
To brush – to shave- to make up – to plug in – to remove – a pillow - a blanket- a bedsheet – church- mosque	<b>Using the present tense to talk about daily activities</b>	<b>What does mother do every morning?</b> Mother <b>removes</b> the bedsheet.

**INPUT PHASE**

**Vocabulary**

				
<b>Mosque</b>	<b>Church</b>	<b>Bedsheet</b>	<b>Blanket</b>	<b>Pillow</b>
				
<b>To brush one's teeth</b>	<b>To shave</b>	<b>To make up</b>	<b>To remove: he is removing the bedsheet</b>	<b>To plug in: to connect</b>

**Language function:** Using present tense to talk about daily activities.

To describe or talk about a person's daily activities, we use the present simple.

**Example:** Mother **removes** the bedsheet every morning.

And the question is: **What does mother do every morning?**

## PRACTISE PHASE

**Activity1:** Look at the pictures and write the corresponding names. Choose them in this box. Number 1 is an example.

**Example: 1-Mosque**

Church-mosque-bedsheet-blanket-pillow-to shave- to put make up-to brush teeth

 1- mosque	 2- .....	 3- .....	 4- .....
 5- .....	 6- .....	 7-.....	 8- .....

**Activity 2:** With your neighbour, ask and answer questions using the phrases in the boxes. Do like in the example (**Number 1**).

<b>1) Anna</b> <hr style="border-top: 1px dashed black;"/> go to the cinema <hr style="border-top: 1px dashed black;"/> on weekends	<b>2) Mel's father</b> <hr style="border-top: 1px dashed black;"/> read the newspaper <hr style="border-top: 1px dashed black;"/> every day	<b>3) You</b> <hr style="border-top: 1px dashed black;"/> watch TV <hr style="border-top: 1px dashed black;"/> every Sunday
<b>4) Mum</b> <hr style="border-top: 1px dashed black;"/> go to church <hr style="border-top: 1px dashed black;"/> on Sundays	<b>5) The students of 5<sup>ème</sup>3</b> <hr style="border-top: 1px dashed black;"/> do their exercises <hr style="border-top: 1px dashed black;"/> every weekend	<b>6) Grandpa</b> <hr style="border-top: 1px dashed black;"/> listen to the radio <hr style="border-top: 1px dashed black;"/> every morning

**Example:** 1) What does Anna do on weekends?

→ Anna goes to the cinema on weekends.

## **Homework**

Ask and answer questions about what you do at home. Use the phrases below.

- on Sundays, on weekends, every morning, on Fridays, every day
- to tidy the bedroom – to sweep the floor – to play hopscotch – to wash myself – to do the laundry – to wash the dishes – to go to church.

1. What do you do **every morning**?

→ **Every morning** I wash myself.

2 .....?

.....

3 .....?

.....

4 .....?

.....

5 .....?

.....

**LEVEL: 5<sup>ème</sup>**

**SKILL: Speaking**

**UNIT 2: AT HOME**

**LESSON 2: A SUNDAY WITH MY FAMILY**

**SESSION 2:**

**Situation d'apprentissage: (Rappel)**



Les élèves de la 5<sup>ème</sup> du Collège Moderne Dominique Ouattara d'Aboisso parlent avec leur professeur d'anglais des activités dominicales des membres de leur famille du retour du weekend.

**Lesson content**

<u>Vocabulary</u>	<u>Language function</u>	<u>structure</u>
<b>To iron – to switch on – to switch off – to lay down – to sweep – to read – a newspaper – a socket</b>	<b>Using the past simple tense to ask and give information</b>	What <b><u>did</u></b> father <b><u>do</u></b> <b><u>last Sunday?</u></b> Father <b><u>ironed</u></b> the clothes

**INPUT PHASE**

**Vocabulary**

 <p><b>To switch on:</b> to put ON ≠ to switch off. He switches on the torch</p>	 <p><b>To switch off</b> = to put OFF ≠ to switch on</p>	 <p><b>To sweep:</b> She's sweeping the floor</p>	 <p><b>Newspapers:</b> "Soir Info" is a newspaper</p>
 <p><b>To read:</b> The boy is reading a book.</p>	 <p><b>To iron:</b> My father irons his clothes every morning</p>	 <p><b>To lay down</b></p>	 <p><b>Sockets / a socket</b></p>

## **Language function: Using the past simple tense to ask and give information**

To ask about what a person did in the past (past activities), we say:

**What did you do yesterday / last year / in 2019 etc.?**

**Example:** What **did** father **do** last Sunday?

The answer is: Father **ironed** his clothes / He **ironed** his clothes.

## **PRACTISE PHASE**

**Activity 1:** Discuss with your friend to guess what it is.

Example: 1- iron

- 1- We use it to set up clothes after wash them. It is .....
- 2- Push on the torch to have the light. It is .....
- 3- Push off the torch because it is morning. It is.....
- 4- Make a place clean because it is dirty means .....
- 5- We read it to have information day by day. It is.....
- 6- It means to take a rest. It is.....

**Activity 2:** With your neighbour, ask and answer questions about your past activities.  
Do like in the example (**Number 1**).

1. Last Saturday / to go to the cinema

A: → What **did** you **do** last Saturday?

B: → Last Saturday, I **went** to the cinema.

2. Yesterday / to iron her clothes (Rose)

A:.....?

B:.....

3. This morning / to brush his teeth (Beugré)

A:.....?

B: .....

4. During the last holidays / to go Abidjan mall and to play games

A:.....?

B: .....

5. Last month / to visit my aunt

A: .....

B: .....

6. Last Sunday / to learn my lessons.

A : .....

B: .....



**Homework:** For next session, write three (3) sentences about some activities you did at home with your family.

**Example:** Last Sunday, I **watched** cartoons on TV with my family.

1.....

2.....

3.....

**LEVEL: 5<sup>ème</sup>**

**SKILL: Speaking**

**UNIT 2: AT HOME**

**LESSON 2: A SUNDAY WITH MY FAMILY**

**SESSION 3:**

**Situation d'évaluation (communication activity)**

Pour le compte du journal du Club d'anglais du Collège Moderne Dominique Ouattara d'Aboisso, il est demandé aux participants du club de niveau 5<sup>ème</sup>, de relater ce qui rend leur weekend en famille différent des autres jours. Pour ce faire,

1. cite les membres de ta famille ;

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

2. donne quatre activités que font chaque jours les 4 membres de la famille. ;

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

3. relate 3 activités du dimanche passé qu'ont fait des membres de ta famille ;

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

4. lis ta production.

**LEVEL: 5<sup>ème</sup>**

**SKILL: Speaking**

**UNIT 2: AT HOME**

**LESSON 3: THE TCHONRON SOUP**

**SESSION 1:**

**Situation d'apprentissage:**

Lucia, une élève de la 5<sup>ème</sup> du Collège Moderne Dominique Ouattara d'Aboisso qui aime faire la cuisine se rend chez sa camarade Ramata le weekend pour apprendre à préparer un repas sénoufo, la sauce Tchonron. Elles discutent des ingrédients et étapes afin de réussir la confection de cette sauce.

**Lesson content**

<u>Vocabulary</u>	<u>Language function</u>	<u>structure</u>
Bean leaves – groundnuts- salt – to roast – to chop – to taste - potash- to add – prawn- soup	<b>Giving instructions to describe a process</b>	<b>First</b> , wash the leaves bean and chop them <b>Second</b> , put them in a cooking pot <b>Third</b> ,..... <b>Finally</b> ,.....

**INPUT PHASE**

**Vocabulary**

Teacher presents new vocabulary words related to cooking through pictures, gestures and makes students repeat before writing the words on the board.

				
<b>Groundnut</b>	<b>Soup</b>	<b>Prawn</b>	<b>Salt</b>	<b>Potash</b>
				
<b>Bean leaves</b>	<b>To chop bean leaves</b>	<b>To add</b>	<b>To roast</b>	<b>To taste</b>

**Language function: Giving instruction to describe a process.**

To describe a process, we can use **linking words** or **connectors** (First / second / Third / After / And / Then / Next / Finally) + **instructions**.

**Example:** To cook Tchoukron soup,

**First**, wash the bean leaves;

**Second**, chop them with a Knife;

**Third**,.....

Etc.

-The instructions can be what we must do. We call them the **DOs**

**Example:** Wash the bean leaves. (Verb + object)

The instructions can also be what we must not do: We call them The **DON'Ts**

**Example:** **Don't** put meat in Tchoukron soup. (Don't + Verb + object)

**PRACTISE PHASE**

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

**Example:** 1- *tchoukron soup*

Tchoukron soup- groundnuts- then- potash- prawn- first- then- salt- taste- chop-  
second- soup- finally- third

**Ramata:** Please Mum, what do you cook today?

**Mother:** A favorite meal of our region, North of Cote d'Ivoire.

**Ramata:** What is it, mother?

**Mother:** It is the (1).....

**Ramata:** Tchoukron Soup? Please, mother, can you explain me how to cook it?

**Mother:** Of course my daughter. These are ingredients to cook it. We will cook together. So follow me carefully.

**Ramata:** No problem, mum.

**Mother:** (2)....., wash the bean leaves, (3)..... them with a knife and put them in a cooking pot.

**Ramata:** Ok, and (4).....?

**Mother:** Add some water in a cooking pot and put it on a cooker for thirty minutes. Add some (5)..... to preserve the green colour.

**Ramata:** It's interesting! And what else mother?

**Mother:** In (6)..... take the cooked leaves out of the pot, put them in a small mortar and mash them up. Put the green paste of leaves back into the cooking pot and pound the non-roasted (7) ..... And sieve the powder.

**Ramata:** And (8).....?

**Mother:** Add the groundnuts (9).....to the paste of leaves in the cooking pot. Stir it with a spoon. And (10)....., add the (11)..... powder and the (12)..... . You can (13)..... You (14)..... after twenty minutes. And get the cooking pot off the fire.

**Ramata:** The meal is ready yet! So let me set a table.

**Mother:** Let go and enjoy your meal!

### **Homework**

At home, with your friend make a dialogue to give instructions to make coffee for your family's Sunday breakfast.

**LEVEL:** 5<sup>ème</sup>

**SKILL:** speaking

**UNIT 2:** AT HOME

**LESSON 3 :** THE TCHONRON SOUP

**SESSION 2:**

**Situation d'apprentissage: (Rappel)**










Lucia une élève de la 5<sup>ème</sup> du Collège Moderne Dominique Ouattara d'Aboisso qui aime faire la cuisine se rend chez sa camarade Ramata le weekend pour apprendre à préparer un repas sénoufo, la sauce Tchonron. Elles discutent des ingrédients et étapes afin de réussir la confection de cette sauce

**Lesson content**

<u>Vocabulary</u>	<u>Language function</u>	<u>structure</u>
To keep – pepper – ingredients – okra – meat – oil – yam- fish- palm nuts	Expressing obligation with “must” or “must not”	You <b><u>must</u></b> wash bean leaves before chopping them You <b><u>must not</u></b> put meat in Tchonron Soup

**INPUT PHASE**

**Vocabulary**

 <b>Pepper</b>	 <b>Okra</b>	 <b>Meat</b>	 <b>Fish</b>	 <b>Oil</b>
 <b>Ingredients</b>	 <b>To keep:</b> To put into the right place	 <b>Palm nuts</b>	 <b>Yam</b>	

**Language function:** Expressing obligation with “**must**” or “**must not**”.

To express an obligation in English, we use:

-**Must** for what is recommended, permitted or allowed. (the Dos)

**Example:** You **must** wash the bean leaves before chopping them.

-**Must not** or **mustn’t** for what is **not** recommended, permitted or allowed. (The DON’Ts)

**Example:** You **must not** / **mustn’t** put meat in Tchonron soup.

### **PRACTISE PHASE**

**Activity 1:** Circle the odd-one-out. Number 5 is an example.

1-Roast – Chop – Add – Eat – Sleep

2-Pepper – Okra – Onions – Carrot – Sugar

3-Prawn powder – groundnuts powder – palm nuts

4-Fish – Meat – Chicken – Rice

5-Yam – Cassava – Tomatoes

**Activity 2:** Your friend wants to cook the *Tchonron* Soup. Tell him/her what to do. Complete the dialogue with **must** or **must not**. One is done for you as an example. Then, perform the dialogue in front of the class in pairs.

Horo: Good morning!

Ouattara: Hello! How are you?

Horo: I’m fine, thanks and you?

Ouattara: I’m good, thanks!

Horo: Excuse me, I want to cook the *Tchonron* Soup, can you help me?

Ouattara: Yes, sure! You .....wash the bean leaves, chop them and put them in a cooking pot. Next, you ..... add some potash.

Horo: Ok! it is on the cooker now. I have some roasted groundnuts here.

Ouattara: No, no! You ..... roast the groundnuts. You ...**must**... pound non-roasted groundnuts in a mortar.

Horo: Oh, really? But can I put some prawns in my soup?

Ouattara: Yes, but you ..... put meat in the “*Tchonron*” soup.

Horo: All right! Now, I add the salt and the prawn powder. Do you want to taste it?

Ouattara: Oh yes! With pleasure! Hummmmm! It’s delicious!!!

Horo: Thank you!

Ouattara: You’re welcome!



**Homework:** Write four sentences to express obligations.

1→.....

2→.....

3→.....

4→.....

**LEVEL: 5<sup>ème</sup>**

**SKILL: Speaking**

**UNIT 2: AT HOME**

**LESSON 3: THE TCHONRON SOUP**

**SESSION 3:**

**Situation d'évaluation (communication activity)**

Un concours culinaire est organisé par l'Ambassade des USA à l'occasion de la fête des mères pour toutes les filles de la 5<sup>ème</sup> des écoles de la ville. Un prix est réservé à l'école qui aura fait le meilleur plat traditionnel. En tant que participante au concours et soucieuse de faire gagner ton école,

1- dis de quelle région vous avez choisis le repas ;

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

2- donne le nom de la recette.

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

3- cite les ingrédients pour la confection de cette recette.

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

4- décris les étapes de la confection de cette recette en utilisant des instructions avec l'impératif et les obligations avec **must** ou **mustn't**

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



# UNIT 3



## TIME & DATE

**Level: 5ème**

**Skill: Writing**

**Unit 3: TIME AND DATE**

**LESSON 1: WHAT'S THE WEATHER LIKE TODAY?**

**SESSION 1**

**Source: Learn it, do it 5è P30-31**

**Situation d'apprentissage :**

Lors d'une rencontre du club d'anglais au Collège Moderne de Bondoukou, le président demande à un élève de 5<sup>ème</sup>3 de rédiger un paragraphe pour parler du climat et des différentes saisons en Côte d'Ivoire en vue de publier dans le journal de ce club dans la rubrique « RECHERCHE DE CORRESPONDANTS ETRANGERS ».

TEACHING POINTS		
<b><u>VOCABULARY</u></b> Sunny – rainy – cloudy – hot – cold – windy	<b><u>LANGUAGE FUNCTION</u></b> Asking and answering questions about the weather	<b><u>STRUCTURES</u></b> What's the weather like today? -it's cold -it's hot

### **INPUT PHASE**

#### **Vocabulary**



**The weather is windy**



**the weather is rainy**



**the weather is cloudy**



**The weather is sunny**



**it's hot**



**it's cold**

**Language function:** Asking and answering questions about the weather



To describe this weather, we say:

**It's cloudy**

To ask question about the weather, we say:

**What's the weather like?**

So, we have: A: What's the weather like?

B: It's Cloudy

## **PRACTICE PHASE**

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

### **Example:**

- 1) **Question:** what's the weather like today?

**Answer:** It's rainy



- 1) **Question:**.....?

**Answer:**.....



- 2) **Question:**.....?

**Answer:**.....



- 3) **Question:**.....?

**Answer:**.....



- 4) **Question:**.....?

**Answer:**.....

**Homework:** Exercises 2 and 3 page 32 in your workbook (Learn it, do it 5ème)

**Level: 5ème**

**Skill: writing**

**Unit 2: TIME AND DATE**

**LESSON 1: WHAT'S THE WEATHER LIKE TODAY?**

**SESSION 2**

**Source: Learn it, do it 5 P32-33**

**Situation d'apprentissage (Rappel)**

Lors d'une rencontre du club d'anglais au Collège Moderne de Bondoukou, le président demande à un élève de 5<sup>ème</sup>3 de rédiger un paragraphe pour parler du climat et des différentes saisons en Côte d'Ivoire en vue de publier dans le journal de ce club dans la rubrique « RECHERCHE DE CORRESPONDANTS ETRANGERS ».

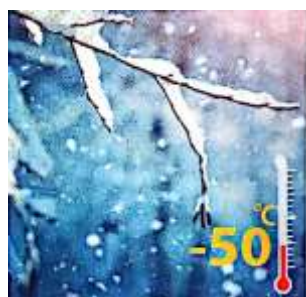
TEACHING POINTS		
<b><u>VOCABULARY</u></b> Snow – rainy season – spring – winter – dry season –summer – autumn	<b><u>LANGUAGE FUNCTION</u></b> Giving the number of seasons in your country	<b><u>STRUCTURES</u></b> -how many seasons are there in your country? -there are four seasons

**INPUT PHASE**

**Vocabulary**

**Rainy season:** a moment of the year when it rains a lot.

**Dry season:** season when it is hot and there is no rain. (= The harmattan)



→ the snow

**In Europe or America there are four main seasons which are:**

**Winter:** a season which lasts from December to January and during this period it snows and it is cold.

**Spring:** season from March to May.

**Summer:** a sunny and pleasant season taking place from July to September.

**Autumn:** a season from September to December, during this period it's windy and limbs of trees fall.

**Language function:** Giving the number of seasons in your country

To ask a person about the number of seasons in his country, we say:

**How many** seasons are there in your country?

The answer is:

**For example:** There are four seasons: *spring, winter, summer, and autumn*

## **PRACTICE PHASE**

### **Activity 1:**

Match each definition from column A with the correct meaning in column B. write your answers like in the example. Do it alone and then compare with your partner.

**Example:** *l-g*

<b>COLUMN A</b>	<b>COLUMN B</b>
1.Season between September and December 2.Sunny and pleasant season 3.Extremely cold season from December to February 4.Hot season with no rain 5.Season when it frequently rains 6.Covered with snow 7.Season from March to May	a. Snowy b. Rainy season c. Spring d.Winter e.Dry season f. Summer g. Autumn

### **Activity 2:**

With your partner, write a correct question and a correct answer about the seasons in each country mentioned. Number 1 is an example.

#### **Example:**

**1- Question:** *How many seasons are there in Niger?*

**Answer:** *There are two seasons*

**1- Garba:** I am from Niger, there is a long dry season and a very short rainy season

**Question:**.....?

**Answer:** .....

**2- Brad:** I come from USA. The seasons in my country are: spring, summer, autumn, and winter.

**Question:**.....?

**Answer:** .....

**3-Esmel:** My home country is Cote d'Ivoire. The seasons here are two, the rainy season and the dry season.

**Question:**.....?

**Answer:** .....



**Level: 5ème**

**Skill: writing**

**Unit 3: TIME AND DATE**

**LESSON 1: WHAT'S THE WEATHER LIKE TODAY?**

**SESSION 3**

**Source: Learn it, do it 5è**

**Situation d'évaluation (communication activity)**

Lors d'une rencontre du club d'anglais au Collège Moderne de Bondoukou, le président demande aux élèves de 5<sup>ème</sup>3 de rédiger un paragraphe de 5 lignes maximum pour parler du climat et des différentes saisons de Cote d'Ivoire en vue de publier dans le journal de ce club dans la rubrique « RECHERCHE DE CORRESPONDANTS ETRANGERS ».

Etant un élève de la classe,

1. dis le temps qu'il fait dans ta région actuellement ;
2. donne le nombre de saisons qu'il y a dans ta région, énumère-les ;
3. rédige un paragraphe où tu décris ces saisons avec leurs périodes ;
4. lis ta production aux autres membres du club.

**Level: 5ème**

**Skill: Writing**

**Unit 3: TIME AND DATE**

**LESSON 2: TIME IS MONEY**

**SESSION 1**

**Source: Learn it, do it 5è P 34**

**Situation d'apprentissage :**

En vue de mieux gérer leurs moments d'échanges avec leurs correspondants Américains, les élèves de 5<sup>ème</sup> 3 du Collège Moderne de Bondoukou écrivent des lettres pour donner leurs emplois du temps et leurs programmes de la semaine.

TEACHING POINTS		
<b><u>VOCABULARY</u></b> Midday – midnight – schedule – lunch – dinner – to watch	<b><u>LANGUAGE FUNCTION</u></b> Asking about daily schedule	<b><u>STRUCTURES</u></b> What do you usually do on Monday morning? - On Monday morning, I go to school

### **INPUT PHASE**

#### **Vocabulary**

**A schedule:** personal time table, programme



<b>Moments</b>	<b>Actions</b>
Morning	Go back to school
Noon	Have lunch
Afternoon	Go back home
Evening	Learn lessons
Night	Watch TV /go to bed
Midnight	Sleep

**To watch:** to look at

**Midday:** 12 O'clock in the day

**Midnight:** 12 O'clock at night

**Breakfast:** the meal you eat in the morning before going to school in the morning

**Lunch:** the meal you eat at 12 O'clock in the day.

**Dinner:** the meal you eat in the evening

**Language function:** Asking about daily schedule

To ask someone about their plans or schedule, we say for example:

1-What do you usually do on Monday morning?

The answer is for example:

- I go to school

2-What does Aya usually do on Monday afternoon?

- She cooks the meal

**PRACTICE PHASE**

**Activity1:**

Answer each question on people's schedules with the words between parentheses like in number 1.

**Example:** 1- what does the teacher usually do every night? (to plan his lesson)  
-he plans his lesson

1- What does the teacher usually do every night? (to plan his lesson)

.....

2- What do the students usually do every night? (to learn their lesson)

.....

3-what does Mrs. Assoumou do every morning? (to go to office)

.....

4- What do your sisters usually do at 7 p.m.? (to watch television)

.....

**Activity2:**

Match each word or expression from column A with its meaning in column B. Write your answers like in the example. Do it alone then compare with your partner.

**Example:** 1-C

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

**Homework:**

During a chat on the internet with your Ghanaian pen pal, he / she tells you about what he / she does every day. In your turn, describe in a few lines how you spend your day

**Level: 5ème**

**Skill: Writing**

**Unit 3: TIME AND DATE**

**LESSON 2: TIME IS MONEY**

**SESSION 2**

**Source: Learn it, do it 5<sup>e</sup> P 35**

**Situation d'apprentissage (Rappel)**

En vue de mieux gérer leurs moments d'échanges avec leurs correspondants Américains, les élèves de 5<sup>ème</sup> 3 du Collège Moderne de Bondoukou écrivent des lettres pour donner leurs emplois du temps et leurs programmes de la semaine.

TEACHING POINTS		
<b><u>VOCABULARY</u></b> To be in a hurry - to be on time - to be late - take a shower - waste time - go shopping	<b><u>LANGUAGE FUNCTION</u></b> Giving time of daily activities	<b><u>STRUCTURES</u></b> At what time do you go to school every Monday? -I go to school at 7 a.m

**INPUT PHASE**

**Vocabulary**

**To be on time:** Yao has class at 8 o' clock, he arrives at school at 7.30. So, he is **on time**.

**To be late:** Aya has class at 7 o'clock. She arrives at 7:30. So, she is **late**.



**To be in a hurry** ⇒

**Go shopping:** go to the supermarket to buy articles

**To take a shower:** to wash your body ⇒



**Waste time** ≠ save time

**Language function:** Giving time of daily activities

To ask a person about his daily activities, you say:

-**At what time** do you go to school every Monday?

The person answers for example:

-I go to school **at 7 a.m.**

**PRACTICE PHASE**

**Activity 1:**

Complete the sentences below with the appropriate words from the box. Write your answers like in the example. Do it alone then compare with your partner.

**Example:** 1- take a shower

Go shopping – late – take a shower – in hurry – waste time – on time
--

1. Every morning, I.....just after I Wake up.
2. I am.....because I don't want to arrive ..... in class.
3. Every Saturday, my parents ..... at the market.
4. If you....., you will not finish your homework.
5. Our teacher is very punctual; he always arrives .....in class.

**Activity 2:**

Use the information in the table and with your neighbour, ask and answer questions about the activities of the people. Do it like in the example.

**Example:** 1. A: What time does Mr. Karamoko go to bed?

B: He goes to bed at 11 p.m.

	People	Activities	Period
1	Mr. karamoko	go to bed	11 p.m.
2	The students	start class	7 a.m.
3	Gertrude	learns her lessons	9 p.m.
4	Dally and Christ	have breakfast	6 a.m.
5	Mr. Loba	drives his children to school	8 a.m.
6	You	come back home	5 p.m.

**Level: 5ème**

**Skill: Writing**

**Unit 2: TIME AND DATE**

**LESSON 2: TIME IS MONEY**

**SESSION 3**

**Source: Learn it, do it 5è**

**Situation d'évaluation (Communication activity)**

En vue de mieux échanger avec leurs correspondants Américains, les élèves de 5<sup>ème</sup> 3 du Collège Moderne de Bondoukou, au cours d'un échange sur internet, écrivent des paragraphes pour leurs amis Américains dans le but de donner leurs emplois du temps et leurs programmes de la semaine. En tant qu'élève de cette classe,

1. choisis un jour de la semaine où tu feras la liste de tes activités favorites ;
2. mentionne la période de chaque activité ;
3. rédige un paragraphe de cinq (5) lignes maximum pour décrire chaque activité avec sa période d'exécution.

**Level: 5ème**

**Skill: WRITING**

**Unit 2: TIME AND DATE**

**LESSON 3: ADON'S SCHEDULE**

**SESSION 1**

**Source: Learn it, do it 5è P 37**

**Situation d'apprentissage :** A l'occasion de la journée de l'anglais au Collège Moderne de Bondoukou, l'Ambassadeur des Etats Unis en Côte d'Ivoire demande à un élève de 5<sup>ème</sup> 3 d'écrire un texte où il donnera son programme de la semaine et ses projets à venir dans le but de vérifier leur maîtrise de la langue.

TEACHING POINTS		
<b><u>VOCABULARY</u></b> Messy – tidy – take a quiz – travel – to plan	<b><u>LANGUAGE FUNCTION</u></b> Talking about future plan	<b><u>STRUCTURES</u></b> I'm visiting my parents next week.

### **INPUT PHASE**

#### **Vocabulary**

**To travel:** to move from one point to another.

**To plan:** to project to do something.

**To take a quiz:** To have a little evaluation.

A **tidy student:** an ordered student, a student who is well organized.

A **messy student:** a disorganized student

**Language function:** Talking about future plan

To talk about your future plans, you can use the present continuous or present progressive

**Example:**

I'm *visiting* my parents *next week*. = means that I plan to visit my parents next week.

Next week is not yet arrived. It's in the future.



## **PRACTICE PHASE**

### **Activity 1:**

Match each word or expression from column A with its meaning in column B. Write your answers like in the example. Do it alone then compare with your partner.

**Example:** 1-d

<b>COLUMN A</b>	<b>COLUMN B</b>
1.to project to do something 2. in good order Move from one city to another 4. in disorder 5.to have a small evaluation	a. to take a quiz b. messy c. travel d. to plan e. tidy

### **Activity 2:**

Complete each sentence with the correct form of the verb between parentheses. Write your answers like in the example.

**Example:** 1. I'm buying

1. I.....a new pen tomorrow. (to buy)
2. My mother.....my favourite food in the evening. (to cook)
3. Rita and Bamba .....an exciting movie on Saturday. (to watch)
4. John..... to the village in the holidays. (to go)
5. Peter and Carrel.....their marriage in January. (to celebrate)
6. Mrs. Koffi.....driving lessons next year. (to take)

**Level: 5ème**

**Skill: Writing**

**Unit 2: TIME AND DATE**

**LESSON 3: ADON'S SCHEDULE**

**SESSION 2**

**Source: Learn it, do it 5 p 38**

**Situation d'apprentissage (Rappel)**

A l'occasion de la journée de l'anglais au Collège Moderne de Bondoukou, l'Ambassadeur des Etats Unis en Côte d'Ivoire demande à un élève de 5<sup>ème</sup> 3 d'écrire un texte où il donnera son programme de la semaine et ses projets à venir dans le but de vérifier leur maîtrise de la langue.

TEACHING POINTS		
<b><u>VOCABULARY</u></b> A final test - to go back - to resume - a bridge	<b><u>LANGUAGE FUNCTION</u></b> Describing a processing with connectors.	<b><u>STRUCTURES</u></b> <b>First</b> , I wake up, <b>second</b> I take a bath, <b>next</b> I wear my clothes, <b>finally</b> I go to school.

**INPUT PHASE**

**Vocabulary**

**A bridge**: This is the liana bridge of man ⇒



**A final test**: the last evaluation of the year.

**To resume**: to restart

**To go back**: to return

**Language function**: Describing a processing with connectors.

To describe your daily activities in English, we use some **connectors or linking words+ the present simple**

**Example:**

When I get up in the morning, **first**, I brush my teeth, **second** I take a bath, **next** I wear my clothes, **then** I have my breakfast and **finally** I go to school.

## **PRACTICE PHASE**

### **Activity:**

In this text about Adon's Saturday schedule,

A. write the verbs between parentheses in the correct forms;

B. choose the appropriate word from the box to complete each gap.

Write your answers like in the example.

finally – then – first – next - second
--

Adon has several activities on Saturday morning. ...(1)....., he (a- wake up) at 6 o'clock. ....(2).....he (b-wash) the family car. ....(3)....he (c-take) a bath. ....(4)..... He (d-have breakfast). ...(5)....., he (e-play) football with his friends. After the football game, they (f-eat) delicious food.

### **Examples:**

**A-Verb forms:** a-wakes up

**B- Appropriate words:** 1-first

**Level: 5ème**

**Skill: Writing**

**Unit 2: TIME AND DATE**

**LESSON 3: ADON'S SCHEDULE**

**SESSION 3**

**Source: Learn it, do it 5è**

**Situation d'évaluation (Communication activity)**

Au cours d'une compétition organisée par l'Ambassade des Etats-Unis en Côte d'Ivoire à l'intention des élèves du Collège Moderne de Bondoukou, l'Ambassadeur demande aux élèves de 5<sup>ème</sup> 3 de rédiger un paragraphe dans lequel ils décriront à leurs correspondants Nigériens les activités qu'ils mènent chaque dimanche dans le but de vérifier leur maîtrise de la langue. Faisant partie de ces élèves,

1. présente-toi à l'ambassadeur ;
2. fais un tableau où tu mentionneras ton programme ;
3. utilise les connecteurs étudiés pour rédiger un texte décrivant dans l'ordre toutes les activités que tu mènes les dimanches ;
4. lis ta production à Monsieur l'Ambassadeur.



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# UNIT 4

## Jobs in English



Athlete



Engineer



Soldier



Doctor



Worker



Teacher



Dancer



Postman



Policeman



Writer



Baker



Architect



Astranout



Chief



Nurse



Referee

[www.englishgrammarhere.com](http://www.englishgrammarhere.com)

# JOBS & OCCUPATIONS

**Level: 5ème**

**Skill: WRITING**

**Unit 4: JOBS AND OCCUPATIONS**

**LESSON 1: WHAT DOES YOUR MOTHER DO?**

**SESSION 1**

**Source: Learn it, do it 5è P40-41**









**Situation d'apprentissage :**

A l'approche de la fête des mères, les élèves de la 5<sup>ème</sup> 3 du Collège Moderne de Bondoukou sont invités par le club d'Anglais de leur école pour rendre hommage à leurs mères. Chaque élève doit rédiger un texte pour le compte du journal du club d'Anglais en vue de décrire la profession de sa mère.

TEACHING POINTS		
<b><u>VOCABULARY</u></b> A cook – a housewife – a greengrocer – a barber – a plumber – a car washer – a cashier – a tailor	<b><u>LANGUAGE FUNCTION</u></b> Asking and answering questions about people's jobs	<b><u>STRUCTURES</u></b> What does your mother do? She is a housewife

### **INPUT PHASE**

#### **Vocabulary**

 <b>a cashier</b>	 <b>a cook</b>	 <b>a housewife</b>	 <b>a greengrocer</b>
 <b>a barber</b>	 <b>a plumber</b>	 <b>a car washer</b>	 <b>a tailor</b>

**Language function:** Asking and answering questions about jobs

If we want to have information about the job of our friend's mother, we ask this question:

**What does your mother do?**

The answer is: **She is a housewife** or **a tailor** etc.

## **PRACTICE PHASE**

**Activity 1:** Use the information in each number to write correct questions and answers like in number 1. Do it with your partner.

**Example:** 1) **Question:** What does Tim do?

**Answer :** He is a teacher.

1) Tim (teacher)

**Question:**.....?

**Answer:**.....

2) Awa (housewife)

**Question:**.....?

**Answer:**.....

3) Adigun (car washer)

**Question:**.....?

**Answer:**.....

4) Kwessy (plumber)

**Question:**.....?

**Answer:**.....

**Activity 2:** Put the words in the right order to find names of job like number 1. Start with the capital letter. Do it individually, then compare with your partner.

**Example:** 1- teacher

1- reacThe: .....

2- shieraC: .....

3- rePlmub: .....

4- Grcerneergo: .....

5- orTlia: .....

**Homework:** Exercise 1 page 41 in your workbook; Learn it, do it 5è

**Level: 5<sup>ème</sup>**

**Skill: WRITING**

**Unit 4: JOBS AND OCCUPATIONS**

**LESSON 1: WHAT DOES YOUR MOTHER DO?**

**SESSION 2**

**Source: Learn it, do it 5<sup>e</sup> 41-42**








**Situation d'apprentissage (Rappel)**

A l'approche de la fête des mères, les élèves de la 5<sup>ème</sup> 3 du Collège Moderne de Bondoukou sont invités par le club d'Anglais de leur école pour rendre hommage à leurs mères. Chaque élève doit rédiger un texte pour le compte du journal du club d'Anglais en vue de décrire la profession de sa mère.

TEACHING POINTS		
<b><u>VOCABULARY</u></b> Pilot – waitress – flight attendant – computer scientist – lawyer – architect – dentist	<b><u>LANGUAGE FUNCTION</u></b> Describing jobs and occupations	<b><u>STRUCTURES</u></b> - What does a pilot do? - He flies planes

**INPUT PHASE**

**Vocabulary**

 <b><u>a pilot</u></b> = he flies planes	 <b><u>a flight attendant</u></b> = she takes cares of passengers in a plane	 <b><u>a computer scientist</u></b> = an expert in computer science	 <b><u>an architect</u></b> = a person who designs house plans
 <b><u>a lawyer</u></b> = a professional of law who defends people before the court	 a dentist	 <b><u>a waitress</u></b> = a lady who serves people in a restaurant	



**Language function:** Describing jobs and occupations

I told my friend that my mother is a flight attendant. But, he doesn't know what this job means. He wants me to describe what activity exactly she does. So, to know exactly about my mother's job, he can ask:

***What does a flight attendant do?***

And my answer will be: ***She takes care of passengers in a plane.***

## **PRACTICE PHASE**

**Activity 1:** Match each definition from column A with the correct meaning in column B. Write your answers like in the example. Do it alone and then compare with your partner.

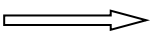
**Example:** *l-e*

COLUMN A	COLUMN B
1. Peter defends accused people at the tribunal. 2. Coulibaly flies planes. 3. Salomon is an expert in computer science. 4. James is a doctor who cures teeth pains. 5. I design building plans. 6. Anna serves food and drinks in a restaurant	a. architect b. waitress c. pilot d. waitress e. lawyer f. computer scientist

**Activity 2:** In pairs, use the information in the boxes, then ask and answer questions. **Number 1** is an example.

1. Antoine / (a barber)
3. She / (a cashier)
5. Sophie / (a housemaid)

2. Thierry / (an architect)
4. He / (a plumber)
6. She / (a waitress)

1. A: What's Antoine's job?  B: Antoine is a barber / He is a barber.
2. ....?
3. ....?
4. ....?
5. ....?
6. ....?

**Level: 5ème**

**Skill: WRITING**

**Unit 3: JOBS AND OCCUPATIONS**

**LESSON 1: WHAT DOES YOUR MOTHER DO?**

**SESSION 3**

**Source: Learn it, do it 5è**

**Situation d'évaluation (communication activity)**

A l'occasion de la fête des mères, Le journal du Club d'Anglais du Collège Moderne de Bondoukou veut dédier des pages spéciales à la mère. Le président du Club demande donc aux élèves de la 5<sup>ème</sup> 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 5<sup>ème</sup>,

1-donne le nom de ta maman ;

2- précise sa profession ;

3-décris dans un paragraphe les activités qu'elle mène dans le cadre de son travail.

**Level: 5ème**

**Skill: WRITING**

**Unit 4: JOBS AND OCCUPATIONS**

**LESSON 2: WHAT DO YOU USE A MAP FOR?**

**SESSION 1**

**Source: Learn it, do it 5<sup>e</sup> P 44-45**

**Situation d'apprentissage:**

Lors d'une compétition organisée par le club d'Anglais du Collège Moderne de Bondoukou, le président demande aux élèves de 5<sup>ème</sup> d'écrire un paragraphe dans lequel ils parleront des outils ou objets utilisés par leurs parents dans leurs différents métiers.

TEACHING POINTS		
<b><u>VOCABULARY</u></b> Map – plan – scales – trolley – laptop – tray - cash register - sponge	<b><u>LANGUAGE FUNCTION</u></b> Talking about the use of work tools.	<b><u>STRUCTURES</u></b> - What is a sponge <i>used for</i> ? - It's <i>used for</i> washing cars

## **INPUT PHASE**

### **Vocabulary**

 <b>a map</b>	 <b>a plan</b>	 <b>scales</b>	 <b>a tray</b>
 <b>a cash register</b>	 <b>a laptop</b>	 <b>a trolley</b>	 <b>a sponge</b>

**Language function:** Talking about the use of work tools.

If we want to know about the use or the utility of a specific work tool (for example a sponge) the question is:

***What is*** a sponge *used for*?

The answer is: ***It is used for*** washing cars?

## **PRACTICE PHASE**

### **Activity1:**

Fill in the gaps with the words from the box. Do it individually then compare with your partner. Write your answers like in the example.

**Example: 6- anti-virus software**

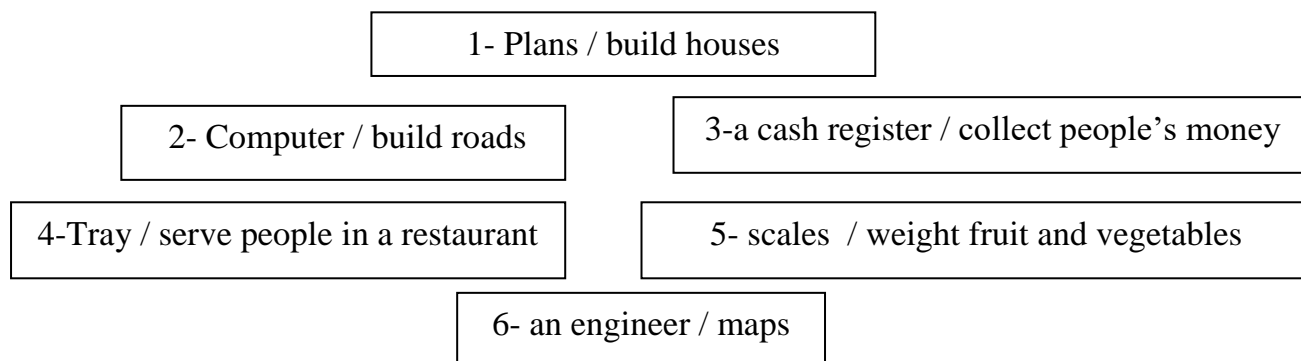
Trays – anti-virus software – scale – trolley – laptops – map – cash registers

There are several facilities today. If you want to know the location of a country or a city. You just need to refer to a (1).....At the market, a (2).....helps to measure the exact weight of fruits and vegetables you want to buy. In a supermarket, costumers put the different articles they buy into a (3).....and roll it to the cashiers. As for the cashiers, they use a (4).....to collect the costumers' money and to calculate their changes quickly. In addition, supermarket managers have (5)..... which help them to store information and to order new products. To avoid attacks from hackers, they install an (6)..... on their computers. In a restaurant, the waitresses serve people on a (7).....All these facilities have made life easier in this modern society.

**Activity 2:** Say what the tools are used for. With the information from the box, ask and answer questions with your neighbour. One has been done for you as an example.

**Example: 1- A: *What are plans used for?***

**B: *They are used to build houses.***



**Homework:** Exercise 2 page 45; Learn it do it 5è

**Level: 5ème**

**Skill: WRITING**

**Unit 4: JOBS AND OCCUPATIONS**

**LESSON 2: WHAT DO YOU USE A MAP FOR?**

**SESSION 2**

**Source: Learn it, do it 5è P 45-46**

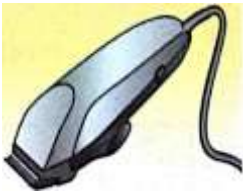




**Situation d'apprentissage (Rappel)**

Lors d'une compétition organisée par le club d'Anglais du Collège Moderne de Bondoukou, le président demande aux élèves de 5<sup>ème</sup> d'écrire un paragraphe dans lequel ils parleront des outils ou objets utilisés par leurs parents dans leurs différents métiers.

TEACHING POINTS		
<b><u>VOCABULARY</u></b> Shearer – plunger – dental chair – floor cloth – law book	<b><u>LANGUAGE FUNCTION</u></b> Talking about users of work tools.	<b><u>STRUCTURES</u></b> -whose tool is the shearer? -It's the barber's tool.

**INPUT PHASE**

**Vocabulary**

				
a shearer	a law book	a plunger	a floor cloth	a dental chair

**Language function:** Talking about users of work tools.

If you want to know to whom belong each tool mentioned, you say for example:

***Whose tool is the shearer?***

The answer is:

***It's the barber's tool.***

## **PRACTICE PHASE**

**Activity 1:** Match each tool in column A with the appropriate job in column B. Do like in the example.

**Example: 1-f**

<b>COLUMN A</b>	<b>COLUMN B</b>
1. A law book 2. A shearer 3. A floor cloth 4. A dental chair 5. A sponge 6. A plunger	a-Plumber b- Dentist c- Barber d- Car washer e- House maid f- Lawyer

**Activity 2:** Use the information from activity 1, then ask and answer questions with your neighbour about the users of the tools.

**Example: 1- A: Whose tool is the law book?**

**B: It is the lawyer's tool.**

**Homework:** Exercise 2 page 46; Learn it do it 5è

**Level: 5ème**

**Skill: WRITING**

**Unit 3: JOBS AND OCCUPATIONS**

**LESSON 2: WHAT DO YOU USE A MAP FOR?**

**SESSION 3**

**Source: Learn it, do it 5è**

**Situation d'évaluation (Communication activity)**

Lors d'une compétition organisée par le club d'Anglais du Collège Moderne de Bondoukou, le Président demande aux élèves de la 5<sup>ème</sup> d'écrire un paragraphe dans lequel ils parleront des outils ou objets utilisés par leurs parents dans l'exercice de leurs différents métiers. En tant qu'élève de 5<sup>ème</sup>,

1. dis les métiers que font ton père et ta mère ;
2. cite les outils utilisés par chacun d'eux ;
3. rédige un paragraphe de cinq (5) lignes au plus dans lequel tu décris les rôles de chaque outil.

**Level: 5ème**

**Skill: WRITING**

**Unit 4: JOBS AND OCCUPATIONS**

**LESSON 3: WHERE DOES AUNT ENOH WORK?**

**SESSION 1**

**Source: Learn it, do it 5è P 48-49**








**Situation d'apprentissage :**

Le jour de la célébration de la fête du travail, l'ambassade des Etats Unis à Abidjan organise une cérémonie à laquelle sont conviés les élèves de la 5<sup>ème</sup> 3 du Collège Moderne de Bondoukou. L'Ambassadeur leur demande de rédiger un paragraphe pour décrire le lieu de travail de leurs parents en vue de partager cela avec des invités venus de l'Amérique.

TEACHING POINTS		
<b><u>VOCABULARY</u></b> A school – a building site – a car wash – an office – a restaurant – a law court – a greengrocer's shop	<b><u>LANGUAGE FUNCTION</u></b> Talking about work place	<b><u>STRUCTURES</u></b> Where does the waitress work? - She works in a restaurant

## **INPUT PHASE**

### **Vocabulary**

 <b>a school</b>	 <b>a building site</b>	 <b>a car wash</b>	 <b>an office</b>
 <b>a court</b>	 <b>a greengrocer's shop</b>	 <b>a restaurant</b>	

**Language function:** Talking about work places

-The place where a waitress works is called a restaurant. So, we say:

*A waitress works in a restaurant*

-To ask question about the place a waitress works, we can say:

*Where does a waitress work?*



## **PRACTICE PHASE**

### **Activity 1:**

Match each job from column A with its appropriate workplace in column B. Write your answers like in the example. Do it with your partner.

**Example: 4-f**

<b>COLUMN A</b>	<b>COLUMN B</b>
1. A waitress	a. An office
2. A greengrocer	b. A building site
3. A lawyer	c. A restaurant
4. A teacher	d. A greengrocer's shop
5. An engineer	e. A law court
6. A car washer	f. A school
7. A secretary	g. A car Wash

### **Activity 2:**

Here are answers, ask the corresponding questions. Write your answers like in number 1. Do it with your partner.

**Example: 1- Where does a greengrocer work?**

1-The greengrocer works in a greengrocer's shop:.....

6- A lawyer works in a law court: .....

7- A waitress works in a restaurant: .....

8- A car washer works at a car wash: .....

9- A secretary works in an office:.....

10-An engineer works at a building site:.....

**Level: 5ème**

**Skill: WRITING**

**Unit 4: JOBS AND OCCUPATIONS**

**LESSON 3: WHERE DOES AUNT ENOH WORK?**

**SESSION 2**

**Source: Learn it, do it 5è P 49-50**

**Situation d'apprentissage (rappel)**

Le jour de la célébration de la fête du travail, l'ambassade des Etats Unis à Abidjan organise une cérémonie à laquelle sont conviés les élèves de la 5<sup>ème</sup> 3 du Collège Moderne de Bondoukou. L'Ambassadeur leur demande de rédiger un paragraphe pour décrire le lieu de travail de leurs parents en vue de partager cela avec des invités venus de l'Amérique.

TEACHING POINTS		
<b><u>VOCABULARY</u></b> Crowded – cool – smelly – fragrant – dusty – fast	<b><u>LANGUAGE FUNCTION</u></b> Using adjectives to describe places, performances and objects.	<b><u>STRUCTURES</u></b> Murielle Ahouré runs <i>fast</i>

**INPUT PHASE**

**Vocabulary**

**Fast:** rapid ≠ slow

**Crowded:** full of people. During the final phase of football competitions, the stadium is *crowded*

**Dusty:** The road from Agboville to my village is *dusty*.

**Smelly:** something / a place which smells bad ≠ fragrant

**Fragrant:** with a good and pleasant smell.

*Example:* I like the smell of your perfume. It's *fragrant*.

**Cool:** the inside of a refrigerator is very cool ≠ hot

**Language function:** Using adjectives to describe places, performances and objects.

If you want to describe a place, a performance or an object, you use adjectives.



**Example:** Murielle Ahouré runs *fast*.

## **APPLICATION PHASE**

**Activity 1:** Reorder the letters in each list to obtain adjectives. Start with the capital letter. Number 1 is an example.

1. oloC = **Cool**
2. tasF
3. lySelm
4. trangraF
5. tysuD
6. edowrC

**Activity 2:** Complete each sentence below with the right word from the box. Do it individually then compare with your partner. Write your answers like in the example.

**Example:** *6-fast*

dusty – crowded – smelly – cool – fragrant – cool – fast

- 1- Supermarkets are always ..... at Christmas time.
- 2- The kitchen is .....because of dustbin.
- 3- The air conditioner makes the office .....
- 4- Marie's shop is ..... because she sprayed a good perfume in it.
- 5- This place is always .....because people put rubbishes on it.
- 6- I like plane because it goes .....

**Homework:** Exercise 1 and 2 page 50 (Learn it, do it 5è)

**Level: 5ème**

**Skill: WRITING**

**Unit 4: JOBS AND OCCUPATIONS**

**LESSON 3: WHERE DOES AUNT ENOH WORK?**

**SESSION 3**

**Source: Learn it, do it 5è**

**Situation d'évaluation (Communication activity)**

Le jour de la célébration de la fête du travail, l'ambassade des Etats-Unis à Abidjan organise une cérémonie à laquelle sont conviés les élèves de la 5<sup>ème</sup> 3 du Collège Moderne de Bondoukou. L'Ambassadeur leur demande d'écrire un paragraphe pour décrire le lieu de travail de leurs parents en vue d'informer des invités venus des Etats-Unis. En tant qu'élève de cette classe,

1. donne le métier de deux membres de ta famille ;
2. dis le lieu de travail de chacun d'eux ;
3. rédige un paragraphe de 5 lignes pour décrire les lieux de travail des deux membres cités.



# UNIT 5



## CLOTHES & COLOURS

**Level: 5ème**

**Skill: Listening**

**Unit 5: CLOTHES AND COLOURS**

**LESSON 1: THE MARKET PLACE**

**SESSION 1**

**Source: Learn it, do it 5è**

**Learning context:** A student of 5ème 2 of Collège Moderne of Kotogwanda visiting Ghana goes to the market with his Ghanaian penfriend to buy clothes. At the market, they listen to a trader promoting his colourful clothes in order to make the best choice.

**Lesson content**

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
a hat – a scarf – sandals – pyjamas – a shirt – shorts – trousers – socks – shoes	Asking and answering questions about clothes	- What do schoolboys wear at school? - They wear Khaki uniform.

**INPUT PHASE**

**Vocabulary**

 a hat	 a scarf	 sandals
 shoes	 a shirt	 trousers
 shorts	 socks	 pyjamas

**Language function: Asking and answering questions about clothes: WH- questions**



The schoolboy wears khaki uniform at school. To know what students wear at school, we ask the question:









“What do schoolboys wear at school? And we answer: “They wear khaki uniform”.

**Example:** Soro: **What do schoolboys wear at school?**

Néli: **They wear khaki uniform.**

**PRACTICE PHASE**

**Activity 1:** Listen and decide if the description is true (T) or false (F). Do it like in number one.

<p>1</p>  <p>..... <b>False</b></p>	<p>2</p>  <p>.....</p>	<p>3</p>  <p>.....</p>	<p>4</p>  <p>.....</p>
<p>5</p>  <p>.....</p>	<p>6</p>  <p>.....</p>	<p>7</p>  <p>.....</p>	<p>8</p>  <p>.....</p>

**Listening text:**

**Picture 1** is a dress.

**Picture 3**, there are pyjamas.

**Picture 5** is a hat.

**Picture 7** are sandals.

**Picture 2** are trousers.

**Picture 4** is a scarf.

**Picture 6**, there are socks.

**Picture 8**, there are trousers.

**Activity 2:** With your neighbour, use the given words in each section to ask and answer questions about what people wear.

**Example: 1. A: What does Soro wear?**

**B: Soro wears a shirt, trousers, socks and shoes.**

1. Soro (a shirt/ trousers/ socks/ shoes)
2. Julia (a scarf/ shorts/ a shirt)
3. Dad (pyjamas/ sandals)
4. The boys (hats/ shorts/ sandals)

**Homework:** Do exercise 2 page 54 (Learn It, Do It)



**Level: 5ème**

**Skill: Listening**

**Unit 5: CLOTHES AND COLOURS**

**LESSON 1: THE MARKET PLACE**

**SESSION 2**

**Source: Learn it, do it 5è**

**Learning context (Recall)**









A student of 5ème 2 of Collège Moderne of Kotogwanda visiting Ghana goes to the market with his Ghanaian penfriend to buy clothes. At the market, they listen to a trader promoting his colourful clothes in order to make the best choice.

**Lesson content**

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
A skirt – a dress – earrings – a ring – a belt – a tie – a bracelet – a wrapper – a wallet	Describing what people wear.	A: Do girls wear trousers to go to school? B: No, they don't. A: Do boys wear khaki uniform to go to school? B: Yes, they do.

**INPUT PHASE**

**Vocabulary**

 a skirt	 a dress	 a wrapper
 an earring	 a ring	 a bracelet
 a belt	 a tie	 a wallet

**Language function:** Describing what people wear with Yes / No questions



A: Do schoolboys wear Khaki uniform to go to school?

B: **Yes, they do**

A: Do girls wear Khaki uniform to go to school?

B: **No, they don't**

## **PRACTICE PHASE**

**Activity 1:** Listen and match the people from column A with the clothes or accessories they have in column B.

**Example:** 1 – d.

Column A: People	Column B: Clothes or Accessories
1. Schoolboys	a. ties and a cap
2. Policemen	b. white blouse and a stethoscope
3. Taxi-drivers	c. trousers and a tie
4. Butchers	d. khaki uniform
5. Teachers	e. knives and meat saw
6. doctors	f. blue uniform and weapon

**Activity 2:** Use the information from activity 1 and with your partner, ask and answer questions like in the example.

**Example:** 1 – A: Do schoolboys wear white blouse and a stethoscope?

B: No, they don't. They wear khaki uniform.

**Level: 5ème**

**Skill: Listening**

**Unit 5: CLOTHES AND COLOURS**

**LESSON 1: THE MARKET PLACE**

**SESSION 3**

**Source: Learn it, do it 5è**

**Communication activity** (Situation d'évaluation)

During his stay in Ghana, a student of 5ème 2 of Collège Moderne of Kotogwanda goes to the market to buy some clothes before he goes back to his motherland. There, he listens to a trader promoting his articles. Being this student,

1. listen to the trader and list the different clothes he is selling;
2. cite the different clothes you want to buy.

**Listening text:**



**Trader:** Come and buy! Come and buy! There is everything here you need! I have beautiful trousers, nice skirts, shoes, socks, belts, colourful shirts, shorts, sandals, wallets, dresses, scarves and handbags for beautiful women. Come and buy! Come and buy!

**You:** Hello madam!

**Trader:** Hello, miss. Can I help you?

**You:** Yes. I would like to buy a dress, sandals, a scarf and a bracelet.

**Trader:** OK. Here you are. Don't you need earrings?

**You:** No, thanks. It's good for me.

**Trader:** Right. Thanks and goodbye.

**Level: 5ème**

**Skill: Listening**

**Unit 5: CLOTHES AND COLOURS**

**LESSON 2: MY FAVOURITE CLOTHES**

**SESSION 1**

**Source: Learn it, do it 5è**

**Learning context:** In visit in Osseykro (Ghana) with their English teacher, the students of 5<sup>ème</sup> 3 of Lycée Municipal of Niablé listen to a Ghanaian clothes seller talking about his articles in order to make their choice.

**Lesson content**

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
a cap – gloves – sunglasses – a pullover – an underwear – a handbag – a purse – a suit – a necklace	Talking about likes and dislikes	A: Which shirt do you like? B: I <b>like</b> the pink one.

**INPUT PHASE**

**Vocabulary**

 a cap	 gloves	 sunglasses
 a pullover	 an underwear	 a handbag
 a purse	 a suit	 a necklace

## Language function: Talking about likes and dislikes



This girl loves the pink dress. To say what she loves, you say: **“She likes the pink dress”**.

And to ask the question about the colour of the dress she likes, you can say: **“Which dress do you like?”**

So, to ask someone about the kind of thing they like, we say:

**“Which .....do you like?”**

The answer is:

**“I like the pink dress”**.

If you don't like something, you say:

**I don't like ..... or I dislike .....**

## PRACTICE PHASE

**Activity 1:** Write the name of each object like in number 1.

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

a purse – a suit – sunglasses – gloves – a necklace – an  
underwear – a pullover – a cap

 <b>1 - a necklace</b>	 2 .....	 3 .....
 4 .....	 5 .....	 6 .....
 7 .....	 8 .....	 9 .....

**Activity 2:** Ask as many questions as possible with the words in the table. Do it with your neighbour.

**Example:** 1 - Which cap does your father like?

Which	<ul style="list-style-type: none"> <li>- dress</li> <li>- gloves</li> <li>- cap</li> <li>- glasses</li> <li>- wrapper</li> <li>- handbag</li> <li>- suit</li> </ul>	<ul style="list-style-type: none"> <li>- do</li> <li>- does</li> </ul>	<ul style="list-style-type: none"> <li>- your father</li> <li>- you</li> <li>- boys</li> <li>- girls</li> <li>- men</li> <li>- the teacher</li> <li>- pupils</li> </ul>	like?
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**Homework:** Do exercise 4 page 81 (English for All 5ème).

**Level: 5<sup>ème</sup>**

**Skill: Listening**

**Unit 5: CLOTHES AND COLOURS**

**LESSON 2: MY FAVOURITE CLOTHES**

**SESSION 2**

**Source: Learn it, do it 5<sup>e</sup>**

**Learning context (Recall)**


In visit in Osseykro (Ghana) with their English teacher, the students of 5<sup>ème</sup> 3 of Lycée Municipal of Niablé listen to a Ghanaian clothes seller talking about his articles in order to make their choice.

**Lesson content**

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
<b><u>Colours:</u></b> yellow – red – black – white – green – grey – blue – purple – orange – pink – brown – indigo	Talking about preferences	A: Which colour does your father prefer? B: He prefers blue.

**INPUT PHASE**

**Vocabulary**

 black	 white	 yellow	 red
 blue	 green	 orange	 purple
 brown	 pink	 grey	 indigo

**Language function:** Talking about preferences

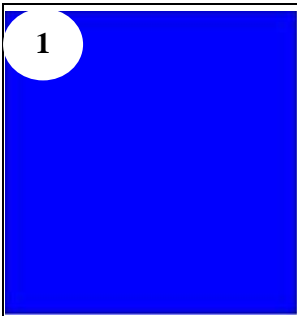


Among all the colours of shirt, Olivier likes the blue one better than the others. We can also say: “Olivier **prefers** blue”.

**The question is: Which colour does Olivier prefer?**

**PRACTICE PHASE**

**Activity 1:** As you listen to the teacher, put colours in each space numbered from 1 to 8.

1 	2	3	4
5	6	7	8

**Listening text:**

1. Blue    2. Yellow    3. Black    4. Purple    5. Red    6. Pink  
7. Green    8. Orange

**Activity 2:** With your partner, practise asking and answering questions about the colours you prefer.

**Example:** A: Which colour do you prefer?

B: I prefer blue, black and white

**Homework:** Exercise 2 page 61 (Learn It, Do It)



**Level: 5ème**

**Skill: Listening**

**Unit 5: CLOTHES AND COLOURS**

**LESSON 2: MY FAVOURITE CLOTHES**

**SESSION 3**

**Source: Learn it, do it 5è**

**Communication activity** (Situation d'évaluation)

A student of 5ème 2 of Collège Moderne of Kotogwanda who is visiting his friend Steven in Accra (Ghana), listens to the conversation between his friend's parents about the clothes they want to buy for him for the coming Ramadan. Being this student, listen carefully in order to tell your friend about the surprise.

1. While listening, write in front of each name the types of clothes chosen. (See the table below)
2. As you listen again, mention the details related to the size and the colours of the clothes chosen for each person. (See the table below)

Names	Clothes	Colour	Size
Mr Adigun	- shoes - -	- - -	- - -
Mrs Adigun	- - -	- - -	- - -
Steven Adigun	- - -	- - -	- - -
Christiane Adigun	- - -	- - -	- - -

**Listening text:** Mr Adigun and his wife are preparing to go shopping for Christmas.

**Mr Adigun:** Darling, don't forget our trip to Noe market tomorrow morning for our Christmas clothes.

**Mrs Adigun:** How can I forget this fantastic project?

**Mr Adigun:** By the way, which clothes do you plan to buy? We must have precise ideas to avoid wasting times.

**Mrs Adigun:** Just two *kinte* wrappers and a golden necklace.

**Mr Adigun:** As for me, I am going for shoes. All my shoes are too old.

**Mrs Adigun:** Christiane wants a fashionable skirt and black shoes. She wears size 2.

**Mrs Adigun:** How about Steven?

**Mrs Adigun:** He prefers washed-out blue jeans and size 3 basketball shoes.

**Mr Adigun:** For Christmas?

**Mrs Adigun:** He wants to be on fashion.

**Level: 5ème**

**Skill: Listening**

**Unit 5: CLOTHES AND COLOURS**

**LESSON 3: HOW MUCH IS IT?**

**SESSION 1**

**Source: Learn it, do it 5è**

**Learning context:** In visit in Takoradi (Ghana) with their English teacher, a group of students of 5ème of Collège Moderne Dominique Ouattara Aboisso listen to a Ghanaian clothes trader to know the price of his clothes in order to buy some of them.

**Lesson content**

<b>VOCABULARY</b>	<b>LANGUAGE FUNCTION</b>	<b>STRUCTURES</b>
Sell – buy – help – article – size – fitting room – go shopping	Using shopping language	- Can I help you? - Do you have a smaller size?

**INPUT PHASE**

**Vocabulary**

**To sell:** to vend

**To buy:** to pay with money

**To help:** to aid, to assist

**An article:** a merchandise

**Fitting room:** changing room, room where you go to try on clothes before buying them.

**To go shopping:** to go to the shop to buy things.

**Size:** dimension

**Language function:** Using shopping language



This man wants to buy jeans. The seller and he will use shopping language to exchange. Listen to their conversation and pay attention to the language they use:

**Trader:** Can I help you?

**Client:** Yes, I want to buy blue jeans.

**Trader:** Which size?

**Client:** Size 30. How much are they?

**Trader:** 10,000 FCFA.

**PRACTICE PHASE**

**Activity 1:** Listen to the conversation between a shop assistant and a client and fill in the gaps with the missing words.

**Shop assistant:** Come in, Sir! Do you need a help?

**Client:** I'm just having a look.

**Shop assistant:** Ok, if you need any help, please ask me.

**Client:** By the way, can you tell me (1).....trousers are?

**Shop assistant:** Right in front of you. You could find all (2).....

**Client:** Well, these jeans are not bad. Do you have these in black, Sir?

**Shop assistant:** Black jeans! They are (3).....these days.

**Client:** I want black jeans or nothing!

**Shop assistant:** Let me check. Which size do you want, please?

**Client:** (4).....

**Shop assistant:** Here you are! There is the (5).....!

(The client comes out of the fitting room, smiling).

**Client:** They suit me (6).....

**Shop assistant:** You're really (7).....

**Client:** How much are they, please?

**Shop assistant:** 15,000 FCFA.

**Client:** Here you are!

**Shop assistant:** Thank you.

**Client:** You're welcome!

**Listening text:**

**Shop assistant:** Come in, Sir! Do you need a help?

**Client:** I'm just having a look.

**Shop assistant:** Ok, if you need any help, please ask me.

**Client:** By the way, can you tell me **where** trousers are?

**Shop assistant:** Right in front of you. You could find all **kinds**.

**Client:** Well, these jeans are not bad. Do you have these in black, Sir?

**Shop assistant:** Black jeans! They are **rare** these days.

**Client:** I want black jeans or nothing!

**Shop assistant:** Let me check. Which size do you want, please?

**Client:** **Size 32**.

**Shop assistant:** Here you are! There is the **fitting room**!

*(The client comes out of the fitting room, smiling).*

**Client:** They suit me **beautifully**.

**Shop assistant:** You're really **lucky**.

**Client:** How much are they, please?

**Shop assistant:** 15,000 FCFA.

**Client:** Here you are!

**Shop assistant:** Thank you.

**Client:** You're welcome!

**Activity 2:** Read the completed conversation above between the shop assistant and the client and put a cross (×) in front of each statement to say whether they are true (T) or false (F). Do it like in the example.

	Statements	T	F
1	The shop assistant is very patient.	X	
2	The client wants some help.		
3	The client does not like the jeans.		
4	The client wants black jeans.		
5	The client can find everything he needs.		
6	The client wants size 23.		
7	Black jeans are rare in the area.		
8	The jeans are 51,000 FCFA.		

**Homework:** Do exercise 2 page 83-84 (English for All)

**Level: 5ème**

**Skill: Listening**

**Unit 5: CLOTHES AND COLOURS**

**LESSON 3: HOW MUCH IS IT?**

**SESSION 2**

**Source: Learn it, do it 5è**

**Learning context (Recall)**

In visit in Takoradi (Ghana) with their English teacher, a group of students of 5ème of Collège Moderne Dominique Ouattara Assouba listen to a Ghanaian clothes trader to know the price of his clothes in order to buy some of them.

**Lesson content**

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
To cost – a price – to bargain – to wrap – expensive – on sale – to browse	Asking and giving prices	- How much is this tie? - It's 1,000 FCFA

**INPUT PHASE**

**Vocabulary** (10 min)

**To cost** = The hat **costs** 1,500 FCFA

**A price** = an amount of money required to buy something

**To bargain** = to negotiate the price of an article

**To wrap** = to envelop

**Expensive** = which requires a large sum of money as a price

**On sale** = to be sold

**Example:** Every article in a shop is **on sale**.

**To browse** = to look through, to search, to scan

**Language function:** Asking and giving the price

If you want to ask for the price of a shirt for example, you say:

**How much** is the shirt?

And the shop assistant will give the prize by saying: **It is** 2,000 FCFA.

or

**It costs** 2,000 FCFA.

**Example:** Client: **How much** is this tie?

Trader: It's 1,500 FCFA. / **It costs** 1,500 FCFA

## **PRACTICE PHASE**

**Activity 1:** As you listen, write the prices of the articles like in the example.



1)...5,000 FCFA.....



2) .....



3).....



4).....



5).....



6).....



7).....



8).....



9).....



**Listening text:**

1. This pullover costs 5,000 FCFA.
2. The earrings are 2,500 FCFA.
3. The skirt's price is 12,000 FCFA.
4. The trousers are 10,000 FCFA.
5. The shirt costs 9,000 FCFA.
6. The socks cost 1,000 FCFA.
7. The cap costs 3,500 FCFA.
8. This tie's price is 2,000 FCFA.
9. This suit costs 70,000 FCFA.

**Activity 2:** Use the information from activity 1. With your partner, ask and give the prices of the different articles.

**Example:** 1) **A: How much is the pullover?**

**B: It is 5,000 FCFA.**

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**Homework:** Do exercise 3 page 88 (English for All)

**Level: 5ème**

**Skill: Listening**

**Unit 5: CLOTHES AND COLOURS**

**LESSON 3: HOW MUCH IS IT?**

**SESSION 3**

**Source: Learn it, do it 5è**

**Communication activity** (Situation d'évaluation)



A student of 5ème 3 of Lycée Moderne of Aboisso is going to Accra (Ghana) soon for Christmas shopping. In order to improve his English for the trip, he decides to listen to a dialogue between a seller and a client. Being this student,

1. as you listen, circle the articles that the client has bought from the list below.

**A tie – a shirt – trousers – shorts – shoes – sandals – an underwear – a skirt – earrings – sock.**

2. fill in the blanks while you listen again your teacher read the text.

**Seller:** Come and buy! Come and buy!

**Client:** Good afternoon, Madam!

**Seller:** What (1) ..... I do for you?

**Client:** I want two pairs of (2) ..... for my son, please!

**Seller:** What (3) ..... of shoes and what (4) .....?

**Client:** I want heavy (5) ..... shoes for school and (6) ..... ones for Christmas.

**Seller:** Well! What size do you want?

**Client:** (7) ..... my son is wearing now is size 7; but he is (8) ..... so we need a (9) ..... size.

**Seller:** Here are two pairs of size 8. I think they will (10) ..... him.

**Client:** How much is (11) ..... pair?

**Seller:** 8,000 FCFA each.

**Client:** OK, here is the (12) .....; 16,000 FCFA.

**Seller:** Thanks! Do you want (13) ..... else?

**Client:** No, it's OK!

**Seller:** Goodbye, Sir!

**Client:** Goodbye! Have a nice day!

**Listening text:**

**Seller:** Come and buy! Come and buy!

**Client:** Good afternoon, Madam!

**Seller:** What **can** I do for you?

**Client:** I want two pairs of **shoes** for my son, please!

**Seller:** What **sort** of shoes and what **size**?

**Client:** I want heavy **walking** shoes for school and **light** ones for Christmas.

**Seller:** Well! What size do you want?

**Client:** **Those** my son is wearing now is size 7; but he is **growing** so we need a **bigger** size.

**Seller:** Here are two pairs of size 8. I think they will **suit** him.

**Client:** How much is **each** pair?

**Seller:** 8,000 FCFA each.

**Client:** OK, here is the **money**; 16,000 FCFA.

**Seller:** Thanks! Do you want **anything** else?

**Client:** No, it's OK!

**Seller:** Goodbye, Sir!

**Client:** Goodbye! Have a nice day!



# UNIT 6

## Food and drinks



I love...



I like...



I don't like...



I hate...



## FOOD & DRINKS

**Level: 5ème**

**Skill: Listening**

**Unit 6: FOOD AND DRINKS**

**LESSON 1: DO YOU KNOW THE MENU?**

**SESSION 1**

**Source: Learn it, do it 5<sup>e</sup>**

**Learning context:** A student of 5ème 2 of Collège Moderne of Diarabana visiting Ghana goes to a restaurant with his Ghanaian pen-friend. He listens to him ordering their meal in order to know the dishes of his country.

**Lesson content**

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
dishes – restaurant – menu – to order – a piece of bread – a slice of cake – a glass of water – a cup of tea – a drink	Ordering a meal	Can I have fried rice with chicken? Or I want to have fried rice with chicken.

**INPUT PHASE**

**Vocabulary**

 a restaurant	 <b>dishes</b> = different types of food	 menu
 <b>to order:</b> pass a command	 a piece of bread	 a slice of cake
 a glass of water	 a cup of tea	 bottles of soft drinks

## Language function: Ordering a meal



When you go to a restaurant, you are given a menu card to choose what you want to eat. To pass the command or order your meal, you can say:

*“Can I have fried rice and chicken?”*

Or

*“I want to have fried rice and chicken”.*

## PRACTICE PHASE

**Activity 1:** While you listen to the teacher, fill in the chart.

Starters	Dishes	Drinks
- salad bread	-	-
-	-	-
-	-	-
-	-	-

## Listening text 1:

**Starters:** salad and bread, mixed vegetables with deviled eggs, avocado with bread.

**Dishes:** attieke with fish, pounded yam with okra soup, fried rice with chicken, placali with spinach soup.

**Drinks:** coke, lemonade, sorrel juice, coffee.

**Activity 2:** While you listen to the teacher, write down the expressions which are used to order a meal.

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.....  
.....

## Listening text 2:

1. A cup of tea, please.
2. Can I help you?
3. What can I do for you?
4. Can I have a glass of fresh water?
5. How can I help?

**Homework:** Do exercise 2 page 68 of your workbook Learn It, Do It.

**Level: 5ème**

**Skill: Listening**

**Unit 6: FOOD AND DRINKS**

**LESSON 1: DO YOU KNOW THE MENU?**

**SESSION 2**

**Source: Learn it, do it 5è**

**Learning context (Recall)**

A student of 5ème 2 of Collège Moderne of Diarabana visiting Ghana goes to a restaurant with his Ghanaian pen-friend. He listens to him ordering their meal in order to know the dishes of his country.

**Lesson content**

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
starter – main dish – dessert – orange juice – sorrel juice – lemon juice – a waiter <b><u>sense verbs</u></b> : to smell – to look – to taste – to sound	Offering to help	Can I help you? Or How can I help you?

**INPUT PHASE**

**Vocabulary**

 a starter	 main dish	 a dessert	 a waiter
 orange juice	 lemon juice	 sorrel juice	 ginger juice

**Sense verbs**: to taste – to look – to sound – to feel – to smell.

**To sound**: Listening to the menu of omelette sounds good

**To feel**: I feel nausea after eating garba.

**To Taste**: Mum tastes the soup to see if it is well seasoned.

**To look**: The food Mum prepared looks delicious.



**Language function:** Offering to help



If you are a waiter or a waitress in a restaurant, you can propose your help to customers (clients) by saying these:

***“Can I help you?”***

Or

***“How can I help you?”***

**PRACTICE PHASE**

**Activity 1:** Complete each of the sentences below with the right verb from the box.

Sounds – looks – smells – tastes

**Example:** 1- Mum is cooking in the kitchen; it **smells** good.

1- Mum is cooking in the kitchen; it ..... good.

2- Apple juice ..... sweet.

3- Jules is dressed up today; he ..... charming.

4- Who is playing that music? It ..... good.

**Activity 2:** While you listen to the teacher, complete the dialogue between the waiter and the client.

**Waiter:** Can I help you?

**Client:** .....

**Waiter:** Sure, here you are. Enjoy your meal!

**Client:** .....

**Waiter:** Anything for the dessert and drinks, please?

**Client:** .....

**Waiter:** Give me two minutes, sir!

**Client:** .....



**Listening text:**

**Waiter:** Can I help you?

**Client:** Sure, I am hungry! Can I have some pounded plantain and okra soup?

**Waiter:** Sure, here you are. Enjoy your meal!

**Client:** Thanks! Wow! It tastes so good!

**Waiter:** Anything for the dessert and drinks, please?

**Client:** Just a bottle of coke and that will do.

**Waiter:** Give me two minutes, sir!

**Client:** Take your time. Don't run!

**Level: 5ème**

**Skill: Listening**

**Unit 6: FOOD AND DRINKS**

**LESSON 1: DO YOU KNOW THE MENU?**

**SESSION 3**

**Source: Learn it, do it 5è**

**Communication activity** (Situation d'évaluation)



During the holidays, the students of 5<sup>ème</sup> 2 of Collège Moderne of Diarabana visit Accra where their pen-friend Kwesi works as a waiter in a restaurant. When a client comes, he offers his help and listen to them in order to take their orders. As a student of 5<sup>ème</sup> 2,

1. list the different types of food people can eat in a restaurant;
  2. one of the important client of the restaurant calls to order a meal.
- While you listen to the record, complete the chart below.

STARTER	MAIN DISH	DRINK
- - deviled eggs	- -	- -

3. with your neighbour, play the client and the waiter by offering to help and ordering a meal.

**Listening text:**

**Waiter:** Hello, can I help you?

**Client:** I want to order something, please.

**Waiter:** Go ahead! I'm listening.

**Client:** As appetizers, I want some mixed vegetables. I also want some deviled eggs.

**Waiter:** Good! How about the main dish?

**Client:** Some pounded plantain and groundnut soup.

**Waiter:** What do you want for drinks?

**Client:** A big bottle of sorrel juice.

**Waiter:** Thanks. See you very soon.

**Client:** See you.

**Level: 5ème**

**Skill: Listening**

**Unit 6: FOOD AND DRINKS**

**LESSON 2: YOUR DIET AND YOUR HEALTH**

**SESSION 1**

**Source: Learn it, do it 5è**

**Learning context:** During a meeting of the English club of Collège Moderne of Tanda, the students of 5ème are listening to an American dietitian's advice so that they care about their diet to stay healthy.

**Lesson content**

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
Keep fit – thin – fat – to lose weight – to gain weight – healthy – diet	Making suggestions	<b>How about drinking</b> a glass of lemon juice?

**INPUT PHASE**

**Vocabulary**

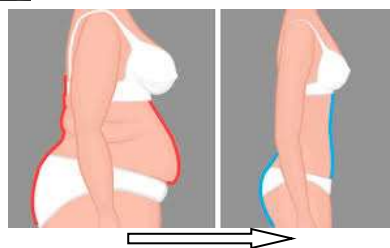
**To keep fit** = to be fine, to be in good health

**Healthy** = fine

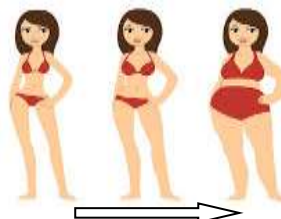


**Lose weight** = become thinner

≠



**Gain weight** = become fatter



**Diet** = nutrition

**Language function:** Making suggestions



This is Emma. She is fat. She wants to lose weight. To help her, you can suggest some solutions. You can say for example: **How about drinking** lemon juice?

So you use “*how about + verb + ing*” to make suggestions.

**PRACTICE PHASE**

**Activity 1:** Complete the text below with the words or expressions from the box. Write your answers like in the example.

**thin – weight – keep fit – fat – gain – healthy**

**Example: 1 - healthy**

Having a (1) ..... diet can help you to (2) .....

Aya has eaten so much junk food that she is (3) ..... today. Now, she wants to lose (4) .....

By her side, her sister Meliane who is very (5) ..... is trying to (6) ..... weight.

**Listening text:**

Having a **healthy** diet can help you to **keep fit**.

Aya has eaten so much junk food that she is too **fat** today. Now, she wants to lose **weight**.

By her side, her sister Meliane who is very **thin** is trying to **gain** weight.

**Activity 2:** While you listen to the teacher read the dialogue between a patient and the doctor, write down the patient's parts.

**Doctor:** What's wrong with you, young man?

**Patient:** .....

**Doctor:** I see; you need to take a rest. You look tired.

**Patient:** .....

**Doctor:** You want to lose weight, fine. How about changing your diet?

**Patient:** .....

**Doctor:** You should not eat fatty food. And you should practise sport.

**Patient:** .....

**Doctor:** You should also eat organic food too.

**Listening text:**

**Doctor:** What's wrong with you, young man?

**Patient:** I feel bad. I have a headache.

**Doctor:** I see; you need to take a rest. You look tired.

**Patient:** This is true and I am gaining weight.

**Doctor:** You want to lose weight, fine. How about changing your diet?

**Patient:** What should I do or eat, doctor?

**Doctor:** You should not eat fatty food. And you should practise sport.

**Patient:** Is this all, doctor?

**Doctor:** You should also eat organic food too.

**Homework:** Use "how about" to make suggestions with these structures.

- practise sport

- eat healthy food.

**Level: 5ème**

**Skill: Listening**

**Unit 6: FOOD AND DRINKS**

**LESSON 2: YOUR DIET AND YOUR HEALTH**

**SESSION 2**

**Source: Learn it, do it 5è**

**Learning context (Recall)**

During a meeting of the English club of Collège Moderne of Tanda, the students of 5ème are listening to an American dietitian's advice so that they care about their diet to stay healthy.

**Lesson content**

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
sick – organic food – fatty food – sugary food – salty food – spicy food	Giving advice with should or shouldn't	You <b>should</b> eat organic food (good action) You <b>shouldn't</b> eat too much salty food (bad)

**INPUT PHASE**

**Vocabulary**

 <p><b><u>organic food</u></b>: food which contains organic materials</p>	 <p><b><u>fatty food</u></b>: food which makes fat</p>	 <p><b><u>sugary food</u></b>: food which contains much sugar</p>
 <p><b><u>salty food</u></b>: food containing much salt</p>	 <p><b><u>spicy food</u></b>: food full of spice</p>	 <p><b><u>a sick person</u></b>: a person suffering from a disease</p>

**Language function:** Giving advice



You **should eat** organic food. (good for your health)

“**should + verb**” for good action.



You **shouldn't eat** too much sugary food (bad for your health. It provokes diabetes)

“**shouldn't + verb**” for bad action.

So, to give advice we can use **should** (for good actions) and **shouldn't** (or bad actions)

**PRACTICE PHASE**

**Activity 1:** While you listen to the teacher, fill in the table below.

Fatty food	Salty food	Spicy food	Sugary food
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-

**Listening text:**

Cake – fatty meat and fish – canned soup – spicy chicken – honey – avocado – coke – chips – spicy meatballs – cheese – sorrel juice – sandwich – butter – sweets – bread – chocolate – pizza – nuts – pepper soup

**Activity 2:** Use the expressions in the box to make some suggestions. Number 1 is an example.

**Take an anti-malaria pills – develop your muscles – take some aspirin – practise sport – take a rest – eat organic food**

PAINS	SUGGESTIONS
1- I have a headache	<b>You should take some aspirin.</b>
2- Ali is losing weight	
3- Dad is tired	
4- This man is too fat	
5- I feel weak	
6- The children have malaria	

**Level: 5ème**

**Skill: Listening**

**Unit 6: FOOD AND DRINKS**

**LESSON 2: YOUR DIET AND YOUR HEALTH**

**SESSION 3**

**Source: Learn it, do it 5è**

**Communication activity** (Situation d'évaluation)

Dali and you, his neighbour of 5ème 2 in Collège Moderne of Tanda, are visiting Ghana. There, Dali falls sick and you go with him to the doctor's to receive a treatment. The doctor tells you what your neighbour is suffering from and what to do. As you listen to the doctor,

1- complete the table below

WHAT DALI IS SUFFERING FROM	WHAT TO DO
- He aches all over	

2- answer these questions below.

- What is wrong with Dali?
- What treatment does the doctor recommend to him?
- According to the doctor, what could Dali do to get strong?
- What should he do when he gets better?



**Listening text:**

**Doctor:** Hello! How are you?

**You:** I am fine.

**Doctor:** Right! I want to tell you what your friend is suffering from.

**You:** Okay, I am listening to you.

**Doctor:** He aches all over and he is sweating a lot.

**You:** So what should we do now?

**Doctor:** He should take some anti-malaria pills; he should take two days' rest.

**You:** What else could he do?

**Doctor:** He could take some vitamins to get strong.

**You:** You mean he is weak?

**Doctor:** Yes, and he should practise sports when he gets better.

**You:** Thank you, doctor!

**Doctor:** You're welcome!

**Level: 5ème**

**Skill: Listening**

**Unit 6: FOOD AND DRINKS**

**LESSON 3: MY FAVOURITE MEAL**

**SESSION 1**

**Source: Learn it, do it 5è**









**Learning context:** The Embassy of USA is organizing a cooking contest between the schools of the region of Bondoukou to promote traditional dishes. To prepare themselves, the students of 5ème 1 of Lycée Moderne of Transua are following a cooking programme on a Ghanaian TV channel.

**Lesson content**

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
To like – to prefer – vegetables – lemonade – roasted chicken – fried fish – fried rice – groundnuts soup	Expressing preferences	I <b>prefer</b> ginger juice to beer. I'd <b>rather</b> drink ginger juice.

**INPUT PHASE**

**Vocabulary**

			
to like	to prefer	vegetables	a lemonade
			
roasted chicken	fried fish	fried rice	groundnut soup

## Language function: Expressing preferences



I like fried fish.



I also like roasted chicken.



So I like fried fish and roasted chicken. If I have to choose between the two things I like, I will express my preference by saying:

I **prefer** roasted chicken to fried fish

Or

I'd **rather** eat roasted chicken.

## PRACTICE PHASE

**Activity 1:** This activity is about cooking an omelette. While you listen to the teacher read the text, write the expressions or words you hear in the table below.

EXPRESSIONS	WORDS
- crack eggs	-
-	-
-	-
-	-
-	-

### Listening text:

**Expressions:** crack eggs; cut up onions; add up salt; pour some oil; slide the omelette.

**Words:** bowl; slices; pan; fry; mixture; plate

**Activity 2:** With your partner, make suggestions and reply to them using the information in the table.

Example: 1) A: How about going to dance tonight?

B: I'd rather watch a good film / I prefer watching a good film

Proposals	Preferences
1- How about going to dance tonight?	- to watch a good film.
2- Let's play football today.	- to play ludo.
3- Do you want a glass of beer?	- to appreciate a coke.
4- We are going to France next summer.	- to visit England.
5- Should I put on the TV?	- to read a book.
6- Do you want some sorrel juice?	- to drink some apple juice.

**Level: 5ème**

**Skill: Listening**

**Unit 6: FOOD AND DRINKS**

**LESSON 3: MY FAVOURITE MEAL**

**SESSION 2**

**Source: Learn it, do it 5è**

**Learning context (Recall)**




The Embassy of USA is organizing a cooking contest between the schools of the region of Bondoukou to promote traditional dishes. To prepare themselves, the students of 5ème 1 of Lycée Moderne of Transua are following a cooking programme on a Ghanaian TV channel.

**Lesson content**

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
A recipe – to cook – to add – to fry – to wash – to boil – to pour – to chop	Describing a process	Firstly, secondly ..... and then, after that, lastly

## **INPUT PHASE**

### **Vocabulary**

<p><b>Spanish Omelette</b> Prep Time: 10 minutes Cook Time: 30-35 minutes Serves: 4-6 people</p> <p><b>Ingredients</b> ¼ cup canola/olive oil blend 4 potatoes, thinly sliced 1 yellow onion, chopped 2 tsp. of roasted garlic, (can sub garlic powder) 8 eggs, scrambled in a large bowl 1 tsp. kosher salt Fresh ground pepper Parmesan cheese, grated for garnish Tomato, cut into wedges for garnish Avocado, sliced for garnish</p> <p><b>A recipe:</b> a set of instructions for preparing food</p>	 <p><b>to cook</b> = to prepare food</p>	 <p><b>to add salt</b></p>	 <p><b>to fry fish</b></p>
 <p><b>To wash a carrot</b></p>	 <p><b>to boil water</b></p>	 <p><b>to pour</b></p>	 <p><b>to chop</b></p>

## Language function: Describing a process.



This is an omelette. To explain how to make it, we use sequence words + imperative: **First – Second – Third – After – Then – next – before – finally.**

So, to cook an omelette, **first**, take your eggs and crack them into a bowl. **Second**, add a pinch of salt and pepper before mixing them with a fork. **Third**, bring your pan to a high heat and add oil. **Then**, pour in your mixture and cook on a high heat for 2 minutes. **Finally**, serve immediately with a piece of bread.

## PRACTICE PHASE

**Activity 1:** As you listen to the description of the people, complete the table with + when they like the food or – when they dislike them. Do it like in the example.

● “+” = LIKE

● “–” = doesn’t like

	Rosted chicken	Pounded plantain with okra soup	Fried fish and attiéké	Pepper soup and rice
Ornella	+			
Koffi				
Koné		–		

## Listening text:

Ornella likes roasted chicken. She also likes fried fish and attiéké. She doesn’t like pepper soup and plantain.

Koffi only likes pounded plantain with okra soup; he likes pepper soup and rice too.

**NB: Only the teacher should have this text to read while students listen.**

**Activity 2:** As you listen to the record, fill in the different gaps with the missing words.

**Example: 1 – Firstly**

Cooking scrambled eggs is easy. (1)..... I put three eggs and a spoon of milk in the bowl. Secondly, I ...(2)... the eggs and the milk. Then I add ...(3)...and fresh pepper. After that, I fry ...(4)..... in a pan. Then, I ...(5).....the eggs. ...(6)....., I serve the eggs and add some .....(7).....of potato.

.....

.....

.....

.....

**Listening text:**

**Firstly**, I put three eggs and a spoon of milk in the bowl. Secondly, I **beat** the eggs and the milk. Then I add **a pinch of salt** and fresh pepper. After that, I fry **the mixture** in a pan. Then, I **scramble** the eggs. **Finally**, I serve the eggs and some **slices** of tomato.

**Level: 5ème**

**Skill: Listening**

**Unit 6: FOOD AND DRINKS**

**LESSON 3: MY FAVOURITE MEAL**

**SESSION 3**

**Source: Learn it, do it 5è**

**Situation d'évaluation (Communication activity)**

In order to be the winner of the cooking competition the United States embassy is organising in the region of Bondoukou, the 5<sup>ème</sup>1 students of Lycée Moderne of Transua receive through an sms the description of the recipe of fried rice. But, the recipe is in disorder. Fortunately, their teacher has the audio version of the ordered text. As a student of the class,

1. while you listen to the record, write the number in front of each statement like in the example.

**Example: - put the pot on the fire. ➡ 1**

- Add the vegetables and water, and cook for 10 minutes;
- Cover the pot and let them meat boil for 10 minutes;
- Fry the meat stir for 2 minutes;
- Season the meat with salt and pepper;
- Add pepper and salt;
- Put the pot on the fire;
- Wash the rice and put it into the pot;
- Pour the oil into the pot;
- Let the tomato sauce boil until it dries;
- Cut up the onions, carrots, the garlic and the cabbage;
- After 10 to 15 minutes, your fried rice is ready;
- Mix the tomato paste with the water and pour it into the pot. Then stir. Add the onions, tomatoes and garlic;

2. Write the instructions in the right order to have the written version of the recipe.

**Listening text:**

- 1 - Put the pot on the fire
- 2- Add the vegetables and water, and cook for 10 minutes.
- 3- Cover the pot and let them meat boil for 10 minutes.
- 4- Fry the meat stir for 2 minutes.
- 5- Season the meat with salt and pepper.
- 6- Wash the rice and put it into the pot.
- 7- Pour the oil into the pot.
- 8- Let the tomato sauce boil until it dries.
- 9- Cut up the onions, carrots, the garlic and the cabbage.
- 10- After 10 to 15 minutes, your fried rice is ready.
- 11- Mix the tomato paste with the water and pour it into the pot. Then stir. Add the onions, tomatoes and garlic.
- 12 – Add pepper and salt.





# UNIT 7



HEALTH &  
ENVIRONMENT

**Level: 5<sup>ème</sup>**

**Skill: Reading**

**Unit 7: HEALTH AND ENVIRONMENT**

**LESSON 1: I TAKE CARE OF MY BODY**

**SESSION 1**

**Source: Learn it, do it 5<sup>e</sup>**

**Learning context:** The students of 5<sup>ème</sup> 1 of College Moderne Kotogwanda are reading a text on salubrity in order to sensitize their fellow students on caring about their health.

**Lesson content**

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
a mosquito net – to rest – to wash hands – to brush the teeth – to take a bath – an insecticide – to practice sports – to keep fit	Expressing prohibition or obligation	We must wash our hands before eating (obligation) You mustn't urinate in the river (prohibition)

**INPUT PHASE**

**Vocabulary**

			
a mosquito net	to rest	to wash the hands	to take a bath
			
an insecticide	to brush the teeth	To practice sports	<b><u>to keep fit</u></b> = to be in a good health

**Language function:** Expression obligation or prohibition

-To express an obligation in English, we use **must + verb**



**Example:** We must wash our hands with soap to avoid corona virus disease

It's an obligation for us to wash our hands with soap.

-To express a prohibition or what a person is not allowed (permitted) to do, we use **mustn't + verb**



**Example:** You mustn't urinate in the river.

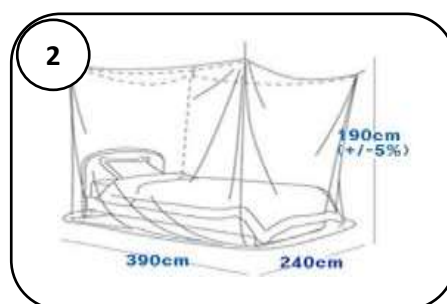
(You are not permitted to urinate in the river)

### **PRACTICE PHASE**

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

**Take a bath; Brush your teeth; Sleep under a mosquito net; Use insecticides; wash your hands with soap; Practise sport; Keep fit.**

**Example:** 1 – Use insecticides





**Activity 2:** Read the information in the table below. Say what the different people must or mustn't do to stay healthy. Write your answers like in the example.

**Example:** Aka mustn't refuse to practice sports.

Aka	refuse to practice sports
Sékou	wash his body every day with soap and water
Zokou	touch his eyes with dirty hands
Bernard	sleep under a mosquito net
Soro	drink too much beer

**Homework:** Do exercise 2 page 80 of your workbook.

**Level: 5<sup>ème</sup>**

**Skill: Reading**

**Unit 7: HEALTH AND ENVIRONMENT**

**LESSON 1: I TAKE CARE OF MY BODY**

**SESSION 2**

**Source: Learn it, do it 5<sup>e</sup>**

**Learning context (Recall)**

The students of 5<sup>ème</sup> 1 of College Moderne Kotogwanda are reading a text on salubrity in order to sensitize their fellow students on caring about their health.

**Lesson content**

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
Comb – soap – shampoo – cotton bud – towel- toilet paper – hand sanitizer – nail clippers	Expressing obligation with “have to”	A: What do we <b>have to</b> do to be in good health? B: we <b>have to</b> wash our body everyday.

**INPUT PHASE**

**Vocabulary**

 a comb	 a soap	 a shampoo	 cotton bud
 a towel	 toilet papers	 a hand sanitizer	 a nail clipper



**Language function:** Expression obligation using **have to**.



My father is sick. It is an obligation for him to go to hospital. He must go to hospital or we can also say: “My father **has to** go to hospital”.

So to express an obligation we can use:

**Have/ has to + verb**

Example:

We **have to** wash our hands with a hand sanitizer to avoid corona virus disease.

**Question:** what **do we have to** do to avoid Corona virus disease?

## **PRACTICE PHASE**

### **Activity 1**

Read the names below. Circle the ones you can use for your body hygiene.

BOOK - COPY BOOK - **COMB** - SOAP - RICE - GATE - SHAMPOO - COTTON BUD - TOWEL - TOILET PAPER - TREES - SCHOOL - LABORATORY - HAND SANITIZER - SOCKET - NAIL CLIPPERS - BED - WATER - HAT - NEWSPAPER

### **Activity 2**

Choose the right information from the table below. Then ask and answer questions with your neighbour like in the example:

**Example:**

A: What do we have to do for good body hygiene?

B: We have to wash our body every day.

- We have to wash our body.
- Brush our teeth every Monday
- Use a sponge and some soap to wash our body
- Eat fatty food
- Wash our hands before eating.
- Use cotton buds to clean our ears.
- Comb our hair.
- Swim in polluted water.
- Use a towel to dry our body after a bath.

**Level: 5ème**

**Skill: Reading**

**Unit 7: HEALTH AND ENVIRONMENT**

**LESSON 1: I TAKE CARE OF MY BODY**

**SESSION 3**

**Source: Learn it, do it 5è**

**SITUATION D’EVALUATION** (Communication activity)

The 5<sup>ème</sup>1 students of Collège Moderne of Kotogwanda are reading a text from *Newsweek* about taking care of one’s body in order to be in good health. As a member of the class, read the text and answer the questions.

Angenor is a boy who makes his parents unhappy. People call him dry boy because he doesn’t like washing his body. After a football match, Angenor goes straight to the kitchen and gets some food to eat. After eating, he watches television for some time, and later goes to bed.

Angenor’s mother is very sad because her son never listens to her. He never combs his hair. His nails are always black and his mouth is really smelly.

But today Dry boy is going to hospital with his mother because he has pimples on his skin. After examining him, the doctor says that Dry boy must take care of his body. He must take a shower every day, brush his teeth, comb his hair and regularly wash his hands before meals.

1) What is the text about?

.....

2) Why do people call Angenor Dry boy?

.....

.....

3) What is the consequence of his refusal to take care of his body?

.....

.....

4) Write down the recommendations of the doctor after examining Angenor.

.....

.....

**Level: 5ème**

**Skill: Reading**

**Unit 7: HEALTH AND ENVIRONMENT**

**LESSON 2: KEEP YOUR ENVIRONMENT SAFE**

**SESSION 1**

**Source: Learn it, do it 5è**







**Learning context:** The American cultural center has provided the English club of Lycée Moderne Bad of Koun-Fao with newspapers talking about salubrity and current diseases. During an English Club meeting, the 5<sup>ème</sup>1 students are reading them to have more information in order to sensitize their fellow students.

**Lesson content**

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
Bushfire – water pollution – air pollution – soil pollution – noise pollution – flood.	Expressing causes	- Water is polluted by domestic rubbish. - Air pollution is due to factories

**INPUT PHASE**

**Vocabulary**

 Bushfire	 Water pollution	 Air pollution
 Soil pollution	 Noise pollution	 Flood



**Language function:** Expressing causes



This is air pollution. It is factories that are responsible for it or factories cause it. So, we can say:

- Air pollution **is caused** by factories.
- Air pollution **is due** to factories.

To talk about causes, we can use different expressions:

.....**is / are caused by** .....

OR

..... **is / are due to** .....

**Example:** Air **is polluted** by factories.

Or air pollution **is due** to factories.

**PRACTICE PHASE**

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

Soil pollution – flood – bushfire – air pollution – noise pollution – water pollution

**Example:** 1 – air pollution



## **Activity 2**

What can cause these damages? Complete the chart with words or expressions from the box below.

Deforestation – loud music – car fumes – absence of firebreaks – plastic bags – farming – erosion – garbage in water – noisy vehicles – heavy traffic – uncollected garbage – careless farmers – careless smokers

Damages	Causes
Soil pollution	..... .....
Floods	..... .....
Bushfires	..... .....
Air pollution	..... .....
Water pollution	..... .....
Noise pollution	..... .....

**Homework:** Do exercise 3 page 85 Learn It, Do it.

Level: 5ème

Skill: Reading

Unit 7: HEALTH AND ENVIRONMENT

LESSON 2: KEEP YOUR ENVIRONMENT SAFE

SESSION 2

Source: Learn it, do it 5<sup>e</sup>

**Learning context** (Recall)






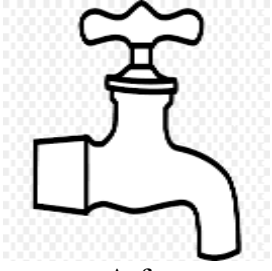

The American Cultural Center has provided the English club of Lycée Moderne Bad of Koun-Fao with newspapers talking about salubrity and current diseases. During an English Club meeting, the 5<sup>eme</sup>1 students are reading them to have more information in order to sensitize their fellow students.

**Lesson content**

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
replant – wind – firebreak – clean energy – biodegradable – renewable – faucet - recyclable	Giving advice	- We should replant trees - We shouldn't cut down trees

**INPUT PHASE**

**Vocabulary**

 to replant	 The wind	 <b>a firebreak:</b> a gap made to stop the progress of fire	 The solar energy is permanent: it is a <b>renewable</b> energy
 <b>Biodegradable:</b> This banana peel is biodegradable	 <b>Recycle:</b> that can be broken and utilize again as component materials.	 A faucet	 Fumes

**Language function:** Giving advice with should or shouldn't



They are replanting a tree. Replanting trees is a good thing. To tell someone to do things that are necessary or useful, we use: " **should + verb**"

**Example:** we **should replant** trees.



This man is polluting water. This attitude is not good. To tell someone not to do something bad, we use: "**shouldn't + verb**".

**Example:** You **shouldn't pollute** water.

### **PRACTICE PHASE**

**Activity** 1: Match the words or expressions in column A with their meanings in column B. One meaning in column B is not concerned.

**Example:** 1 – k

Column A	Column B
1 – to replant	a) – unused food thrown away.
2 – Firebreak	b) – Regulator for controlling the flow of a liquid from a reservoir.
3 – Renewable	c) – a container outside the house, used for keeping waste until it is taken away
4 – Biodegradable	d) – what is used to cook.
5 – Fumes	e) – smokes that are unpleasant to breathe in.
6 – Rubbish	f) – break down and reuse component materials.
7 – Dustbin	g) – that can be replace easily to use again.
8- Faucet	h) – clean piece of land made to prevent fires from spreading.
9 - Recycle	i) – that can naturally be changed by bacteria into substances that do not harm the environment.
	k) – to plant again.

## Activity 2

Read the information in the boxes and practice a dialogue with your neighbour:

**Example:** A: How can we keep our environment safe?

B: To keep our environment clean, we **should** turn off faucets when we aren't using water /

To keep our environment clean, we **shouldn't** play loud music.

1 – Turn off your faucets when you aren't using water

2 – Play loud music

4 – Plant plenty of trees

3 – Use fewer chemicals to clean your home

5 – Burn our forests

6 – Talk about water problems that affect your community

**How can we keep our environment clean?**

7 – Prevent river water to get polluted

9 – Use public transportation

8 – Reduce fumes from factories

10 – Always use recyclable products

12 – Avoid plastic bags

11 – Throw litter in dustbins

13 – Make firebreaks

- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....
- 9.....
- 10.....
- 11.....
- 12.....
- 13.....

**Homework:** Do exercise 4 pages 118 of your book English For All.

**Level: 5ème**

**Skill: Reading**

**Unit 7: HEALTH AND ENVIRONMENT**

**LESSON 2: KEEP YOUR ENVIRONMENT SAFE**

**SESSION 3**

**Source: Learn it, do it 5è**

**Situation d'évaluation (Communication activity)**

The United States Embassy is organizing a competition of the cleanest school in the department of Koun-Fao during the “Environment Day” celebration. To help their school win the prize, the students of 5<sup>ème</sup> 1 of Lycée Moderne of Koun-Fao are reading a text on “How to keep your environment safe” in order to have some information. As a member of the class, read the text and answer the questions.

**THE CHALLENGE**

It's late, but Louty can't sleep. He is thinking about the municipality's environment competition. The competition is organized every year on the Earth Day. Each of the five quarters of the city compete to get the prize of the Best Initiative for the Protection of the Environment.

Bloma is Louty's quarter. Last year, they won the prize. They made filters and covers for the city's gutters. First, they cleaned them; then, they put up prohibition signs to sensitize people to keep the gutters clean. As a result, there was no flood during the rainy season. Sema, another quarter, is a serious candidate. Young people think they have the best ideas this year. But, Louty and his friends also think the mayor and the jury will like their project. Louty finally sleeps with hope of winning tomorrow.

1- List two things that Bloma did to win last year.

.....

2 – What was the advantage of Bloma's work?

.....

3 – Name the candidate which threatens Bloma this year.

.....

4 – As the chairperson of the committee, write a paragraph of 5 lines maximum in which you say what people should do or shouldn't do to keep their environment safe.

**Level: 5ème**

**Skill: Reading**

**Unit 7: HEALTH AND ENVIRONMENT**

**LESSON 3: HEALTH AND WATER**

**SESSION 1**

**Source: Learn it, do it 5è**

**Learning context:** The United States Embassy in Cote d'Ivoire is sponsoring "Water Day" at San Pedro. During a meeting of the English Club of Lycée Moderne 1 San-Pédro, the members are reading the leaflets on WATER AND HEALTH the Embassy gave them in order to discuss their contents.

**Lesson content**

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
diseases – diarrhoea – cholera – anemia – malaria – epidemic – pandemic	Expressing probability	This can be malaria.

**INPUT PHASE**

**Vocabulary** (10 min)

**Diseases** = maladies

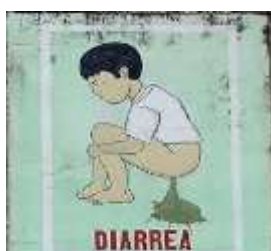
**Epidemic** = the appearance of a disease in a large number of people at the same time.

**Ex:** Congo recently faced an **epidemic** of Ebola.

**Pandemic** = disease existing in the whole world

**Ex:** The world is facing a **pandemic** of Covid-19.

**Diarrhoea** ⇒



**Cholera** = serious infection of the bowels caused by drinking infected water.

**Anaemia** = absence of red blood cells in the blood.

**Malaria** = disease caused by the bite of a particular type of mosquito.



**Language function:** Expressing possibility



Allan is not feeling well this morning. He goes to the doctor's and explains the symptoms:

**Allan:** I have a fever, chills, a headache, muscle aches, tiredness, nausea and vomiting.

**Doctor:** OK I see. This **can be** malaria.

We can use “**can be**” to express the possibility or probability.

**PRACTICE PHASE**

**Activity 1:** Read the texts below and say which diseases each of them describes. Write your answers in the space provided like in the example.

Text 1: .....

This disease is caused by different factors: iron deficiency and infection related to hygiene, poor sanitation, dirty water and water. It occurs when the red blood cells do not carry enough oxygen to the tissues of the body.

Text 2: .....

This disease is likely to appear where water supplies, sanitation, food safety and hygiene practices are not good. Overcrowded communities with bad sanitation and unsafe drinking-water supplies are most frequently affected.

Text 2: .....

It is mostly caused by gastrointestinal infections. Contaminated water is an important cause of this disease. It consists in the passage of loose or liquid stools more frequently than is normal for the individual.

Text 4: .....**Malaria**.....

This disease includes fever, chills, headache, muscle aches, tiredness, nausea and vomiting. It is caused by four species of plasmodium parasites. People get this disease by an infected anopheles mosquito bite.



**Activity 2:** Look at the description or symptoms and say what disease it can be.

**Example:** He doesn't have enough iron in his body. It can be anaemia.

1. She goes to toilet too many times. ....
2. He has a terrible fever. ....
3. He doesn't have enough red blood cells. ....
4. They have diarrhoea and vomit a lot. ....

**Homework:** At home, try to find 3 diseases caused by water.

**Level: 5ème**

**Skill: Reading**

**Unit 7: HEALTH AND ENVIRONMENT**

**LESSON 3: HEALTH AND WATER**

**SESSION 2**

**Source: Learn it, do it 5è**

**Learning context: (Recall)**

The United States Embassy in Cote d'Ivoire is sponsoring "Water Day" at San Pedro. During a meeting of the English Club of Lycée Moderne 1 San-Pédro, the members are reading the leaflets on WATER AND HEALTH the Embassy gave them in order to discuss their contents.

**Lesson content**

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
symptoms – to affect – virus – bacteria – parasites – faeces/ poos – hepatitis - cramps	Expressing obligation or prohibition with must or mustn't	You <b>must drink</b> clean water. You <b>mustn't urinate</b> in the river.

## **INPUT PHASE**

### **Vocabulary**

**Symptoms** = indicators, manifestation of a disease.

**To affect** = to influence

**Virus** = microbe

**Bacteria** = germs, microorganism

**Parasite** = an organism which provokes diseases.

**Faeces** = excrements

**Poo** = piece of solid waste from the body.

**Hepatitis** = a serious disease of the liver caused by viral infections.

**A cramp** = a painful contraction of a muscle which cannot be controlled.

**Language function:** Expressing obligation or prohibition with must or mustn't

To express an obligation, we use “**must + verb**” for a good action to do.

Ex: Alicia **must drink** clean water.



For a bad action, we use “**mustn't + verb**” to **interdict**.

Ex: You **mustn't drink** dirty water from the river.



## **PRACTICE PHASE**

**Activity 1:** Reorder the letters to find other words about water-related diseases.

**Example: 1 – POOS**

- |                     |                      |                      |
|---------------------|----------------------|----------------------|
| 1. OPOS = .....     | 4. EACESF = .....    | 7. ARSMCP = .....    |
| 2. IVSUR = .....    | 5. YMPMTOSS = .....  | 8. TEPHIISA = .....  |
| 3. ABACERIT = ..... | 6. TRAPASESI = ..... | 9. ECBTIUAMR = ..... |

**Activity 2:** Use the structures below to build sentences using “must” or mustn't”. Write your answers like in the example.

Example: 1 – You must drink clean water.

1. drink clean water.
2. urinate in the stream.
3. swim in a dirty.
4. boil and filter river water before drinking it.
5. keep ponds near the house.

**Homework:** Do exercise 2 page 89 – 90 of your workbook Learn It, Do It.

**Level: 5<sup>ème</sup>**

**Skill: Reading**

**Unit 7: HEALTH AND ENVIRONMENT**

**LESSON 3: HEALTH AND WATER**

**SESSION 3**

**Source: Learn it, do it 5<sup>e</sup>**

**Situation d'évaluation (Communication activity)**

To prepare their exposé on water diseases, the students of 5<sup>ème</sup> 1 of Lycée Moderne 1 of San-Pédro are reading a text on the topic to get more information. As a student of this class, as you read the text below, do the tasks that follow it.

### THE SICK VISITOR

Yomy came to visit our mother, mum Lila. He was her junior brother. He was no really well because he frequently had diarrhoea and vomited. Yomy liked fishing and going to the farm. But, any time we fished, he defecated into the river. Many women took water for their families not far from our fishing place. A week later, Yomy left the village.

The news was bad. The son of our neighbour, Gata, was sick. He was a kind and hardworking student. So, his parents immediately thought that some sorcerers wanted to eat his spirit. They went to see Yoroné, a fetish woman. But Yoroné found no trace of sorcery. To me, Gata had the symptoms of my uncle Yomy's disease. They took Gata to the Regional Hospital. The doctor said he had cholera. After receiving treatment, Gata came back to the village with the doctor. The doctor asked the villagers to boil the water from the river before drinking it. He also told everybody to wash their hands before touching food.

1. As you read the text, write whether the statements below are true (T) or false (F). Justify your answers by indicating the lines. Do it like in the example.

1. Uncle Yomy visited his sister in the village.	<b>T (L 1)</b>
2. When fishing uncle Yomy made poos in the bush.	
3. The villagers fetched water of the river.	
4. Gata was suffering from cholera.	
5. The doctor told the villagers that they could drink the water of the river without any precautions.	

2. You are member of the village. After the incident of Gata's sickness, you decide to sensitize your parents on how to treat water in order to prevent diseases related to polluted water. Write a paragraph of 5 lines maximum in which you say what people must or mustn't do.

.....

.....

.....

.....

.....



# UNIT 8



## SPORTS & GAMES

**Level: 5<sup>ème</sup>**

**Skill: Reading**

**Unit 8: SPORTS AND GAMES**

**LESSON 1: WHAT DO YOU KNOW ABOUT BASKETBALL?**

**SESSION 1**

**Source: Learn it, do it 5<sup>e</sup>**

**Learning context:** The students of 5<sup>ème</sup> 1 of Collège Moderne Bondoukou are reading a text about basketball in order to have some information about it and discuss.

**Lesson content**

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
A court – a coach – a ball – a team – a player – a hoop – a basket – the boundary	Talking about sports	<ul style="list-style-type: none"><li>- I play basketball.</li><li>- Yao goes racing.</li><li>- We do swimming.</li></ul>

**INPUT PHASE**

**Vocabulary**

 a court	 a ball	 a hoop	 a basket
 a team	 a player	 A coach	 A boundary

**Language function:** Talking about sports

To talk about sports, you can use many structures.



Ex: I play basketball.



Amanda **does karate**.



We **go swimming**.

## **PRACTICE PHASE**

**Activity 1:** Reorder the letters in each list to find the correct words.

**Example:** 1 – HOOP

1 – OPOH =

2 – AKETBS =

3 – CORUT =

4 – META =

5 – CACHO =

**Activity 2:** With the words in the box below, make sentences like in the example.

**Example:** To play football

<p>To go To play To do</p>	<ul style="list-style-type: none"> <li>• Football</li> <li>• Basketball</li> <li>• Jumping</li> <li>• Baseball</li> <li>• Swimming</li> <li>• Chess</li> <li>• Tennis</li> <li>• Karate</li> <li>• Racing</li> <li>• Handball</li> <li>• Judo</li> <li>• Taekwondo</li> <li>• volleyball</li> </ul>
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**Homework:** At home, write four (4) sentences to talk about different sports you practice.



**Level: 5ème**

**Skill: Reading**

**Unit 8: SPORTS AND GAMES**

**LESSON 1: WHAT DO YOU KNOW ABOUT BASKETBALL?**

**SESSION 2**

**Source: Learn it, do it 5è**

**Learning context (Recall)**

The students of 5ème 1 of College Moderne Bondoukou are reading a text about basketball in order to have some information about it and discuss.

**Lesson content**

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
A referee – a match – to catch the rebound – to dribble – to shoot a baseline shot – to score – a dunk – to make a pass	Giving information in the passive	The basketball <b>was invented</b> in America. It <b>is played</b> by two teams of 5 players in each.

**INPUT PHASE**

**Vocabulary** (10 min)

 a referee	 a basketball match	 to catch a rebound	 a dunk
 to dribble	 to shoot a baseline shot	 to score	 to make a pass

**Language function:** Giving information in the passive



To make a sentence in the passive, you use ***To be + Past participle***

**Example:** People invented basketball in America. They play it with 2 teams of 5 players in each.

Basketball **was invented** in America.

It **is played** by 2 teams of 5 players in each.

**PRACTICE PHASE**

**Activity 1:** (06 min) Circle the words or expressions related to basketball like in the example.

A COACH - A BALL - A HOOP - A GOALKEEPER - A COURT - A BOXER - A RACER - TO CATCH THE REBOUND - TO MAKE A PASS - A DUNK - A GOAL POST - TO DRIBBLE - A TEAM - TO SHOOT A BASELINE SHOT - A REFEREE - A POLICEMAN - CHESS - RUGBY - TO SCORE

**Activity2:** (05 min) Match the sports in column A with the correct information in column B to build meaningful passive sentences like in the example.

**Example:** 1-g: A handball team is composed of 7 players.

Column A	Column B
1. A handball team	a) is played on a pitch 120m long and 90m wide.
2. A basketball match	b) is played with a racket.
3. A football team	c) is played with 15 players.
4. Rugby	d) is played by 2 teams of 5 players in each.
5. Swimming	e) is composed of 11 players. (
6. Tennis	f) is practiced in a swimming pool.
7. A football match	g) is composed of 7 players.

**HOMEWORK:** Underline the correct form of the verb in each sentence to make meaningful passive sentences. Number one is done as example.

**Example:** 1. A basketball competition (*organizes/ is organizing/ is organized*) in Côte d'Ivoire.

1. A basketball competition (*organizes/ is organizing/ is organized*) in Côte d'Ivoire.

2. International referees (*are invited/ is invited/ am invited*) for that.

3. The Ivorian team (*was training/ was trained/ trained*) by Coach Djadji Clément.

4. The American players (*were given/ give/ gave*) the champion's trophy.

**Level: 5ème**

**Skill: Reading**

**Unit 8: SPORTS AND GAMES**

**LESSON 1: WHAT DO YOU KNOW ABOUT BASKETBALL?**

**SESSION 3**

**Source: Learn it, do it 5è**

**Communication activity** (Situation d'évaluation)

During a contest of reading organised by the United States' Embassy in Côte d'Ivoire, the students of 5ème 1 of Collège Moderne Bondoukou read a text on the life of a basketball player in order to discuss the topic. As students of the class, read the text and answer the questions that follow it.

### MICHAEL JORDAN, THE STAR

Michael Jeffrey Jordan is an exceptional American basketball player. He was born in Brooklyn, New York on February 17<sup>th</sup>, 1963. He was the third son of a family of 5 children. He is 1.98m tall. James and Dolores Jordan are his parents. He has two older brothers, one older sister and one younger brother. His family moved to Wilmington, North Carolina when Michael was young.

He earned a basketball scholarship to the University of North Carolina at Chapel Hill. He played in the University team.

In 1984, Jordan was selected by the Chicago Bulls and played 13 seasons for the Bulls and won 6 NBA championships.

Michael Jordan won many more awards. He is one of the best retired American professional basketball player.

1. Give the name of the basketball player described in the text.

.....

2. Name the team in which he played during 13 seasons.

.....

3. Was Jordan a good basketball player? Justify your answer.

.....

.....

**Level: 5<sup>ème</sup>**

**Skill: Speaking**

**Unit 8: SPORTS AND GAMES**

**LESSON 2: A FOOTBALL STAR**

**SESSION 1**

**Source: Learn it, do it 5<sup>e</sup>**

**Learning context:**

The students of 5<sup>ème</sup> 1 of College Moderne Bondoukou are reading a text about a football star in order to discuss about his career.

**Lesson content**

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
A team – a player – a defender – a midfielder – a striker – a goalkeeper – to shoot the ball – to head the ball	Talking about player's role in the game	Drogba plays as a striker. Kolo is a defender.

## **INPUT PHASE**

### **Vocabulary**

 a football team	 football players	 a goalkeeper	 Eboué is <b>a defender</b>
 Iniesta is <b>a midfielder</b>	 Drogba is <b>a striker</b>	 to shoot the ball	 to head the ball

**Language function:** Talking about player's roles in the games



This is a pitch. On it, each football player has a role. To talk about it, you can say for example:

Drogba plays as **a striker** or

Drogba is a striker.

## **PRACTICE PHASE**

**Activity:** (10 min) Read the small paragraph below and complete it with the words or expressions in the box. Number 1 is an example.

<i>defender – football team – a striker – head – midfielder – shoot – goalkeeper</i>
--

**Example:** 1- a striker

Drogba was an international football player of Côte d'Ivoire. He played as **1**..... He was a very good attacker. He could **2**..... or **3**..... the ball to score. The national **4**..... of Côte d'Ivoire is named "Les Eléphants". Drogba played with other good players like the **5**..... Copa Barry, the **6**..... Yaya Touré and the **7**..... Kolo Touré.

**Homework:** At home, do exercise 1 page 94 of Leant It, Do It.

**Level: 5ème**

**Skill: Reading**

**Unit 8: SPORTS AND GAMES**

**LESSON 2: A FOOTBALL STAR**

**SESSION 2**

**Source: Learn it, do it 5è**

**Learning context (Recall)**

The students of 5ème 1 of College Moderne Bondoukou are reading a text about a football star in order to discuss about his career.

**Lesson content**

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
Talented player – fans – to win – a draw – a performance – an achievement – a happiness	Expressing addition	Yaya Touré can defend; he can score goals <b>as well</b> .

**INPUT PHASE**

**Vocabulary** (10 min)



**A talented football player:** Drogba is a talented player



**Football fans** = supporters



**To win** = to get a victory

**Ex:** Manchester wins the game against Chelsea

**Score:** 4 – 0



**Draw** = equality

**Score:** 2 – 2





**Happiness** = joy

**Performance** = great success

**Achievement** = execution of an action

**Talent** = natural aptitude

**Language function:** Expressing addition

You use “as well” to say that a person can do two actions equally.



Ex: Drogba attacks; in addition he defends. To express the addition, we say: Drogba attacks; he defends **as well**.

## **PRACTICE PHASE**

**Activity 1:** (5 min) Match the words or phrases from column A with their meanings in column B. Write your answers like in the example.

**Example:** 1 = c

Column A	Column B
1. natural aptitude	a. achievement
2. supporters	b. win
3. get a victory	c. talent
4. equality	d. performance
5. execution of an action	e. fans
6. great success	f. draw

**Activity 2:** (6 min) *Express addition with the words in each list. Write your answers like in the example.*

**Example:** 1. Drogba is a good striker; he is a good group leader as well.

1. Drogba (good striker/ good group leader)

.....

2. Copa Barry (stop several penalties/ score a decisive penalty)

.....

3. Côte d'Ivoire (win trophies in football/ win trophies in athletics)

.....

4. I (like football/ like basketball)

.....

5. Sports (procure money/ procure celebrity)

**Homework:** Choose 4 players of the national football team of Côte d'Ivoire and describe them in 4 lines using the expression of addition.



**Level: 5ème**

**Skill: Reading**

**Unit 8: SPORTS AND GAMES**

**LESSON 2: A FOOTBALL STAR**

**SESSION 3**

**Source: Learn it, do it 5è**

**Communication activity** (Situation d'évaluation)

For the further discussion on international football organised by the English Club of Collège Moderne Bondoukou, the students of 5ème 1 read a text on the life of a football star in order to gather information. As a student of the class, read the text and answer the question that follow it.

Goalkeeper Boubacar Barry scored a decisive penalty against The Black Stars of Ghana at the 23<sup>rd</sup> Africa Cup of Nations' final in Bata. The ninety minutes ended on a 0-0 nil. Then, a 30 min extra time also ended on the same score. So, a series of penalty kicks started. On the 8<sup>th</sup> session, the veteran Copa Barry pushed away Razak Braimah's kick. There was a great moment of excitement from the Ivorian supporters. A moment of great suspense followed. Copa was to kick the 9<sup>th</sup> kick. If he scored, Côte d'Ivoire would be the winner. All the supporters held their breaths. Copa concentrated, then skilfully directed the ball on the right side of the nest. Côte d'Ivoire was the winner! The whole nation was excited. What a wonderful day!

1. Give a title to the text.

.....

2. Name the football star described in the text and tell the name of his country.

.....

3. Say why Copa Barry was the hero of the whole nation of Côte d'Ivoire during this final.

.....

.....

**Level: 5<sup>ème</sup>**

**Skill: Reading**

**Unit 8: SPORTS AND GAMES**

**LESSON 3: BE AN ACTIVE LEARNER!**

**SESSION 1**

**Source: Learn it, do it 5<sup>e</sup>**

**Learning context:**

The students of 5<sup>ème</sup> 1 of Collège Moderne Bondoukou are reading a text about sports and games in order to get enough information about them and discuss about it.

**Lesson content**

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
Athletics – karate – rugby – judo – jogging – cycling – swimming – climbing	Expressing the end of a status	Drogba is no more the captain of the Ivorian national football team.

### **INPUT PHASE**

**Vocabulary** (10 min)

 athletics	 karate	 rugby	 judo
 jogging	 cycling	 swimming	 climbing

**Language function:** Expressing the end of a status (10 min)

To talk about the end of a status or what someone has stopped doing you use “no more + adjective or a noun”

Ex: Drogba is **no more the captain** of “The Elephants of Côte d’Ivoire”

I am **no more sad**.

## **PRACTICE PHASE**

**Activity 1:** Complete each word with the missing letters to get names of games. Write your answers like in the example.

**Example: 1. Athletics**

- |                            |                          |
|----------------------------|--------------------------|
| 1. a – – l – t – – s ..... | 5. c – – l – – g .....   |
| 2. – u – – .....           | 6. – – r – – e .....     |
| 3. – w – m – – n – .....   | 7. c – – m – i – – ..... |
| 4. j – g – i – – g .....   | 8. – u – b – .....       |

**Activity 2:** Transform each of the following sentences like in number 1.

1. Drogba is still a player of the Ivorian national team.

⇒ Drogba is no more a player of the Ivorian national team.

2. Samuel Eto'o is still the best footballer in Africa.

.....

3. The Elephants are still the African champions.

.....

4. Rigobert Song is still the captain of the Indomitable Lions of Cameroon.

.....

5. Many people still watch local football matches

.....

6. Zokora Maestro still plays for Asec Mimosa.

.....

**Homework:** Do exercise 2 page 98 of your workbook Learn It, Do It.

**Level: 5<sup>ème</sup>**

**Skill: Reading**

**Unit 8: SPORTS AND GAMES**

**LESSON 3: BE AN ACTIVE LEARNER!**

**SESSION 2**

**Source: Learn it, do it 5<sup>e</sup>**

**Learning context (Recall)**

The students of 5<sup>ème</sup> 1 of Collège Moderne Bondoukou are reading a text about sports and games in order to get enough information about them and discuss about it.

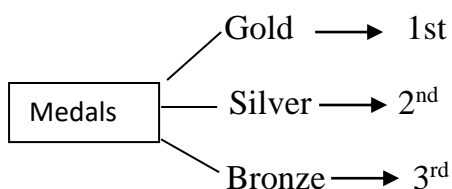
**Lesson content**

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
consistency – decline – injury – fix – to put an end to – trophy – medal – silver – gold – bronze	Expressing impersonal statements with the passive	The session of objects is named the session of small materials.

**INPUT PHASE**

**Vocabulary** (10 min)

Trophy



Injury



**Consistency** = the capacity to remain the same

**To decline** = to go down, to reduce

**To fix** = to repair, to arrange, to solve

**To put an end to** = to stop, to finish.

**Language function: Expressing impersonal statements with the passive voice**

To make a passive sentence, we use “**Subject + to be + past participle**”.

**Example:** The session of object **is named** the session of small materials.

**PRACTICE PHASE**

**Activity 1:** The following text is about games. Complete it with the appropriate words from the list. Write your answers like in the example.

**Example:** 1 – trophies.

bronze – injury – trophies – fix – medals – consistent – gold – put an end to – decline – silver

There are several games in sports. In every game, the practitioners fight to win (1)..... To get (2)..... results, they need to adopt a healthy lifestyle and to train hard. Unfortunately, the career of a sportsman can be stopped by a bad (3)..... When that happens, special doctors help to (4)..... the problem.

In sport competitions, the winner generally receive (5)..... The colors of those metals vary according to the position of the winners. A winner who comes first gets a (6)..... medal; the second winner, a (7)....., and the third one, a (8)..... medal.

The majority of the sport practitioners have better results when they are younger. In becoming older, their results often (9)..... and that lead them to (10)..... their career.

**Activity 2:** Rewrite each sentence starting with the underlined word(s). Write your answers like in the example.

**Example:** 1 – Laurent Pokou was called the Man of Asmara.

1. People called Laurent Pokou the Man of Asmara.

.....

2. People say the career of a sportsman is usually brief.

.....

3. They think Neymar is a potential winner of the Ballon d'Or.

.....

4. People present Côte d'Ivoire as a big nation of football in Africa.

.....

5. Many Ivorians regard Wilfred Zaha as the future Drogba.

.....

6. People name the Nigerian national team the Super Eagles.

**Homework:** Make 3 passive sentences to describe your favourite sportsmen.

**Level: 5ème**

**Skill: Speaking**

**Unit 8: SPORTS AND GAMES**

**LESSON 3: BE AN ACTIVE LEARNER**

**SESSION 3**

**Source: Learn it, do it 5è**

**Communication activity** (Situation d'évaluation)

After the lesson on sports and games, the English Club of Collège Moderne Bondoukou organises a competition of reading between the classes of 5ème. The students of 5ème 1 who are taking part in the contest want to win the competition. So they are reading a text in order to do the activities that follow it. As a member of the class, read the text and answer the questions.

Malay society is rich with a variety of traditional games. These games are usually played during free times. Traditional games are very popular among people who live in rural areas. They have been played by our ancestors since their young age. Nowadays, most of the traditional games are no more played by the children as they are attracted by playing computer games. However, some of the children who live in rural areas are still interested in some traditional games. The most popular traditional games played by children are “*congkak, wau, gasing, batu Seremban*” and many more. There is no doubt that Malay traditional games represent a priceless cultural heritage that can never be replaced. They symbolize our custom and the identity of our nation.

1. Say what the text is about.

.....

2. List the traditional games played in Malay society.

.....

3. The author holds the traditional game of his society in high consideration. Find in the text the sentence which supports this idea.

.....

.....

4. Choose a traditional game of your area and describe it in 5 lines maximum.

.....

.....

.....

.....

.....