

**Mon cahier  
d'habiletés**

**5<sup>e</sup>**

# Win Skills



**Speaking  
Writing  
Listening  
Reading**



**STOP  
COVID 19**



**3000 Fcfa**

# Win Skills



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## Identification

Année scolaire : .....

Nom / Prénom (s) : .....

Établissement : .....

Classe : .....

Nom de l'enseignant : .....

SPÉCIMEN

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# NOTE DE PRÉSENTATION

## À L'ÉLÈVE

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

### I. Learning context

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

### II. Good to know

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

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

### III. My dictionary

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

### IV. Practice activities

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

### V. Communication activity

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

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

### VI. Let's recap

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

## AUX PARENTS D'ÉLÈVES

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

Bonne utilisation à tous !

Les auteurs



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UNIT 1

# AT SCHOOL



- Speaking -





# LESSON 1

## DISCOVER MY SCHOOL



### LEARNING CONTEXT

(situation d'apprentissage)

Les élèves de la 5<sup>ème</sup> ..... du .....  
reçoivent leurs correspondants Nigériens dans leur école. Dans une visite guidée, ils les amènent découvrir leur école tout en échangeant sur les noms des différents lieux visités.



## GOOD TO KNOW

### VOCABULARY CONTENT

Secondary / grammar school ; Staffroom ; Science laboratory ; Library ; Office ; Canteen ; School uniform ; Computers' room ; Classroom ; Infirmary ; Toilets ; Restrooms ; Gate ; Playground ; Garden ; School yard

### LANGUAGE FUNCTIONS

#### 1. Showing things

- **This** is the canteen.
- **These** are the classrooms.

#### 2. Locating different places

A : Can you show me the canteen ?

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

A : Where is the staffroom ?

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

## MY DICTIONARY

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



## Session 1

**Activity 1 :** Reorder the letters below to find names of places at school. Number 1 is an example.

1. f-o-S-t-r-o-m-a-f : *Staffroom*
2. r-f-n-i-m-o-U : .....
3. r-y-L-o-b-a-t-r-a-o : .....
4. t-e-G-a : .....
5. b-y-L-i-a-r-r : .....
6. f-c-O-i-e-f : .....

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

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

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



1. *This is a secondary school.*



2. .... students.



3. .... teachers.



4. .... an office.

## Session 2

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

*restrooms ; a playground ; a canteen ; a school yard ; a garden ; an infirmary*



1. a garden



2. ....



3. ....



4. ....



5. ....



6. ....

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

1. The laboratory

A : Where is the laboratory ?

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

2. The playground

A : .....

B : .....

3. 5<sup>ème</sup> 1

A : .....

B : .....

4. The infirmary

A : .....

B : .....

5. The staffroom

A : .....

B : .....

6. The restrooms

A : .....

B : .....

7. The library

A : .....

B : .....

9. The canteen

A : .....

B : .....

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

1. Restrooms / turn left after this building.

A : Can you show me where the restrooms are ?

B : Turn left, after this building.

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

A : .....

B : .....

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

A : .....

**B :** .....

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

**A :** ..... ?

**B :** .....

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

**A :** ..... ?

**B :** .....

6. The computers' rooms / go straight, they are in front of you.

**A :** ..... ?

**B :** .....

## Session 3

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

Tu reçois la visite de ton ami Ghanéen, Abedi, chez toi à la maison. Il souhaite avoir des informations sur ton école. À partir du plan ci-dessous,

1. cite-lui les différents lieux de ton école ;

2. complète le dialogue ci-dessous en utilisant les mots ou expressions entre parenthèses, puis pratique-le avec ton voisin.

**Abedi :** Where is the laboratory in your school ?

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

**Abedi :** Where is the staffroom ?

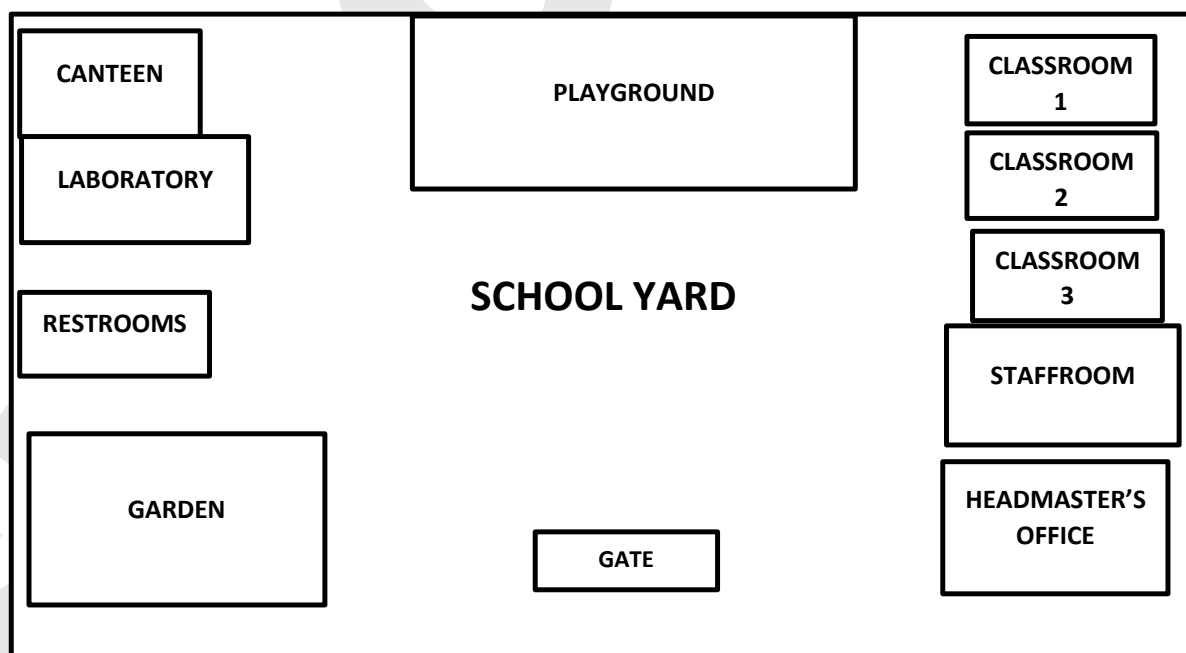
**You :** (2) ..... (between)

**Abedi :** Where is classroom 1 ?

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

**Abedi :** Where are the restrooms ?

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



MY SCHOOL PLAN



## LESSON 2

# LIFE AT COLLEGE KASSERE



### LEARNING CONTEXT

(situation d'apprentissage)

Les élèves de la 5<sup>ème</sup> ... du .....  
reçoivent la visite de leurs amis Nigériens.  
En vue d'échanger leurs expériences sur le  
fonctionnement de l'école dans leurs différents  
pays, ils se racontent les actions que les élèves  
accomplissent à l'école dans chacun de ces  
deux pays.



## GOOD TO KNOW

### VOCABULARY CONTENT

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

### LANGUAGE FUNCTIONS

#### 1. Talking about what people are doing

A : What **are** the students **doing** ?

B : They are **lining up**.

#### 2. Asking for permission

A : **May** I **go out**, please?

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

A : **Can** I **go out**, please?

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

## MY DICTIONARY

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

## Session 1

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

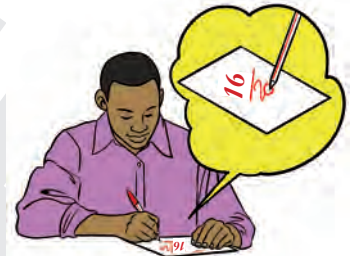
*to play ; to comb ; to write ; to mark ; to line up ; to take*



1. The girl is writing.



2. The kids .....



3. The teacher ..... papers.



4. She ..... her hair



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



6. The students .....

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

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

B : She is writing.

2. A : .....

B : .....

3. A : .....

B : .....

4. A : .....

B : .....

5. A : .....

B : .....

6. A : .....

B : .....

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

1. Naomie / to wear a mask

A : What is Naomie wearing ?

B : She is wearing a mask.

2. Jack / to listen to the teacher

A : What is Jack doing ?

B : He is listening to the teacher.

3. We / to receive the first term reports.

A : .....

B : .....

4. The students / to line up.

A : .....

B : .....

5. They / to revise their lessons.

A : .....

B : .....

## Session 2

**Activity 1 :** Match the words or expressions from Column A with their meanings or synonyms in Column B. One option in Column B is not concerned. Write your answers like in the example.

Column A	Column B	Answers
1. To get up	a. to move to the next class.	<b>1- f</b>
2. To work hard	b. to be a candidate in an exam.	2-.....
3. To go up	c. not to succeed an exam.	3-.....
4. To stay down	d. not to be on time.	4-.....
5. To take an exam	e. to sit down.	5-.....
6. To be late	f. to get out of bed.	6-.....
7. To put on	g. to work a lot.	7-.....
8. To fail an exam	h. to repeat a class.	8-.....
	i. to wear.	

**Activity 2 :** The paragraph below is about school. Complete it with the appropriate words or expressions from the box to make it meaningful. Write your answers like in the example : **1. get up.**

stay down ; put on ; get up ; line up ; singing ; on time ; go up ; to be late

I am a student in 5ème. 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 and arrive at school **3** (.....) because I don't want **4** (.....) and be punished.

At school, every Monday, after **5** (.....) the national anthem, all the students **6** (.....) in front of their class before entering. Our teachers encourage us to be on time and to learn our lessons. They say that if we study our lessons, we will **7** (.....) ; but if we refuse to study our lessons, we will **8** (.....).

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

1. You want to get in the classroom.

→ Can I get in, please ? / May I get in, please ?

2. You want to go out of the classroom.

→ ..... ? / ..... ?

3. You want to ask a question to the teacher.

→ ..... ? / ..... ?

4. You want to use your friend's pen.

→ ..... ? / ..... ?

## Session 3

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

Dans une conversation téléphonique avec ton correspondant Nigérian, il te fait remarquer qu'il souhaiterait comprendre ce qui se passe dans ton école afin de mieux cerner le fonctionnement du système éducatif ivoirien. Dans votre échange,

1. décris-lui comment vous accédez à la salle de classe ;
2. parle-lui de ce qui se passe en classe, pendant les cours ;
3. explique-lui comment demander la permission dans diverses situations.



## LESSON 3

- Speaking -

1

# WHAT DO YOU LEARN AT SCHOOL ?



### LEARNING CONTEXT

(situation d'apprentissage)

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



## GOOD TO KNOW

### VOCABULARY CONTENT

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

### LANGUAGE FUNCTIONS

#### 1. Asking and giving opinions

A : How do you find English ?

B : I find it easy / It is easy.

#### 2. Naming school subjects

A : What subject do you have on Tuesdays at 8 O'clock ?

B : I have Mathematics.

## MY DICTIONARY

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

## Session 1

**Activity 1 :** Put the letters below into the correct order to find names of school subjects. Number 1 is an example.

1. r-y-t-o-H-i-s = *History*

2. g-y-l-o-B-i-o = .....

3. m-i-s-C-h-e-t-r-y = .....

4. M-a-m-a-t-i-c-s-t-h-e = .....

5. g-r-a-G-e-o-p-h-y = .....

6. z-e-n-C-i-t-i-s-h-i-p = .....

7. c-a-l-s-i-P-h-y n-i-n-g-t-r-a-i = .....

8. m-a-t-l-o-n-i-n-f-o-r d-a-n m-u-n-i-c-a-c-o-m-t-i-o-n n-o-l-o-g-y-t-e-c-h  
= .....

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

Column A	Column B	Answers
1. Bad at	a) difficult	<b>1. c</b>
2. Boring	b) dislike	2.....
3. Lazy	c) good at	3.....
4. Like	d) interesting	4.....
5. Easy	e) hardworking	5.....

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

1. English / interesting

A : How do you find English ?

B : I find English interesting.

2. Physics / difficult

A : .....

B : .....

3. Civics / easy

A : .....

B : .....

4. Physical training / tiring

A : .....

B : .....

5. Arts / boring

A : .....

B : .....

## Session 2

**Activity 1 :** Complete the passage below about Yannis' school subjects with the words in the box. Number 1 is an example.

*favourite ; learn ; marks ; interesting ; dislike ; boring*

My name is Yannis. Geography is my (1) **favourite** subject. Some students find it (2) ..... , but I think it's (3) ..... . You can (4) ..... many things about the world : countries, rivers, oceans and mountains. I always have good (5) ..... in Geography. On the contrary, I (6) ..... Chemistry, because of the dangerous chemicals.

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

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

**You :** When does Anna have Biology ?

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

2. Our class / Physics / in the afternoon

**You :** .....

**Partner :** .....

3. We / Physical training / from 8.00 to 10.00

**You :** .....

**Partner :** .....

4. Angela and Jerry / Citizenship / at 7.00

**You :** .....

**Partner :** .....

5. Joseph / History / between 9.00 and 11.30, on Friday

**You :** .....

**Partner :** .....

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

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

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

B : I'm learning ten subjects ....

2. A : When do you have Mathematics ?

B : .....

3. A : How do you find this subject ?

B : .....

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

B : .....

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

B : .....



## Session 3

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

Les élèves de la 5<sup>ème</sup> ..... du Collège / Lycée ..... reçoivent la visite de leur correspondant Libérien. Celui-ci souhaite connaître leur emploi du temps. Faisant partie de ces élèves, en regardant l'emploi du temps ci-dessous,

1. cite-lui les matières que tu fais à l'école ;
2. donne-lui 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			
15:00 – 16:00					
16:00 – 17:00		French			
17:00 – 18:00		English			

3. donne-lui ton opinion sur les disciplines suivantes : Anglais, Français, Maths et Physique.

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## Faisons le point...

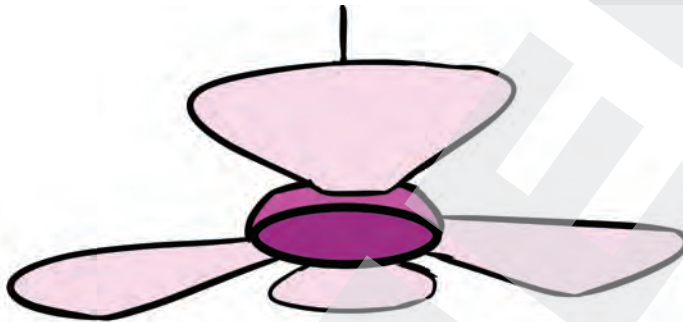
Note dans chaque case la lettre de l'expression anglaise correspondante.

- Suis l'exemple donné.

### J'ai appris à ...

1.	<input checked="" type="radio"/> d	dire à quel moment une personne effectue une action.	a	Turn right ; go downstairs ; on your left ; on the first floor
2.	<input type="radio"/>	utiliser différentes formules pour saluer, me présenter, présenter quelqu'un ou faire connaissance.	b	Between ; near ; opposite ; behind ; in
3.	<input type="radio"/>	identifier les moments de la journée.	c	Eraser ; globe ; glue ; set square ; broom
4.	<input type="radio"/>	indiquer la direction.	d	I am singing the National Anthem.
5.	<input type="radio"/>	identifier différents endroits au sein de l'école.	e	To be late ; to go up ; to clean the board ; to listen to the teacher
6.	<input type="radio"/>	identifier les noms des objets que l'on utilise en classe.	f	Art ; Physics ; Mathematics ; History ; Music
7.	<input type="radio"/>	identifier les noms des disciplines scolaires.	g	This is James ; I am Anna ; How are you ? Nice to meet you
8.	<input type="radio"/>	identifier et utiliser des expressions liées à l'environnement scolaire.	h	In the morning ; at night ; in the evening
9.	<input type="radio"/>	utiliser les prépositions de lieu.	i	She has class on Monday ; She has English from 10.00 to 11.00
10.	<input type="radio"/>	dire ce que l'on est en train de faire.	j	Yes, you may go ; No, you can't.
11.	<input type="radio"/>	accepter ou refuser une demande de permission.	k	The teachers' room ; the principal's office ; the canteen ; the restrooms
12.	<input type="radio"/>	demander à quel moment une personne effectue une action.	l	What is Naomie wearing ? What are they doing ?
13.	<input type="radio"/>	demander l'opinion de quelqu'un au sujet de telle ou telle discipline scolaire.	m	Can you show me where the toilets are ?
14.	<input type="radio"/>	demander comment une personne va, son nom, son âge.	n	May I go out ? Can I check your work ?

# AT HOME



- Speaking -



# LESSON 1

## MY FAMILY TREE



### LEARNING CONTEXT

(situation d'apprentissage)

En vue de mieux faire connaissance avec leurs amis Ghanéens pour parler des membres de leur famille, les élèves de la 5ème..... du Collège / Lycée ..... apprennent les noms des différents membres de la famille élargie.



## GOOD TO KNOW

### VOCABULARY CONTENT

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

### LANGUAGE FUNCTIONS

#### 1. Identifying the members of an extended family

A : What relation is between Odio and Rachou ?

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

#### 2. Expressing future plans

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

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

## MY DICTIONARY

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



## Session 1

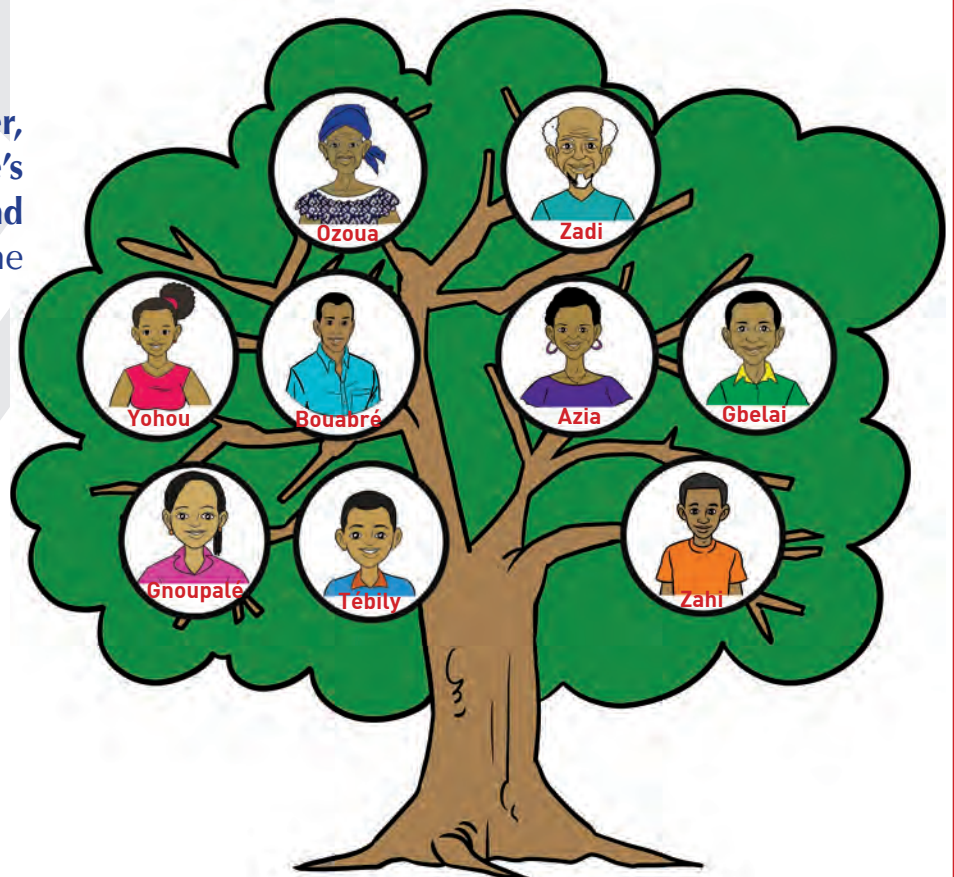
**Activity 1 :** Put the letters into the right order to get names related to family members. Number 1 is an example.

1. n-o-S = son
2. d-r-a-n-G-t-a-f-e-h-r = .....
3. d-G-r-n-a-t-h-o-m-e-r = .....
4. d-a-n-b-s-H-u = .....
5. d-r-a-n-G-t-a-p-r-e-n-s = .....
6. i-f-e-W = .....
7. g-a-D-u-r-e-t-h = .....
8. r-a-n-G-d-o-n-s = .....

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

1. He is my male child : son
2. The female child : .....
3. The mother of my mother : .....
4. My father is my mother's : .....
5. The children of my children : .....
6. My mother is my father's : .....
7. The father and mother of my parents : .....

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





1. Gbelai / Tébily

A : Who is Gbelai to Tébily ?

B : Gbelai is the uncle of Tébily / Gbelai is Tébily's uncle.

2. Ozoua and Zadi / Zahi

A : .....

B : .....

3. Zahi / Gbelai and Azia

A : .....

B : .....

4. Gbelai / Azia

A : .....

B : .....

5. Gnoupalé / Zadi

A : .....

B : .....

6. Yohou / Bouabré

A : .....

B : .....

## Session 2

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

1. *t-o-m-h-e-r n-i w-a-l = mother-in-law*

2. c-i-e-N-e = .....

3. r-o-B-h-e-r-t n-i a-w-l = .....

4. c-l-U-n-e = .....

5. F-e-r-h-a-t n-i a-w-l = .....

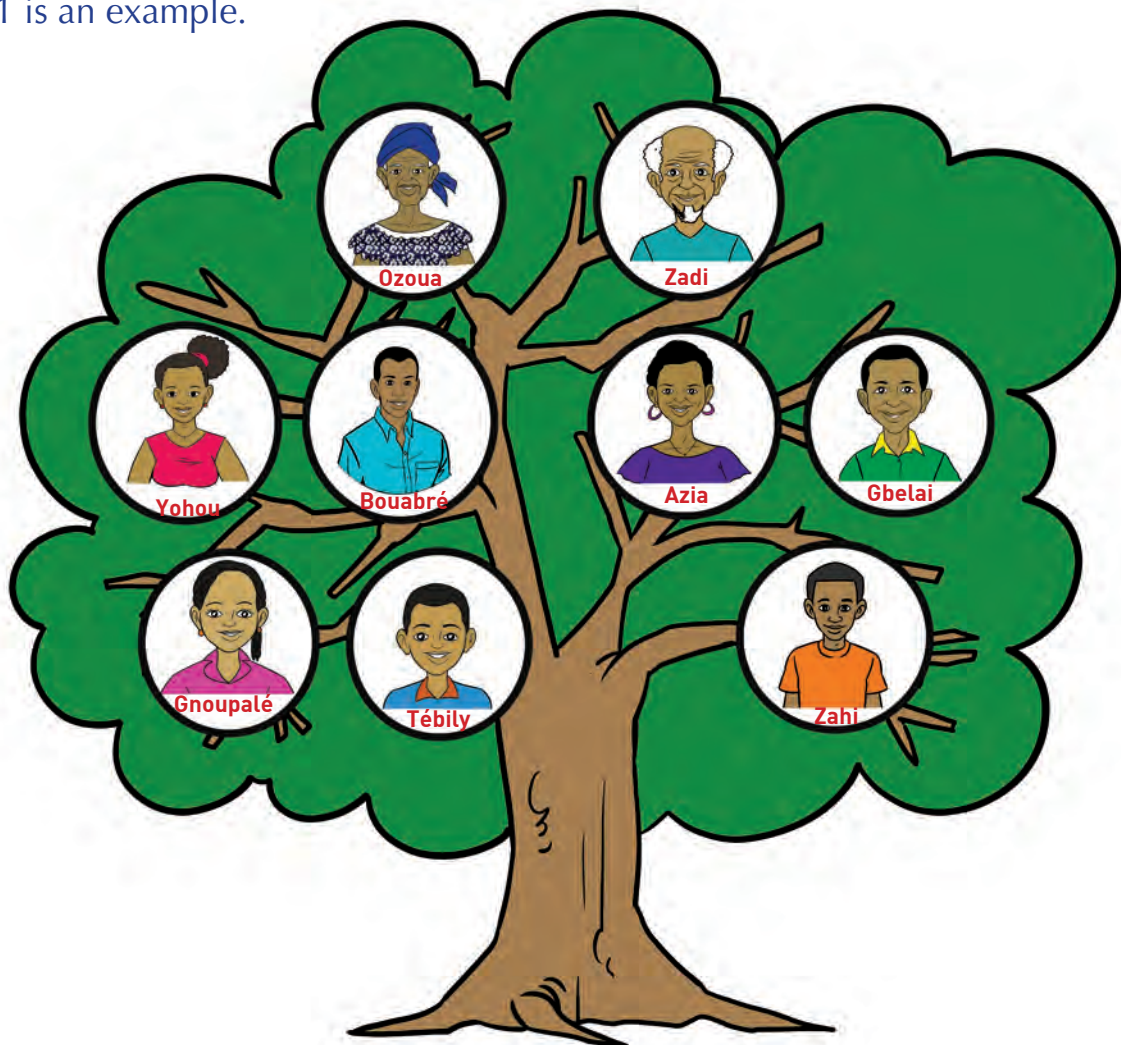
6. p-h-e-w-e-N = .....

7. n-o-u-C-s-i = .....

8. t-r-i-S-e-s n-i a-w-l = .....

9. n-A-t-u = .....

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



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

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

1. visit the airport / tomorrow / Brou

A : What is Brou doing tomorrow ?

B : Brou is visiting the airport / He is visiting the airport.

2. travel to Manhattan / on Monday / Glahi and Diarra

A : .....

B : .....

3. Plan her time table / this afternoon / Mrs Akaffou

A : .....

B : .....

4. Take his car from the garage / this morning / Breki

A : .....

B : .....

5. go back to his village Toukouzou / tomorrow / Mr Leba

A : .....

B : .....

6. cook their "Kplé bah" meal / for this afternoon / Glazahi and his wife

A : .....

B : .....

7. publish his new novel / tomorrow morning / Opperi

A : .....

B : .....

## Session 3

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

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

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

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

**You :** .....

**Zuma :** Who are your aunt and uncle ?

**You :** .....

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

**You :** .....

**Zuma :** I see that your whole family is present. Is there something planned ?

**You :** .....

## LESSON 2

# A SUNDAY WITH MY FAMILY



### LEARNING CONTEXT

(situation d'apprentissage)

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



## GOOD TO KNOW

### VOCABULARY CONTENT

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

### LANGUAGE FUNCTIONS

#### 1. Using the present tense to describe daily activities

A : **What does** Christ usually **do** on Sundays ?

B : He **usually goes** to church.

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

A : **When did** Hamidou **wash** the Sofa ?

B : He **washed** the sofa last week.

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

A : **What did** Keren **do** last Monday?

B : She **cut** her nails.

## MY DICTIONARY

**Reorder** : réorganiser , ordonner à nouveau ; **Match with** : relier , faire correspondre ; **Whole** : entier ; **beard** : barbe



## Session 1

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



1. to switch on



2. ....



3. ....



4. ....



5. ....



6. ....

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

BOX A	BOX B	Answers
1. They usually sleep in	a) sets the bed for her husband.	<b>1. g</b>
2. They usually	b) goes to mosque on Fridays.	2.....
3. Prisca usually	c) a pillow.	3.....
4. Harley and Willy usually switch	d) sleep on a mat.	4.....
5. A Muslim usually	e) go to church on Sundays.	5.....
6. Christians usually	f) on the light when it's dark.	6.....
7. My mother usually sleeps with	g) a bedroom.	7.....

**Activity 3 :** Use the clues between brackets and answer the following questions. Then practise the conversations with your neighbour. Number 1 is an example.

1. A : Where does Solange usually go on Sundays ?

B : She usually goes to church on Sundays. (go to church)

2. A : Where does Mohamed usually go on Fridays ?

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

3. A : What does Tazéré usually do before sleeping ?

B : ..... (set the bedsheet)

4. A : What do Isabelle and Esther usually do when they want to light up the bedroom ?

B : ..... (switch on the light)

5. A : What do you usually do when you are ready to go to bed ?

B : ..... (switch off the light)

6. A : Why does Hyacinthe usually use a pillow ?

B : ..... (put his head on it)

7. A : What do Muslims usually do with mats at mosque ?

B : ..... (pray on them)

## Session 2

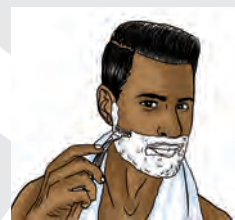
**Activity 1 :** Look at the pictures below, then name the appropriate actions. Number 1 is an example.



1. *to brush teeth*



2. ....



3. ....



4. ....



5. ....



6. ....

**Activity 2 :** Reorder the letters in the words below to get meaningful actions. Pictures in Activity 1 may help you. Number 1 is an example.

1. *r-u-s-h-B t-e-t-e-h = brush teeth*

5. M-e-k-a p-u = .....

2. v-a-S-h-e = .....

6. o-w-M e-h-t w-a-l-n

3. t-u-C l-a-n-i-s = .....

= .....

4. n-l-r-o = .....

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

1. A : When did Copa shave his beard ?

B : .....

**B : He shaved his beard last Sunday.**

..... (make up)

(Last Sunday)

5. A : What did Fallone do last Monday ?

2. A : What did Mom do yesterday ?

B : .....

B : .....

..... (cut nails)

..... (iron the clothes)

6. A : When did the housewife use a perfume ?

3. A : When did Kimbo mow the lawn ?

B : .....

B : .....

..... (two weeks ago)

..... (two days ago)

4. A : What did the women do after their bath ?

## Session 3

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

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

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

# THE "TCHONRON" SOUP



## LEARNING CONTEXT (situation d'apprentissage)

Tu reçois ton amie Libérienne à la maison familiale. Elle souhaite apprendre à cuisiner un plat de chez toi. Vous échangez sur les étapes de préparation de ce mets pendant que vous faites la vaisselle.



## GOOD TO KNOW

### VOCABULARY CONTENT

Prawns ; Beans ; Bean leaves ; Potash ; Groundnuts or Peanuts ; African pepper ; Spinach ; Pistachio ; Crab ; To boil ; To filter ; To chop ; To roast ; To fry ; To season ; To taste ; To mix ; To grind

### LANGUAGE FUNCTIONS

#### 1. EXPRESSING OBLIGATIONS WITH "MUST"

Subject + **MUST** or **MUST NOT** + Verb + Complement

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

#### 2. DESCRIBING A PROCESS

Imperative : Verb + Complement

- **Wash** the ingredients.
- **Don't roast** the eggs.

## MY DICTIONARY

**Process** : procédure ; **Currently** : présentement , actuellement ; **To Mime** : mimer



## Session 1

**Activity 1 :** Write the names of the following ingredients under the pictures. Number 1 is an example.



1. *groundnuts*



2. ....



3. ....



4. ....



5. ....



6. ....

**Activity 2 :** In the list below, circle (O) the two (2) ingredients that are not used to cook the “tchonron” soup.

prawns ; butter ; bean leaves ; potash ; groundnuts ; african pepper ; mango ; crab

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

**John :** Good morning !

**You :** Hello, John !

**John :** I would like to cook “Tchonron soup”. But, I don’t know the process. Can you help me ?

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

**John :** But, I have some roasted groundnuts here.

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

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

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

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

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

**John :** Thanks a lot !

**You :** You are welcome !

## Session 2

**Activity 1 :** Match the verbs in Box A with their definitions or synonyms in Box B. Number 1 is an example.

BOX A	BOX B	Answers
1. To chop	a) to put salt and pepper	<b>1. b</b>
2. To roast	b) to cut into small pieces	2.....
3. To season	c) to crush	3.....
4. To grind	d) to cook in hot oil	4.....
5. To fry	e) to judge the savour	5.....
6. To boil	f) to grill	6.....
7. To taste	g) to cook in hot water	7.....

**Activity 2 :** Look at Activity 1, then complete the sentences with the verbs from Box A. Number 1 is an example.

- When I put eggs in hot water to cook them, I **boil** them.
- When I cook peanuts in a frying pan without oil, I ..... them.
- When I put the soup in my mouth to judge the savour, I ..... it.
- When I cut vegetables into small pieces, I ..... them.
- When I put some salt in my soup, I ..... it.
- When I cook fish in a frying pan with hot oil, I ..... it.

**Activity 3 :** Use the clues between brackets to give instructions in a process of cooking. Number 1 and 2 are examples.

- a) (put / too much salt in the soup).  
 b) **Don't put too much salt in the soup.**
- a) (vegetables / wash)  
 b) **Wash the vegetables.**
- (roast / the eggs)  
 b) .....
- a) (taste / the soup before serving)  
 b) .....
- a) (the eggs / boil)  
 b) .....
- a) (chop / the vegetables)  
 b) .....
- a) (rice / grind)  
 b) .....
- a) (the soup when you are cooking / season)  
 b) .....

## Session 3

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

Un concours culinaire est organisé par l'Ambassade des USA à l'occasion de la fête des mères à l'attention des élèves de la 5<sup>ème</sup> de toutes les écoles de la ville. En tant que participant au concours et soucieux de faire gagner ton école, dans ta présentation,

1. donne le nom du plat que tu as choisi de cuisiner ;

.....

2. cite les ingrédients que l'on doit obligatoirement avoir pour préparer ce plat ;

.....

.....

.....

3. décris les étapes de la préparation de ce plat.

.....

.....

.....

.....



## Faisons le point...

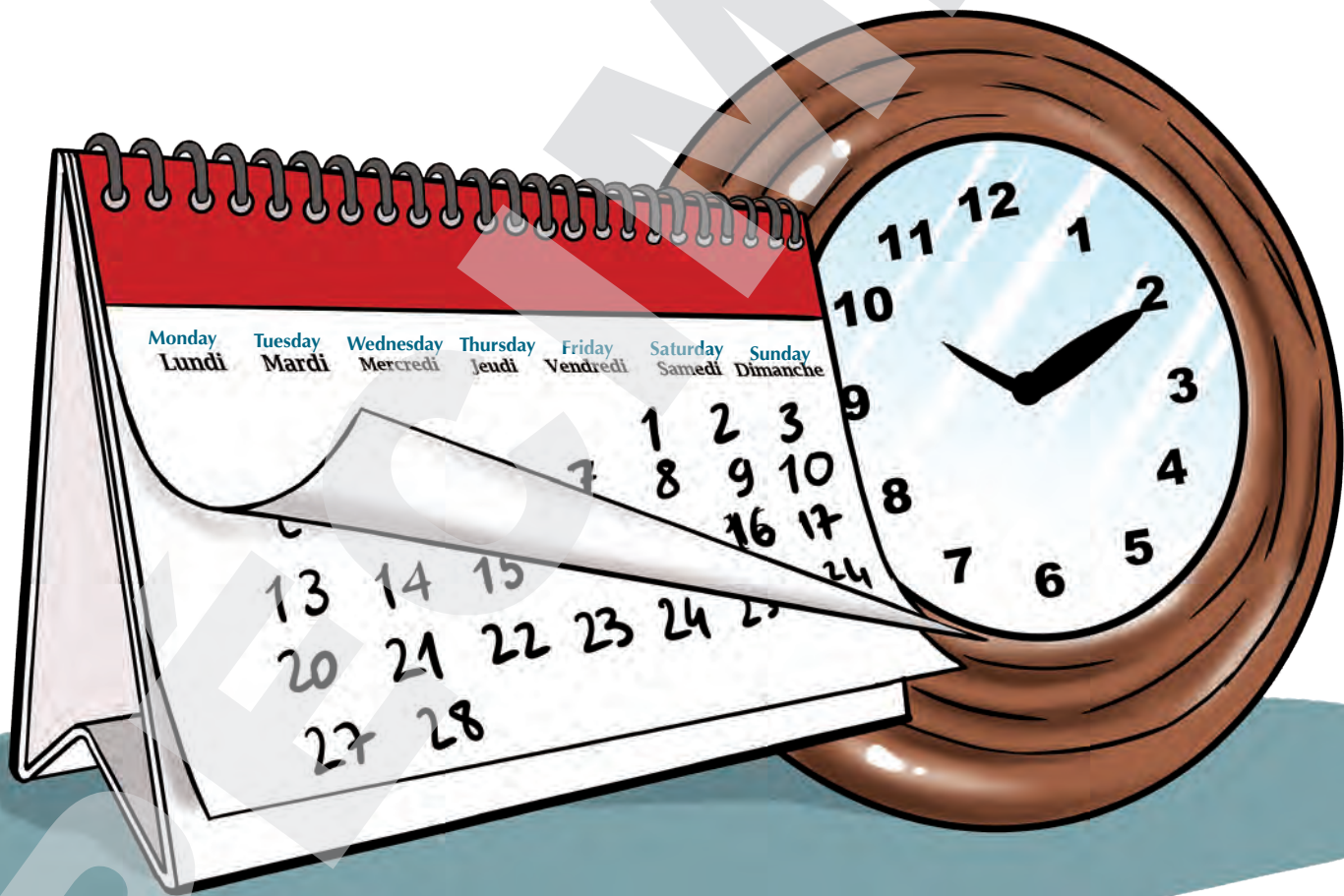
Note dans chaque case la lettre de l'expression anglaise correspondante.

- Suis l'exemple donné.

### J'ai appris à ...

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

# TIME AND DATE



- Writing -





## LESSON 1

WHAT'S THE WEATHER  
LIKE IN DECEMBER ?

## LEARNING CONTEXT

(situation d'apprentissage)

Afin de permettre à son correspondant Ghanéen de mieux planifier sa prochaine visite et passer un séjour agréable en Côte d'Ivoire, un (e) élève de la 5<sup>ème</sup> ... du Collège / Lycée ..... décide de lui écrire une lettre dans laquelle il / elle présente la météo actuelle de son pays.



## GOOD TO KNOW

## VOCABULARY CONTENT

Weather ; Sun ; Cloud ; Rain ; Snow ; It's sunny ; It's rainy ; It's cloudy ; It's hot ; It's cold ; It's windy ; It's fine ; It's bad ; To blow ; To shine ; To rain ;

**Seasons** : Spring ; Autumn (Fall) ; Winter ; Summer ; Dry season ; Rainy season

## LANGUAGE FUNCTIONS

## 1. Describing time seasons

A : What is the weather like ?

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

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

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

## 2. Using prepositions related to time

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

## MY DICTIONARY

**Umbrella** : parapluie ;

**Pleasant** : agréable ;

**Perahps** : peut-être

## Session 1

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

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



1. It is sunny



2. ....



3. ....



4. ....



5. ....



6. ....

**Activity 2** Use the clues from Activity 1 to construct and practise a conversation about the weather with your neighbour. Do like in the example.

A : What is the weather like in picture 1 ?

B : The weather is sunny / It is sunny / The sun is shining.

NB : Continue with pictures : 2 ; 3 ; 4 ; 5 ; 6.

**Activity 3** : The sentences below are all related to the weather. Complete each of them with one word from the box. Number 1 is an example.

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

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

## Session 2

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

1. *i-n-e-r-t-W = Winter*

2. a-t-A-m-u-n = .....

3. g-r-i-n-p-S = .....

4. r-y-D a-s-e-s-o-n = .....

5. r-u-m-S-e-m = .....

6. y-a-n-i-R a-s-e-s-o-n = .....

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

winter ; rainy ; spring ; dry ; summer ; autumn

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

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

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

1. It rains a lot ..... April.

2. .... 2011 ..... 2013, I was in the USA.

3. It snows ..... winter.

4. .... February 15, I travelled to Korhogo.

5. Students are usually on holidays ..... July ..... August.

# Session 3

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

Ton Correspondant Ghanéen désire venir passer les prochaines vacances en Côte d'Ivoire. Pour éviter d'être victime des intempéries lors de son séjour, il t'écrit un message, via WhatsApp, pour te demander des informations sur les différentes saisons dans ton pays en vue de mieux se préparer. Dans ta réponse à son message,

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

## LESSON 2

## TIME IS MONEY



## LEARNING CONTEXT

(situation d'apprentissage)

Les élèves de la 5<sup>ème</sup> ..... du Collège / Lycée ..... souhaitent mieux gérer les moments d'échange avec leurs correspondants Américains. Pour ce faire, ils leur envoient un message, via Telegram, pour décrire leur emploi du temps et programme de la semaine.



## GOOD TO KNOW

## VOCABULARY CONTENT

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

## LANGUAGE FUNCTIONS

## 1. Describing daily activities

A : What do you usually do on Monday morning ?

B : On Monday morning, I go to school.

## 2. Asking about time

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

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

## MY DICTIONARY

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



## Session 1

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

breakfast ; midnight ; watch ; schedule ; dinner ; lunch

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

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

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

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

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

**A : What time does Mumy cook the meal ?**

**B : She cooks the meal at 11 o'clock.**

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

A : .....

B : .....

3. We / have tea / at dinner.

A : .....

B : .....

4. The students / learn English / every day.

A : .....

B : .....

## Session 2

**Activity 1 :** Match the words or expressions in Column A with their definitions or synonyms in Column B. Do it alone, then compare with your partner's. Number 1 is done for you as an example.

Column A	Column B	Answers
1. To go shopping	a) to take a bath.	<b>1. d</b>
2. To be late	b) to be punctual.	2.....
3. To be on time	c) to move or go rapidly.	3.....
4. To take a shower	d) to go to a market or a supermarket to buy things.	4.....
5. To be in a hurry	e) to spend time doing unnecessary things.	5.....
6. To waste time	f) to arrive at an inappropriate time.	6.....

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

a) 6.45 pm = *Quarter to seven in the evening.*

b) 8.06 am = .....

c) 1 pm = .....

d) 9.30 am = .....

e) 11.12 am = .....

f) 2.15 pm = .....

g) 12 am = .....

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

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

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

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

→ .....

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

→ .....

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

→ .....

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

→ .....

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

→ .....

# Session 3

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

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

1. indique la date de ton anniversaire ;
2. donne l'heure de début et de fin de la cérémonie ;
3. précise les activités de ladite cérémonie et le moment précis pour chaque activité.

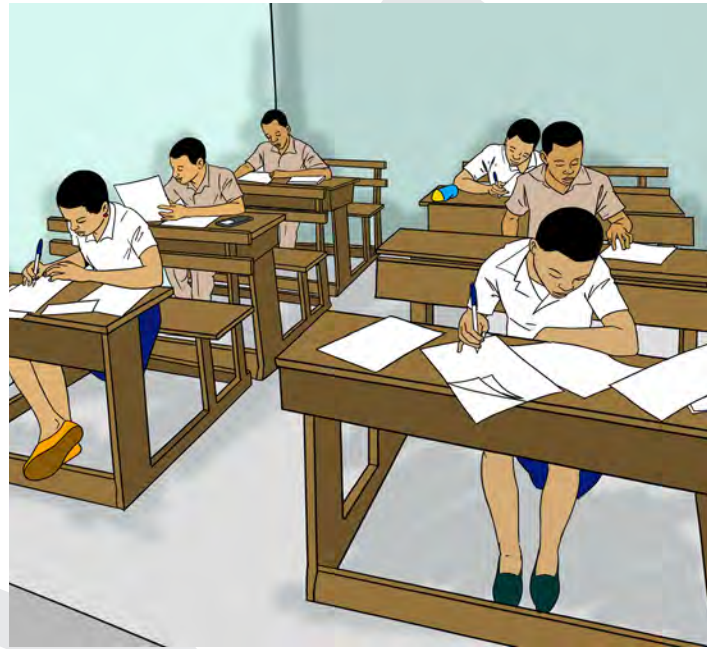
## LESSON 3

ADON'S  
SCHEDULE

## LEARNING CONTEXT

(situation d'apprentissage)

Dans le but d'être équitable dans la distribution de bourses d'étude aux excellents élèves en Anglais, l'ambassade des États-Unis, en partenariat avec le Ministère de l'Éducation Nationale et de l'Alphabétisation, organise un concours intitulé " ENGLISH DAYS". Pour être éligible à la bourse, il est demandé aux élèves de la 5<sup>ème</sup> ..... de rédiger un paragraphe dans lequel ils décrivent leur programme d'activités pour la semaine à venir.



## GOOD TO KNOW

## VOCABULARY CONTENT

**Subjects :** Civics ; Gardening ; Physical education ; Physics ; Biology ; etc. ;  
To have class ; To take a test ; To take a quiz ; To sit for an exam ; To pass ; To plan ; To tidy ; To travel ; Messy ; First ; Second ; Then ; Next ; Before ; After that ; Finally

## LANGUAGE FUNCTIONS

## 1. Talking about future plans

A : What **are you going to** do on Wednesday afternoon ?

B : **I am going** to take an English test on Wednesday afternoon.

A : When **are you going to** have an English test ?

B : **I am going** to have an English test on Wednesday afternoon.

## 2. Describing sequences

**First**, I have breakfast.

**Second**, I move to school,

**Next**, I .....

## MY DICTIONARY

**To have picnic** : faire du picnic ; **To play video games** : jouer à des jeux vidéo ; **To brush one's teeth** : se brosser les dents ; **To fail an exam** : échouer à un examen ; **Breaktime** : récréation

## Session 1

**Activity 1 :** Complete the paragraph about Anzoumana's schedule with the appropriate words or expressions from the box. Number 1 is an example.

*physical education ; gardening ; subjects ; civics ; class ; schedule*

Anzoumana is a student at College « LES HEROS ». He has a very busy (1) **schedule**. Every day, he starts school at 7 and ends up at 12 o'clock. Anzouman has (2) ..... every afternoon too. In his school, students have many school (3) ..... to study : Mathematics, English, French, History (4) ..... , etc. They also do manual jobs and (5) ..... . Anzoumana likes sports. So, he never misses (5) ..... classes.

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

1. Mrs N'Gossan / cook fufu / on Sunday.

A : What is N'gossan going to do on Sunday ?

B : She is going to cook fufu.

2. The students / have picnic / on holidays

A : .....

B : .....

3. Rosa / visit her parents / next Saturday

A : .....

B : .....

4. Adon and Koné / do their homework / in the afternoon.

A : .....

B : .....

5. The children / to play computer games / after school

A : .....

B : .....

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

.....

.....

.....

.....



## Session 2

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

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

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

- A. She takes her breakfast ;
- B. She goes to school at 7 a.m ;
- C. She goes to bed at 8 p.m ;
- D. She brushes her teeth ;
- E. She studies her lesson ;
- F. She comes back from school and eats dinner.

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

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

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

Start like this : Every morning, when Aude gets up, first, she brushes her teeth...

.....

.....

.....

.....

.....

# Session 3

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

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

1. présente ton programme d'activités de la semaine à venir dans un tableau,
2. décris-le dans un paragraphe de six (6) lignes.



### Faisons le point...

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

- Suis l'exemple donné.

### J'ai appris à ...

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

# JOBS AND OCCUPATIONS



- Writing -





## LESSON 1

# WHAT'S YOUR MOTHER'S JOB ?



### LEARNING CONTEXT

(situation d'apprentissage)

À l'approche de la fête des mères, les élèves de la 5<sup>ème</sup> ..... du Collège / Lycée ..... sont invités par le Club d'Anglais de leur école à 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.



## GOOD TO KNOW

### VOCABULARY CONTENT

Cashier ; Waiter or Waitress ; Barber ; Architect ; Plumber ; Housemaid ; Dentist ; Pilot ; Flight attendant ; Cook ; Greengrocer ; Car washer ; Engineer ; House wife ; Computer scientist

### LANGUAGE FUNCTIONS

#### 1. Talking about people's jobs

A : What does your mother do ?

B : She is a waitress.

#### 2. Expressing possession

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

→ My mother likes **her** job.

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

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

## MY DICTIONARY

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



## Session 1

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

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

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

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

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

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

1. Antoine / a barber

2. Thierry / an architect

3. She / a cashier

4. They / plumbers

5. Sophie / a housemaid

6. She / a waitress

1. A : What does Antoine do ?

→ B: Antoine is a barber.

2. A : ..... ?

B : .....

3. A : ..... ?

B : .....

4. A : ..... ?

B : .....

5. A : ..... ?

B : .....

6. A : ..... ?

B : .....

## Session 2

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

1. *tnteDs* = *Dentist*

2. Polit = .....

3. koCo = .....

4. raC - rasheW = .....

5. weLyar = .....

6. genErine = .....

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

Column A	Column B	Answers
1. Flight attendant	a) a person who diagnoses and treats patients' teeth.	<b>1. g</b>
2. Lawyer	b) a person who washes cars.	2.....
3. Computer scientist	c) someone who flies a plane.	3.....
4. Dentist	d) a person who sells fruit and vegetables.	4.....
5. Engineer	e) a person who prepares food.	5.....
6. Pilot	f) a woman who does the housework.	6.....
7. Car washer	g) an air hostess.	7.....
8. Greengrocer	h) someone who defends people.	8.....
9. Cook		9.....
10. Housewife		10.....

**Activity 3** : The paragraph below is about people's jobs. Complete each sentence with the appropriate possessive adjective or pronoun from the box. Number 1 is an example.

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

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

## Session 3

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

À l'occasion de la fête des mères, le journal du Club d'Anglais du Collège / Lycée ..... 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>, dans ta production de cinq (5) lignes maximum,

1. donne le nom de ta maman ;
2. précise sa profession ;
3. décris les activités qu'elle mène dans le cadre de son travail.

.....

.....

.....

.....

.....

## LESSON 2

# WHAT DO YOU USE A MAP FOR ?



### LEARNING CONTEXT

(situation d'apprentissage)

Lors d'une compétition organisée par le Club d'Anglais du Collège / Lycée ....., le Président demande aux élèves des classes de 5ème de rédiger un paragraphe dans lequel ils décriront les outils ou objets utilisés par leurs parents dans le cadre de leurs différents métiers ou professions.



## GOOD TO KNOW

### VOCABULARY CONTENT

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

### LANGUAGE FUNCTIONS

#### 1. Talking about work tools

A : What is a camera used for ?

B : It is used for taking photographs.

A : What does a barber do with a shearer ?

B : He cuts men's hair.

#### 2. Expressing possession

A: **Whose** shearer **is this** ?

B: It is **the barbers'**. / It's **the barber's**.

## MY DICTIONARY

**Magnifier** : loupe ;

**Ladle** : louche ;






**To send** : envoyer ;

**Ideas** : idées

## Session 1

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

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

1  Camera	2 	3 	4 
5 	6 	7 	8 

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

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

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

**Example :**

1. Camera

*A : What is a camera used for ?*

*B : It is used for taking photographs.*

2. Trowel

A : .....

B : .....

3. Hoe

A : .....

B : .....

4. Electric clippers

A : .....

B : .....

5. Syringe

A : .....

B : .....

6. Whistle

A : .....

B : .....

7. Ladle

A : .....

B : .....



## Session 2

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

<p>1</p>  <p>Law book</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>

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

TOOLS	JOBs	Answers
1-Law book	a) car washer	<b>1. c</b>
2-Shearer	b) dressmaker	2.....
3-Scales	c) lawyer	3.....
4-Sewing machine	d) waitress	4.....
5-Sponge	e) greengrocer	5.....
6-Tray	f) barber	6.....

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

**Example:**

1. Law book

A : *Whose law book is this ?*

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

2. Shearer

A : .....

B : .....

3. Scales

A : .....

B : .....

4. Sewing machine

A : .....

B : .....

5. Sponge

A : .....

B : .....

6. Tray

A : .....

B : .....

## Session 3

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

Lors d'une compétition organisée par le Club d'Anglais du Collège / Lycée ....., le Président demande aux élèves de la 5ème ..... de rédiger un paragraphe de six (6) lignes maximum dans lequel ils parleront des outils ou objets utilisés par leurs parents dans l'exercice de leurs différents métiers. En tant qu'élève de 5ème, dans ta rédaction,

1. dis les métiers qu'exercent ton père et ta mère ;
2. cite les outils ou objets utilisés par chacun d'eux ;
3. décris le rôle de chaque outil.

# LESSON 3

## WHERE DOES AUNT ENOH WORK ?



### LEARNING CONTEXT

(situation d'apprentissage)

Lors de la célébration de la fête du travail au Collège / Lycée ....., l'ambassadeur des États-Unis en Côte d'Ivoire, parrain de la cérémonie, demande aux élèves de la 5<sup>ème</sup> ..... de rédiger un paragraphe sur les professions et lieux de travail de leurs parents en vue de partager cela avec des invités venus de l'Amérique. Cela, pour agrémenter la cérémonie.



## GOOD TO KNOW

### VOCABULARY CONTENT

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

### LANGUAGE FUNCTIONS

#### 1. Talking about work places

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

#### 2. Describing work places

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

## MY DICTIONARY

**Travel agency** : agence de voyage  
**To stay** : rester **To smoke** : fumer  
**To wait** : attendre **Airport** : aéroport









**Beach** : plage **Library** : bibliothèque  
**Swimming pool** : piscine  
**Lifeguard** : sauveteur (sauveteuse)

**Newspaper** : journal  
**Factory** : usine

## Session 1

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

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

<p>1</p>  <p>fire station</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>

**Activity 2** : Complete the sentences with the appropriate work places from the box. Number 1 is an example.

*bakery ; supermarket ; stadium ; barber's shop ; fire station ; animal hospital ; police station*

1. A veterinarian

*A : Where does a veterinarian work ?*

*B : She works in an animal hospital.*

B : .....

2. A waitress

A : .....

B : .....

5. A cashier

A : .....

B : .....

3. A police officer

A : .....

B : .....

6. A fireman

A : .....

B : .....

4. A baker

A : .....

7. A barber

A : .....

B : .....

## Session 2

**Activity 1 :** Match the jobs or occupations with the corresponding work places. Write your answers like in the example.

JOB	WORKPLACES	Answers
1. Pharmacist	a) factory	<b>1. g</b>
2. Shop-assistant	b) company	2.....
3. Lifeguard	c) newspaper company	3.....
4. Travel agent	d) beach / swimming-pool	4.....
5. Factory worker	e) travel agency	5.....
6. Editor	f) library	6.....
7. Manager	g) pharmacy	7.....
8. Librarian	h) shop	8.....

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

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

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

1. A barber's shop / narrow

*A : What is a barber's shop like ?*

*B : It is narrow.*

2. Mum's kitchen / good smelling

A : .....

B : .....

3. The hall of the airport / spacious

A : .....

B : .....

4. A hotel / comfortable

A : .....

B : .....

5. Your school library / tidy

A : .....

B : .....

6. Their schoolyard / dirty

A : .....

B : .....



## Session 3

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

C'est la célébration de la Fête du Travail au Collège / Lycée..... Pour agrémenter la cérémonie, l'ambassadeur des États-Unis en Côte d'Ivoire, parrain de la cérémonie, demande aux élèves de la 5<sup>ème</sup> de rédiger un paragraphe sur les professions et lieux de travail de leurs parents en vue de partager cela avec des invités venus de l'Amérique. Faisant partie de ces élèves, dans ta production de six (6) lignes maximum,

1. présente les métiers ou professions de quelques membres de ta famille ;
2. associe à chaque membre de ta famille, son lieu de service.



## Faisons le point...

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

- Suis l'exemple donné.

### J'ai appris à ...

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

# CLOTHES AND COLOURS



- Listening -



# LESSON 1

## AT THE MARKET PLACE



### LEARNING CONTEXT

(situation d'apprentissage)

A student of 5ème ..... from Collège / Lycée ..... is visiting his Ghanaian pen friend in Accra (Ghana). They decide to go to the marketplace in order to buy some clothes. At the market, they listen to a trader advertise his colourful clothes in order to help them make their choices.



## GOOD TO KNOW

### VOCABULARY CONTENT

Suit ; Jacket ; Pyjamas ; Scarf ; Pants ; Tie ; Socks ; A hat ; Sandals ; A scarf ; Earrings ; Pyjamas ; A ring

### LANGUAGE FUNCTIONS

#### 1. Describing what people wear

A : What is he wearing ?

B : He is wearing a hat.

#### 2. Asking yes / no questions about clothes

A : Do women teachers wear handbag at school ?

B : Yes, they do.

## MY DICTIONARY

**Accessories** : accessoires ; **Stealer** : un voleur ; **To steal** : voler (un objet) ;  
**To watch** : regarder



## Session 1

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

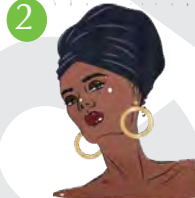
a hat ; sandals ; a scarf ; earrings ; pyjamas ; a ring

 1. A hat	 2. ....	 3. ....
 4. ....	 5. ....	 6. ....

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



A : What is he wearing ?  
B : He is wearing a hat.



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



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



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



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



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

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





## Session 2

**Activity 1 :** Write the name of each clothe or accessory under its corresponding picture. Number one is an example.

 1. <i>handbag</i>	 2. ....	 3. ....
 4. ....	 5. ....	 6. ....

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

1. women teachers / wear handbags at school

A. Do women teachers wear handbags at school ?

B. Yes, they do.

2. The President of the Republic of Côte d'Ivoire / wear trainers

3. A girl student / night gown at school

4. You / wear a pairs of jeans at school

5. Boy students / wear khaki uniforms at school

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



## Session 3

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

A schoolboy is having a phone conversation with his Ghanaian pen friend. The pen friend asks questions about what people regularly wear in the boy's country for school and work. Listen to their conversation and do the activities that follow.

#### **A. Answer these questions**

1. What clothes do boys wear for school ?

.....

2. What clothes do girls wear for school ?

.....

3. What clothes do teachers wear for school ?

- Men : .....

- Women : .....

#### **B. Now answer this personal question.**

What do your father and your mother wear at home ? at work ?

- At home .....

- At work : .....

## MY FAVOURITE CLOTHES



### LEARNING CONTEXT

(situation d'apprentissage)

Visiting Osseykro (Ghana) with their English teacher, the students of 5<sup>ème</sup> ..... from Collège / Lycée ..... listen to a Ghanaian clothes seller talk about his articles of clothing in order to make their choices.



## GOOD TO KNOW

### VOCABULARY CONTENT

Bra ; Belt ; Gloves ; Advertise ; Bracelet

### LANGUAGE FUNCTIONS

#### 1. Talking about colours of clothes

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

B : It is pink.

#### 2. Asking questions about accessories' use

A : What do we wear on trousers to catch them ?

B : It is a belt.

A : What do we wear to know the time ?

B : It is a watch.

## MY DICTIONARY

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

## Session 1

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

1. *l-e-t-B = belt*

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

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

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

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

6. r-a-B = .....

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

 1. <i>belt</i>	 2. ....	 3. ....
 4. ....	 5. ....	 6. ....

**Activity 3 :** Guess the clothes according to their uses.

1. *A : What do we wear on trousers to catch it ?*

*B : It is a belt.*

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

B : .....

3. A : What do girls wear under their blouse ?

B : .....

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

B : .....

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

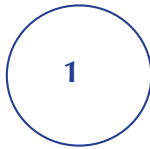
B : .....

6. A : What do boys wear under their shirt ?

B : .....

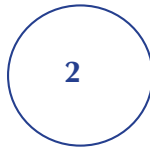
## Session 2

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



l-y-w-o-l-e

.....



n-e-g-e-r

.....



l-u-b-e

.....



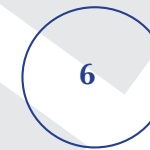
e-g-r-o-a-n

.....



l-u-p-p-e-r







.....



r-y-g-e

.....

**Activity 2** : Describe the following accessories. Give the names and the colour (colours from Activity 1). Number 1 is an example.

 1 <i>A : What is this ?</i> <i>B : This is a brown belt.</i>	 2 A : ..... ..... ? B : ..... .....
 3 A : ..... ..... ? B : ..... .....	 4 A : ..... ..... ? B : ..... .....
 5 A : ..... ..... ? B : ..... .....	 6 A : ..... ..... ? B : ..... .....



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



1



2



3



4



5

1. A : What colour is the dress ?

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

2. A : .....

B : .....

3. A : .....

B : .....

4. A : .....

B : .....

5. A : .....

B : .....

## Session 3

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

You want to know the clothes people wear in Ghana. You listen to a recording about a Ghanaian seller who is advertising his clothes items. Your English teacher asks you the questions below. Answer them.

1. List the clothes the Ghanaian trader is selling,

– for men : .....

.....

– for women : .....

.....

– for young people : .....

.....

2. What is the colour of each clothes ?

.....

.....

3. What clothes do you prefer ?

.....

.....

## LESSON 3

# CAN I HELP YOU ?



### LEARNING CONTEXT

(situation d'apprentissage)

Visiting Kumasi (Ghana) with their English teacher, a group of students of 5<sup>ème</sup> ..... of Collège / Lycée ..... listen to a Ghanaian clothes seller give the prices of his articles in order to buy some of them.



## GOOD TO KNOW

### VOCABULARY CONTENT

Numbers in letters ; Night gown ; Underwear ; Underpants

### LANGUAGE FUNCTIONS

#### 1. Asking for prices

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

#### 2. Expressing preferences

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

## MY DICTIONARY

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

## Session 1

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

1. **101 = One hundred and one**

2. Three hundred and five = .....





3. 302 = .....

4. 986 = .....

5. 758 = .....

6. Seven hundred and seventy-seven = .....

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

<p>1</p>  <p>.....</p>	<p>2</p>  <p>.....</p>	<p>3</p>  <p>.....</p>	<p>4</p>  <p>.....</p>
---	---	--	---

**Activity 3** : Ask questions about the prices of these articles and give corresponding answers.

<p>1</p>  <p>2,500</p> <p>A : How much does this belt cost ?</p> <p>B : It costs 2,500.</p>	<p>2</p>  <p>2,000</p> <p>A : .....</p> <p>B : .....</p>
<p>3</p>  <p>15,000</p> <p>A : .....</p> <p>B : .....</p>	<p>4</p>  <p>25,000</p> <p>A : .....</p> <p>B : .....</p>
<p>5</p>  <p>1,500</p> <p>A : .....</p> <p>B : .....</p>	<p>6</p>  <p>2,000</p> <p>A : .....</p> <p>B : .....</p>

## Session 2

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

1. 2,442 = *Two thousand, four hundred and forty-two*

2. 7,666 = .....

3. 12,586 = .....

4. 45,605 = .....

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

6. 10,888 = .....

**Activity 2 :** Complete the text below with the words from the box.

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

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

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

**Activity 3 :** Work with your partner and build conversations. Follow the example.

**You :** I have bought new shoes.

**Your partner :** Oh really ? What colour are they ?

**You :** They are black.

**Your partner :** And how much do they cost ? or How much are they ?

**You :** They cost 5,000 cfa or they are 5,000 cfa.

1. I bought new shoes (black - 5,000 cfa).

2. He got a nice shirt (green - 3,500 cfa).

3. My sister bought a new skirt (blue - 4,000 cfa).

4. I bought new handbag (red - 6,500 cfa).

.....

.....

.....

.....



## Session 3

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

Your English Club is preparing for a trip in Ghana to buy clothes. In order to know what people sell there and the different prices, you listen to a recording about a Ghanaian clothe seller and a customer. Now you are asked to answer these questions about the recording :

1. Name the clothes mentioned in the recording.

---

---

2. Give the price of each clothing item.

---

---

3. Say what clothes you prefer and specify their colours.

---

---

---

---



### Faisons le point...

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

- Suis l'exemple donné.

### J'ai appris à ...

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

# FOOD AND DRINKS



- Listening -



# LESSON 1

## WHAT'S ON THE MENU TODAY ?



### LEARNING CONTEXT

(situation d'apprentissage)

Visiting Monrovia, a student of 5<sup>ème</sup> ..... from Collège / Lycée ..... listens to his Liberian pen friend order their meals at a restaurant so as to know about the liberian dishes.



## GOOD TO KNOW

### VOCABULARY CONTENT

Orange juice ; Sorrel juice ; Ginger juice ; Mixed salad ; Milk shake ; Piece of bread ; Slice of pineapple ; Sugar ; Salt.

### LANGUAGE FUNCTION

#### 1. Expressing preferences :

would rather like to / prefer ... to

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

## MY DICTIONARY

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

## Session 1

**Activity 1 :** These words refer to some meals. Put the letters of each word in the right order to get meaningful names of meals. Number 1 is an example.

1. *x-i-d-e-m d-a-l-a-s = mixed salad*

2. a-d-o-v-a-c-o r-e-p-u-e = .....







3. c-i-e m-e-r-c-a = .....

4. d-a-n-s-c-h-i-w = .....

3. x-i-d-e-m g-e-v-a-t-e-l-e-b = .....

6. l-k-i-m-k-a-s-e-h = .....

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

<p>1</p>  <p>.....</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>

**Activity 3 :** Ask and answer questions about your favourite meals with your partner. Do like in the example.

1. mixed salad / a sandwich

**Your partner :** What would you prefer, mixed salad or a sandwich ?

**You :** I'd prefer (I would prefer) a sandwich.

2. a slice of pineapple / a piece of bread

3. ice-cream / avocado with bread

4. fried chicken / grilled chicken

5. rice with okra soup / fried fish with attieke



## Session 2

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

1. *l-a-s-g-s f-o t-e-r-a-w = glass of water*

2. c-h-i-n-p f-o a-l-t-s = .....

3. t-o-t-l-e-b f-o n-e-w-i = .....

4. l-e-c-i-s f-o n-i-p-e-p-l-e-a = .....

5. c-i-e-p-e f-o d-e-b-r-a = .....

6. h-a-d-n-u-f-l f-o c-r-i-e = .....

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

<p>1</p>  <p>.....</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>

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

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

# Session 3

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

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

- 1. list the meals that you hear ;**

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

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

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

## KEEP FIT WITH DIET



### LEARNING CONTEXT

(situation d'apprentissage)

During a meeting of the English Club of your school, the students of 5<sup>ème</sup> ..... listen to an American dietitian's advice about their diet in order to stay healthy.



## GOOD TO KNOW

### VOCABULARY CONTENT

Grapes ; Mandarin ; Soursop ; Water melon ; Chilli ; Yam ; Taro ; Cucumber ; Cassava ; Pepper ; Mango ; Coconut ; Cabbage ; Guava ; Lemon

### LANGUAGE FUNCTIONS

#### 1. Expressing quantity

A : **How many** fruit items are there in square number 1 ?

B : **There are** four fruit items.

#### 2. Comparing

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

## MY DICTIONARY

**Square** : carré ; **Speech** : discours ; **Tuber** : tubercule ; **The best** : le / la meilleur (e) ;  
**Cook** : cuisinier

## Session 1

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

1. *u-v-a-g-a = guava*

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




5. r-a-m-a-n-n-i-d = .....

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

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

6. p-r-a-g-e = .....

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

<p>1</p>  <p>.....</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>

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

1. A : How many parts of fruit are there in box number 1 ?

B : There are four parts of fruits.

2. A : How many parts of fruit are there in box number 2 ?

B : .....

3. A : How many parts of fruit are there in box number 3 ?

B : .....

4. A : How many parts of fruit are there in box number 5 ?







B : .....

## Session 2

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

1. **r-o-a-t = taro**      2. b-a-c-a-b-g-e = .....      3. m-a-y = .....  
 4. v-a-s-a-c-a-s = .....      5. r-e-p-p-e-p = .....  
 6. b-u-c-u-m-c-e-r = .....

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

<p>1</p>  <p>.....</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>

**Activity 3** : Compare the following vegetables from one to another. Number 1 is an example.

- A mango / a coconut (delicious)  
→ **A mango is more delicious than a coconut.**
- A carrot / a chilli ( delicious)  
→ .....
- A kilo of carrot / a kilo of chilli (expensive)  
→ .....
- Tomatoes / cassava (beautiful)  
→ .....
- Taros / eggplants ( difficult to find)  
→ .....



## Session 3

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

Your Liberian penfriend is a cook in a restaurant. During a phone call, he tells you what fruit and vegetables he buys everyday to prepare the food in the restaurant. Listen to him answer the questions below. As you listen,

**1. list the fruit and vegetables your friend buys at the market ;**

---

---

**2. list what he buys in the shop ;**

---

---

**3. compare the following :**

- meat at the market and meat in the shop (cheap, expensive) ;

---

---

- vegetables at the market and vegetables in the shop (expensive, cheap) ;

---

---

**4. Talk about what your mother buys at the market place to prepare food for the family.**

---

---

# LESSON 3

## WHAT'S YOUR FAVOURITE MEAL ?



### LEARNING CONTEXT

(situation d'apprentissage)

The students of 5<sup>ème</sup> ... from Collège / Lycée ..... are invited by the English Club of their Liberian friends to celebrate the end of the school year. They listen to the cook present them the menu in order to choose their favourite meals.



## GOOD TO KNOW

### VOCABULARY CONTENT

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

### LANGUAGE FUNCTIONS

#### 1. Sequencing / describing a process :

first , firstly , second , secondly , third,  
thirdly, then , next , after that, finally

#### 2. Using the imperative : *Verb + compl*

- Cook the meal, please.
- Taste this coffee. It's delicious !

#### 3. Giving instructions

- Put the cooking pot on the fire.
- Wash the rice before cooking...

## MY DICTIONARY

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

## Session 1

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

1. a-c-e-k = *cake*

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

3. r-e-c-c-r-a-k-s = .....

4. g-a-r-u-s = .....

5. s-e-w-e-t-s = .....

6. e-c-h-e-s-e = .....

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

<p>1</p>  <p>.....</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>

**Activity 3 :** Read the sentences and write the corresponding orders. Follow the example.

1. Your mother wants you to cook the meal.

→ *Cook the meal !*

2. She wants you to taste the food.

→ .....

3. Mum wants you to pound the plantains.

→ .....

4. She needs you to cut up the onions.

→ .....

5. She wants you to crack the eggs in a bowl.

→ .....

6. She wants you to add a pinch of salt.

→ .....

## Session 2

**Activity 1 :** Put the letters in the right order to have categories of foods. Number 1 is an example.

1. *L-a-s-t-y o-f-o-d = Salty food*

2. u-r-a-g-y-s d-o-f-o = .....

3. l-h-e-h-t-a-y o-f-o-d = .....

4. p-i-c-s-y d-o-o-f = .....

5. t-a-f-y-t d-o-o-f = .....

6. o-u-r-s f-o-d-o = .....

**Activity 2 :** Match the categories of foods with their definitions in the box below. Number 1 is an example.

Definitions	Categories of food
1. Food with a lot of salt.	<i>Salty food</i>
2. Food with vinegar taste.	.....
3. Food with a lot of pepper.	.....
4. Food with a lot of sugar.	.....
5. Good food, with a lot of vitamin.	.....
6. Food with a lot of oil.	.....

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

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

a- After that, pour some cooking oil in a small frying pan.

b- First, crack two eggs in a bowl.

c- Thirdly, add up the onions and tomatoes in the bowl.

d- Next, add up a pinch of salt.

e- Finally, slide the omelette on to the plate.

f- Then pour the whole mixture in the frying pan.

g- Secondly, cut up onions and tomatoes into slices.

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

## Session 3

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

On the occasion of a cooking competition, Lidwin, a Liberian cook is describing a special recipe. Listen to her and answer the following questions.

#### A. What is the name of the recipe ?

.....

.....

#### B. What ingredients are needed to cook it ?

She needs .....

.....

#### C. How does she cook it ? Complete the steps :

1. First, wash the ingredients.

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





### Faisons le point...

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

- Suis l'exemple donné.

### J'ai appris à ...

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

# HEALTH AND ENVIRONMENT



- Reading -



## I TAKE CARE OF MY BODY



### LEARNING CONTEXT (situation d'apprentissage)

The students of 5<sup>ème</sup> ... from Collège / Lycée ..... are reading a text about Health and Hygiene in order to take care of their body and stay healthy.



## GOOD TO KNOW

### VOCABULARY CONTENT

To shave ; To take a bath (To take a shower) ; To dry one's body ; To dry one's hair ; To comb one's hair ; To put on make up ; To cut one's nails ; To put on deodorant ; To brush one's hair ; To look in the mirror ; To clean one's ears ; To brush one's teeth ; To take off one's clothes ; To sleep under a mosquito net

### LANGUAGE FUNCTIONS

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

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

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

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

## MY DICTIONARY

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

## Session 1

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

**1- soap**

1. p-o-a- S = .....

2. o-T-w-l-e = .....

3. h-a-v-e-r-S = .....

4. a-p-e-p-r l-i-t-o-t-e = .....

5. r-a-B = .....

6. o-p-a-m-S-h-o = .....

7. a-n-d-H s-a-t-i-n-e-r-i-z = .....

**Activity 2** : Match each hygiene tool or product to its definition. Number 1 is an example.

Tools/ products	Definitions	answer
1. Soap	a) a small brush used for cleaning the teeth.	1. h
2. Hand sanitizer	b) a substance used for cleaning one's teeth.	2.
3. Deodorant	c) a liquid used to remove infectious agents on hands.	3.
4. Toothpaste	d) a substance used to remove unpleasant smell.	4.
5. Toothbrush	e) a net used to keep mosquitoes away.	5.
6. Comb	f) a liquid preparation for washing hands.	6.
7. Mosquito net	g) a piece of cloth used for drying oneself.	7.
8. Shampoo	h) a substance used with water for washing and cleaning.	8.
9. Towel	i) a strip of plastic or metal used to arranging the hair.	9.
10. Toilet paper	j) an instrument for cutting nails.	10.
11. Nail clippers	k) a razor.	11.
12. Shaver	l) sheets of paper used in the toilets.	12.

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

1. You **mustn't** touch dirt directly.

2. You ..... wash your clothes regularly.

3. We ..... eat something fallen on the ground.

4. We ..... wash food before eating it.

5. We ..... wash our hands after going to the toilets.

6. You ..... drink this water. It is contaminated.

7. I ..... drink clean water. It's good for my health.

8. Children ..... eat with dirty hands. It's dangerous.

## Session 2

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



a



b



c



d



e



f



g



h



i



j

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



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

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

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

1. A : (you / before eating) ?

→ What do you have to do before eating ?

B : (wash hands / soap)

→ I have to wash my hands with soap.

2. A : (sister / be clean) ?

→ .....

B : (cut nails / clippers)

→ .....

3. A : (Aya / protect her teeth) ?

→ .....

B : (brush teeth / toothpaste)

→ .....

4. A : (Your mother / keep hair clean) ?

→ .....

B : (wash hair / shampoo)

→ .....

## Session 3

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

The students of 5<sup>ème</sup> ..... from Collège / Lycée ..... are reading a text about body hygiene in order to sensitize their fellow friends on how to stay in good health. As a member of this class, read the text below and say if the following phrases are true or false. Circle (O) **T** for True and **F** for False. Justify your answers by indicating the lines of the text. Do like the example.

#### Reading text

It is important to look after your body, it will help you stay well and healthy. Caring for your body makes sense. After all, you only get one body in this life, and you want it to last as long as possible.

- 5 Around the world, there is a growing problem of chronic, lifestyle-related diseases. There are diseases that are, effectively, caused by the way we live our lives. Most, if not all of them, are associated with not looking after our bodies. If you don't wash yourself, you can catch diseases like athlete's foot, body lice, dental caries, head lice, etc. Many other diseases are associated to with being overweight and not taking enough exercise, or putting the wrong substance into our bodies. These diseases and conditions include diabetes, heart condition, high blood pressure and many forms of cancer.

Adapted from <https://www.skillsyouneed.com/ps/healthy-body.html>

1. It is important to take care of your body.	<b>T</b> / F	<b>L 1</b>
2. Diseases are not related to lifestyles.	T / F	L.....
3. It is not important to practise sport.	T / F	L.....
4. Food can cause diseases like diabetes, high blood pressure, etc.	T / F	L.....
5. Athlete's foot is a disease.	T / F	L.....
6. The text says that our life duration has nothing to do with body hygiene.	T / F	L.....
7. High blood pressure is not a malady.	T / F	L.....

## LESSON 2

KEEP YOUR  
ENVIRONMENT SAFELEARNING CONTEXT  
(situation d'apprentissage)

During the celebration of the "Environment Day" in your school, the students are reading an article about the environment issues from "Newsweek" so that they could sensitize other students about the importance of keeping their school environment safe.

## Save Environment

Essay for class 9,10

Our environment consists of natural resources like soil, water and air. Animals and plants are also the part of our

## GOOD TO KNOW

## VOCABULARY CONTENT

Air pollution ; Noise pollution ; Chemicals ; Bushfire ; Water pollution ; Soil pollution ; Climate change ; Deforestation ; To replant ; Wind ; Firebreak ; Renewable ; Biodegradable ; To recycle ; Fumes ; Faucet

## LANGUAGE FUNCTIONS

## 1. Expressing Causes

- Water pollution **is caused by** domestic rubbish.
- Water pollution **is due to** domestic rubbish.

## 2. Giving advice

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







## MY DICTIONARY

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

## Session 1

**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*

1  <b>air pollution</b>	2 	3 
4 	5 	6 

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

Environmental problems	Causes
1. Climate change	a. cutting of trees.
2. Air pollution	b. erosion and uncollected rubbish.
3. Water pollution	c. hot weather or fire incident.
4. Bushfire	d. traffic, machines, loud music...
5. Soil pollution	e. gas emission.
6. Noise pollution	f. smoke and car fumes.
7. Deforestation	g. chemicals, wastes...

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

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

1. Climate change is caused by gas emission / Climate change is due to gas emission

2. Deforestation .....

3. Air pollution .....

4. Noise pollution .....

4. Bushfire .....

## Session 2

**Activity 1 :** Complete each sentence below with the right words or groups of words from the box. Number 1 is an example.

*fumes ; firebreak ; fenewable ; biodegradable ; to recycle ; to replant*

- Today, it is possible ..... glass, paper or plastic.
- Solar energy is a ..... source of energy.
- It is important ..... trees to avoid deforestation.
- They gave me a ..... plastic bag at the pharmacy.
- Car ..... are a source of air pollution.
- The villagers decided to create a ..... in the forest to control bushfires.

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

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

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

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



## Session 3

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

In order to sensitize their fellow students about the importance of taking care of the environment, the students of 5ème ... of Collège / Lycée ..... are reading a text on environmental problems from "Plus News". As a member of this class, read the text and answer the questions that follow.

#### Reading text

Air and water pollution and wastes are the main environmental problems in most cities. The main causes of air pollution are the production and consumption of energy for industrial activities, careless smokers, bush fire and traffic. Noise is also a special form of pollution, which troubles the urban population. Urbanization has numerous effects on water resources ; these effects can change the water quality and availability of aquatic habitats. Deterioration of soil quality and river water in the cities is mainly due to the water consumption of the population and industry. Contamination is usually caused by industrial activity as well as the disposal of wastes. Water pollution is from municipal and industrial wastewater. They then represent landscape degradation factor and affect the quality of water resources and urban air.

Adapted from "Environment problems in modern cities", January, 2nd 2017.

**1. What are the principal problems in most cities ?**

---

---

**2. List three human activities that are the basis of air pollution.**

---

---

**3. Is noise a sort of pollution ? Justify your answer.**

---

---

**4. How can urbanization damage water resources ?**

---

---

**5. What are the causes of contamination in cities ?**

---

---

## LESSON 3

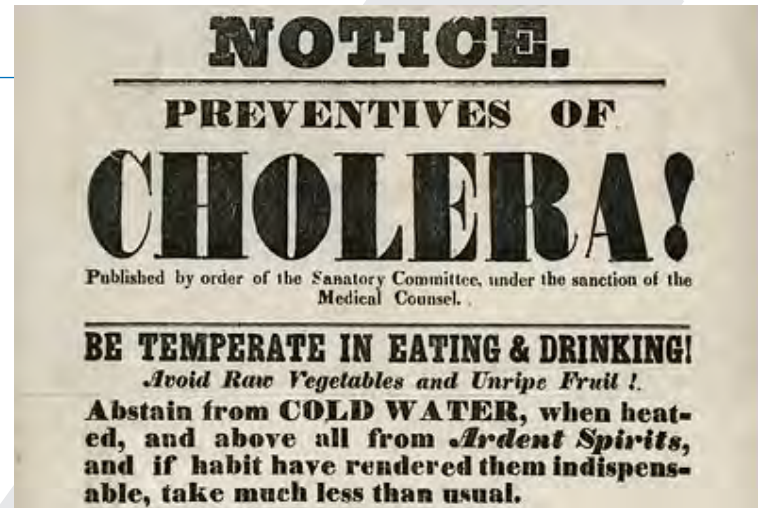
## HEALTH AND WATER



## LEARNING CONTEXT

(situation d'apprentissage)

The students of 5<sup>ème</sup> .... from College / Lycée ..... are reading a text about epidemic diseases in order to prepare their exposé for the celebration of the "World Health Day" in their city.



## GOOD TO KNOW

## VOCABULARY CONTENT

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

## LANGUAGE FUNCTIONS

## 1. Expressing probability

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

## 2. Expressing obligations

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

## MY DICTIONARY

**Sanitizer** : détergent  
**Ability** : capacité

**To train** : apprendre  
**Forbidden** : interdit

**To keep away** : tenir loin  
**Unability** : incapacité

## Session 1

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

Diseases	Symptoms or descriptions	Answers
1. Anemia	a. frequent diarrhea and vomiting.	1. f
2. Malaria	b. liver infection, fatigue and vomiting.	2. ....
3. Typhoid fever	c. fever and vomiting due to mosquito bites.	3. ....
4. Diarrhea	d. fever and abdominal pain.	4. ....
5. Cholera	e. frequent going to the toilets.	5. ....
6. Hepatitis	f. insufficient blood.	6. ....
7. Use electric cars	g. preservation of the climate.	7. ....

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

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

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

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

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

## Session 2

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

*urinate ; throw ; suffer from ; filter ; bacteria*

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

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

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

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

1. You **mustn't** urinate in the river.

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

## Session 3

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

To prepare their exposé on diseases caused by water, the students of 5ème .... from Collège / Lycée ..... read a text about health and water to get more information. As a student of this class, as you read the text below, do the tasks that follow it.

#### Reading passage

##### Health and Water

Contaminated water and poor sanitation are linked to transmission of diseases such as cholera, diarrhea, dysentery, hepatitis A, typhoid and polio. Absent, inadequate, or inappropriately managed water and sanitation services expose individuals to preventable health risks. This is particularly the case in health care facilities where both patients and staff are placed at additional risk of infection and disease when water, sanitation, and hygiene services are lacking. Globally, 15% of patients develop an infection during a hospital stay, with the proportion much greater in low-income countries.

Inadequate management of urban, industrial, and agricultural wastewater means the drinking-water of hundreds of millions of people is dangerously contaminated or chemically polluted.

Adapted from <https://www.who.int/news-room/fact-sheets/detail/drinking-water>

#### 1. What are the causes of diseases related to water ?

---

---

#### 2. Cite three (03) of these diseases from the text.

---

---

#### 3. What is the proportion of people who develop an infection during a hospital stay ?

---

---

#### 4. What pollutes drinking-water ?

---

---





### Faisons le point...

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

- Suis l'exemple donné.

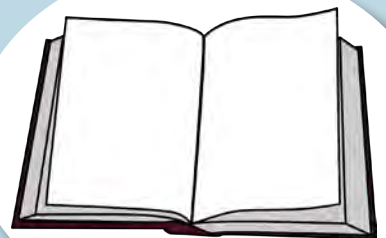
### J'ai appris à ...

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

# SPORTS AND GAMES



- Reading -



## LESSON 1

# WHAT DO YOU KNOW ABOUT BASKETBALL ?



### LEARNING CONTEXT

(situation d'apprentissage)

During the English class in Collège / Lycée ....., the pupils of 5<sup>ème</sup> ..... read a text about basketball in order to get some information about it and discuss.



## GOOD TO KNOW

### VOCABULARY CONTENT

Tennis court ; Football pitch ; Athletics track ; Boxing ring ; Basketball court ; swimming course ; Wrestling ring ; Golf course ; Judo dojo ; Baseball field ; Coach ; Ball ; Court ; Hoop ; Basket ; Dunk ; To catch the rebound ; To pass the ball ; To score

### LANGUAGE FUNCTIONS

#### 1. Talking about sport, using...

- **To do + noun**  
→ I **do Karate**, what about you ?
- **To play + noun**  
→ We **play football**.
- **To go + verb + ing**  
→ He **goes cycling** every Sunday.

#### 2. Using the passive

- Rugby **is played** with 15 players.
- Basketball **was invented** in America.








## MY DICTIONARY

**To collect** : collecter; prendre ; **Injury-prone** : sujet à blessure ; **Outdoor** : extérieur  
**Fairly** : juste ; **Less** : moins ; **Indoor** : intérieur ; **Quickly** : rapidement ; **Graduate** : diplômé

## Session 1

**Activity 1 :** Use the words below to identify the pictures below. Number 1 is an example.

*Football ; Basketball ; Judo ; Athletics ; Karate ; Rugby ; Swimming ; Cycling*

<p>1</p>  <p><b>Athletics</b></p> <p>.....</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>

**Activity 2 :** Match the following sports with their appropriate fields. Number 1 is an example.

SPORTS	FIELDS	ANSWERS
1. Football	a. field	1. d
2. Basketball	b. course	2.
3. Swimming	c. court	3.
4. Boxing	d. pitch	4.
5. Athletics	e. track	5.
6. Baseball	f- ring	6.

**Activity 3 :** Read each sentence and circle (O) the correct verb from the brackets. Number 1 is an example.

- Many children like to (go - play - do) football.
- A good training is important to (play - do - go) professional boxing.
- Let's (play - go - do) swimming ! It's good for our health.
- When did you start to (play - do - go) karate ?
- My friends and I like to (do - go - play) cycling after school.
- We dislike to (go - do - play) racing ; it is tiring.
- Don't you want to (go - do - play) Kung Fu ? it's cool !
- If you (play - go - do) athletics, you will develop endurance.



## Session 2

**Activity 1** : The following pictures and descriptions are about basketball. Match them.  
Number 1 is an example.

*a coach ; a hoop ; a court ; a referee ; a ball ; a basket ; a dunk ; a scoreboard*



1. a court



2. ....



3. ....



4. ....



5. ....



6. ....



7. ....



8. ....

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

*to score ; to pass the ball ; to catch the rebound ; to dribble ; to play defense ; to shoot*



1. to dribble



2. ....



3. ....



4. ....



5. ....



6. ....



**Activity 3** : Choose the best option from the brackets for each sentence. Number 1 is an example.

1. A basketball team (composed - composes - is composed of) six players.

→ is composed of

2. Basketball matches (is watched - are watched - watched) by many people.

→ .....

3. The NBA championship (followed - is following - is followed) from many countries.

→ .....

4. Professional basketball players (paid - are paid - are paying) a lot of money.

→ .....

5. In my school, many students (is invited - are invited - invited) to learn how to play basketball.

→ .....

6. Basketball (invented - were invented - was invented) in America.

→ .....

## Session 3

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

**Read the text and do the activities that follow.**

The English club of Collège / Lycée ..... is organizing a reading competition on sports and games for the pupils of 5ème. To prepare themselves to win the contest, the pupils of 5ème ..... read a text about the topic in order to have more information. As a student of that class, as you read the text, answer the questions that follow.

The Chicago Bulls lost Game 1 of the 1991 NBA Finals at home, putting themselves at risk of going down 2-0 heading back to Los Angeles Lakers. In Game 2, Michael Jordan delivered one of the most well-rounded games of his career. He had 13 assists, seven rebounds, two steals and a block to go with his game-high 33 points in a blowout win for the Bulls.

"A spectacular move by Michael Jordan", was the historic call from commentator Mary Albert when Jordan pulled off his famous right-left switch in mid-air to score. It was a spectacular game overall, sparking the first four-straight wins as the Bulls stormed to their first NBA title. This was a memorable moment in the whole history of basketball.

Adapted from: <https://www.skysports.com>

**1. Which game is described in the text ?**

.....

**2. What are the two teams opposed in the finals ?**

.....

**3. Where was it played ?**

.....

**4. Name the famous basketball player the text talks about and say why he is so famous.**

.....

## LESSON 2

# A FOOTBALL STAR



### LEARNING CONTEXT

(situation d'apprentissage)

To get well-prepared for a reading contest organized by the English Club of their school, the students of 5<sup>ème</sup> ..... from Collège / Lycée ..... decide to read a text on different football stars in order to compare them.

### FACT FILE: Football World Cup

Every four years, in a different country around the world, there is a big sports competition. It is like the Olympics but only for one sport. The most popular sport in the world! What do you know about the history of the FIFA World Cup?

#### FUN FACTS:

- In 1966, the World Cup was in England. Thieves stole the Cup and tried to sell it. A dog found it under a tree!
- The youngest player was Norman Whiteside from Northern Ireland. He was only 17 years and 41 days old when he played in the 1982 World Cup.



The first World Cup was in 1930, in Uruguay. In the final game Uruguay beat Argentina and became the first World Cup winners. 13 countries played in the first World Cup. Now there are 32 countries in the competition.

The first time people saw the World Cup on TV was in 1954 when Switzerland held the competition. Now about 3 billion people in countries all over the world watch the World Cup on TV!



Until 2002 the World Cup was always in a European or an American country. South Korea and Japan held the first Asian World Cup. The first African World Cup was in 2010, in South Africa.

Brazil is the most successful World Cup team. They are the only team that has played in every tournament. So far they have won it five times. Germany and Italy have both won four times. Argentina and Uruguay have won it two times. England, France and Spain have won it once.



## GOOD TO KNOW

### VOCABULARY CONTENT

To Win ; To lose ; Victory ; Striker ; Defender ; Half time ; Foul ; Medal ; Trophy ; To defeat ; Penalty kick ; Yellow card ; Offside ; Drawn match ; Extra time ; Performance ; Talents ; Fans ; Stars ; Game intelligence ; Team work ; Promising ; To achieve

### LANGUAGE FUNCTIONS

#### 1. Comparing

- Many African players are **stronger than** European players.
- The African Cup of Nations is **more prestigious than** national championships.

#### 2. Using superlatives

- Moussa is **the youngest** player in his team.
- Egypt is **the most successful** team at ACN.

## MY DICTIONARY

**Ability** : capacité ; **Retirement** : la retraite ; **Score goals** : marquer des buts ; **Goal mouth** / **Goal area** : surface de réparation

## Session 1

**Activity 1** : The words in column A are about football. Match them with their corresponding definitions or synonyms in Column B. Number 1 is an example.

COLUMN A	COLUMN B	ANSWER
1. Penalty kick	a. back player who stops attackers.	1- d
2. Half-time	b. minutes added at the end of normal time.	2
3. Striker	c. short pause at the middle of the game.	3
4. Drawn match	d. sanction for a foul committed in the goal area.	4
5. Foul	e. in a position which is not authorized in the game.	5
6. Offside	f. contrary of victory.	6
7. Defeat	g. bad action or comportment of a player.	7
8. Trophy	h. match with no winner.	8
9. Yellow card	i. attacker whose role is to score goals.	9
10. Defender	j. sanction for a bad action or comportment.	10
11. Extra time	k. cup which recompenses the winner.	11

**Activity 2** : The paragraph below is about the African Cup of Nations. Fill in the blanks with the appropriate element from the box. Number 1 is an example.

*lost ; defeated ; won ; scored ; watched ; played*

In 2015, our National team (1) **won** the African Cup of Nations. Many Ivorians (2) ..... the final on their television screen. All the competition long, our national team (3) ..... a very good game. We (4) ..... the Black Stars of Ghana at penalty shootouts. They (5) ..... the match when our goalkeeper (6) ..... the last penalty kick.

**Activity 3** : Choose the right element in brackets to express comparisons. Number 1 is an example.

- In general, defenders are (more tall / taller) than attackers.
- African Cup of Nations is (interesting / more interesting) than many international competitions.
- Many African players are (more talented / talented) than European players.
- A striker must be (fast / faster) than defenders to score a goal.
- Many teams play (more good / better) when supporters encourage them.

1- taller	2. ....	3. ....	4. ....	5. ....
-----------	---------	---------	---------	---------

## Session 2

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

*talents ; promising ; performance ; team work ; fans ; stars*

1. Egypt won the ACN seven times, what a ..... !
2. Madagascar is a ..... team. In the future, they will be a great football nation !
3. Didier Drogba and Samuel Eto are famous african football .....
4. Many African ..... prefer to go to Europe to continue their careers.
5. African ..... are very passionate. They love their team in good or bad times.
6. Playing football is a ..... . It is not an individual work.

**Activity 2 :** Choose the best option in each sentence to express comparisons. Number one is an example.

1. Didier Drogba is one of the **b- best** African players of all time.  
a) good    b) best    c) better
2. Laurent Pokou was one of the ..... dribbler of his time.  
a) fast    b) fastest    c) faster
3. Cameroon is one the ..... teams in Africa.  
a) powerful    b) more powerful    c) most powerful
4. Egypt is the ..... team at African Cup of Nations.  
a) most successful    b) successful    c) more successful
5. The Gambia and Comoros are the ..... teams at 2022 African Cup of Nations.  
a) new    b) newest    c) most new

**Activity 3 :** Read carefully the information in the table and complete the dialogues.

CAF Most Promising Talent of the Year		
Year	Player Name	National Team
2017	Patson Daka	Zambia
2016	Kelechi Iheanacho	Nigeria
2015	Etebo Oghenekaro	Nigeria
2014	Yacine Brahimi	Algeria
2013	Kelechi Iheanacho	Nigeria
2012	Mohamed Salah	Egypt
2011	Souleymane Coulibaly	Ivory Coast
2010	Kwadwo Asamoah	Ghana
2009	Dominic Adiyiah	Ghana
2008	Salomon Kalou	Ivory Coast

**Dialogue :**

**A :** Who was the best Egyptian player in 2012 ?

**B :** Mohamed Salah (1) .....

**A :** How many talented players from Ghana are mentioned in the table ?

**B :** There are (2) .....

**A :** Who are they ? (name them)

**B :** (3) .....



## Session 3

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

During a competition organized by the British Council in Côte d'Ivoire, the students of 5ème from Collège / Lycée ..... are asked to read a text on famous football players and demonstrate their understanding of the text. Being a competitor, as you read the text, do the tasks that come after it.

Michael Kojo Essien was born in Accra on the 3rd day of December 1982. He was humble and intelligent school child during his childhood days. He began his football career after graduating from St. Augustine's College in Cape Coast, playing at a local Liberty Professionals. Essien broke through in 1999 FIFA U-17 World Championship in New Zealand. European scouts began to take notice, and Essien had a trial at Manchester United in April 2000. Manchester United offered him a contract, but he was ineligible to obtain a work permit in the United Kingdom. He, therefore, joined Belgian feeder club Royal Antwerp. After a five-year stint in France, Essien acquired French citizenship. He played for Bastia in 2000 until 2003, and Lyon from 2003 to 2005 before making the move to Chelsea.

Adapted from <https://www.lifebogger.com/michael-essien-childhood-story-plus-untold-biography-facts/>

#### A. Circle (O) the best option in each section.

1. The text is about :
  - a. Manchester United
  - b. Michael Essien
  - c. France
2. Essien is from:
  - a. the United Kingdom
  - b. Ghana
  - c. France

#### B. Write short answers to the following questions.

1. Cite some qualities of Michael Essien.

.....

2. What is his last club according to the text ?

.....

3. When did he join that club ?

.....

## LESSON 3

# BE AN ACTIVE LEARNER !



### LEARNING CONTEXT

(situation d'apprentissage)

During an English class, the teacher asks his students of 5<sup>ème</sup> ..... from Collège / Lycée ..... to read a text about sports and games in order to be well informed about them so as to practise them actively.

### Essay On Sports And Games

- Physical sports and games require physical exercise.
- Every sport or game must have healthy competition.
- Sports and games teach individuals team-spirit.
- Humans have been playing sports and games since ancient times.
- Sports and games can often help in preventing diseases.

## GOOD TO KNOW

### VOCABULARY CONTENT

Videogames ; Babyfoot ; Marbles ; Ludo ; Scrabble ; Cards ; Awale ; Hopscotch, Jump rope ; Draughts ; Comfortable ; Stressed ; Relaxed ; Waste time ; Success ; Enjoy ; Life lessons ; Skills ; Stress

### LANGUAGE FUNCTIONS

#### 1. Expressing the end of a status :

**no more / any more**

##### a. Affirmative form + no more

- I will ask **no** more questions.

##### b. Negative / interrogative form + anymore

- I will not ask **any more** questions
- Do you have **any more** questions ?

#### 2. Making suggestions :

**"Should" / "shouldn't" + Verb**

- You **should** do sport every day.
- Children **shouldn't** play videogames all the time.

**Let's + Verb**

- **Let's play** Awale. It's interesting !

## MY DICTIONARY

**To focus** : se concentrer

**To lead** : conduire

**Pressurized** : sous pression

**Introvert** : renfermé

**To instil** : inculquer

**Skill** : habileté

**Great** : génial

**Various** : divers

**Self-confidence** : confiance en soi

**Lesser** : moins

**Hence** : ainsi

**Dull** : terne

## Session 1

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



1. Awalé



2. ....



3. ....



4. ....



5. ....



6. ....



7. ....



8. ....



9. ....



10. ....

**Activity 2** : Write each name of game or sport in the appropriate column. Number 1 is an example.

*high jump ; tennis ; jump rope ; hopscotch ; rugby ; gymnastics ; table tennis ; swimming, cards ; video games ; scrabble ; karate ; marbles*

N°	SPORTS	N°	GAMES
1	High jump	1	Jump rope
2		2	
3		3	
4		4	
5		5	
6		6	
7		7	

**Activity 3** : Underline the best options from the brackets. Number 1 is an example.

- I don't play cards (no more / any more).
- My father buys (no more / any more) videogames for me.
- My friend Kouassi doesn't live in Bondoukou (no more / any more).
- Do you have (no more / any more) cards ?
- Playing babyfoot is (no more / any more) my hobby.
- My school friends don't play marbles (any more / no more).
- Do you have (no more / any more) time to play awale with us ?

## Session 2

**Activity 1 :** Complete the paragraph with the appropriate words from the box. Number 1 is an example.

*enjoy ; comfortable ; relax ; life lessons ; stressed ; skills*

Studying all the time makes children feel (1) **stressed**. Games are a great way to help them (2) ..... and feel more (3) ..... Many kids (4) ..... games because they teach them (5) ..... and help them develop many personal (6) .....

**Activity 2 :** Complete the following sentences with : "let's" or "should". Number 1 is an example.

- 1 **Let's** play a traditional game.
2. You ..... play cards. It's relaxing.
3. Children ..... not play video games all the time.
4. .... play babyfoot ; it's fun !
5. What game ..... girls play ?
6. Are you tired ? ..... play ludo ; you will love it.
7. .... girls play marbles too ?

**Activity 3 :** Read the text below and complete it with "should" or "shouldn't" to make it meaningful. Number 1 is an example.

Some parents think that children (1) **shouldn't** spend all their time playing games. In their opinion, their kids (2) ..... focus on their studies first. That's true, but parents (3) ..... understand that games help children physically and mentally. So, parents (4) ..... discourage their children when they play games. On the contrary, they (5) ..... encourage them to play games that develop their skills.

## Session 3

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

Read the text and do the activities that follow.

#### Awalé : a fun family game

Awalé is one of the most famous african games. We all love to play awale because it's a puzzle. In African culture, awalé plays an important role in teaching mathematics to young children in an enjoyable way. Playing awalé can motivate your children to count, think, and compare tactics. Awalé is played by two persons, but players are often encouraged by the participation of spectators. So, it's also a very social game.

Adapted from jeuxetcompagnie.fr

#### A. Vocabulary

Match the words from Column A with their synonyms in Column B. Number 1 is an example.

COLUMN A	COLUMN B	Answers
1. famous (line 1)	a) strategies	1. e
2. puzzle (line 2)	b) encourage	2. ....
3. enjoyable (line 3)	c) problem	3. ....
4. motivate (line 3)	d) supporters	4. ....
5. tactics (line 4)	e) popular	5. ....
6. spectators (line 5)	f) amusing	6. ....

#### B. Comprehension

Write short answers to these questions.

1. Is Awalé a European game ?

.....

2. What does Awalé teach young people ?

.....

3. What can Awalé motivate children to do ?

.....

4. How many persons play an Awalé game ?

.....

5. In your opinion, is Awalé a modern or traditional game ?

.....

6. Cite one famous traditional game you know. Say why you enjoy or don't enjoy it.

.....





### Faisons le point...

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

- Suis l'exemple donné.

### J'ai appris à ...

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

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

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

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



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