

**Learn it,  
Do it**

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

**Corrigé**

UNIT 1 : AT SCHOOL (Speaking)

LESSON 1 : Discover my school

Session 1

exercice 1

Check the pronunciation of the letters.

Vérifier la prononciation des lettres de l'alphabet à l'aide d'un dictionnaire par exemple

exercice 2

Reorder the letter to find meaningful words.

- 1- STAFFROOM (Example)  
 2- UNIFORM 3- LABORATORY  
 4- PLAYGROUND 5- GATE  
 6- INFIRMARY 7- CANTEEN  
 8- OFFICE 9- RESTROOMS  
 10- SECONDARY 11- LIBRARY  
 12- GARDEN

exercice 3

Match the phrases in column A with the words in column B to make meaningful sentences.

- 1- At break, teachers go to the staffroom. (Example)  
 2- Before going to school, I put on my uniform.  
 3- We have our science lessons in the laboratory.  
 4- We practice sport at the playground.  
 5- We get in our school through a gate.  
 6- The nurse of our school is at the infirmary.  
 7- At midday, we have lunch at the canteen.  
 8- The headmaster receives people in his office.

- 9- To pass water, we must go to the restrooms.  
 10- In our school, we can read books in the library.  
 11- We grow tomatoes in our school garden.

Session 2

exercice 1

Look at the school plan below. Then, write the names of the different places. 'G' is an example.

Example: G → School yard

- A- The canteen B- The library  
 C- The headmaster's office  
 D- The staffroom E- The laboratory  
 F- The classrooms H- The playground  
 I- The infirmary J- The restrooms  
 K- The gate

exercice 2

Look at the school plan in exercise 4. Ask and answer questions like in number one.

1- The laboratory

Question: Where is the laboratory?  
 Answer: It's next to the Headmaster's office. / It's between 5<sup>ème</sup> 3 and the staff room.

2- The playground

Question: Where is the playground?  
 Answer: It's behind the classrooms of 4<sup>ème</sup> and 3<sup>ème</sup> / It's next to the infirmary.

3- 4<sup>ème</sup> 3

Question: Where is 4<sup>ème</sup> 3?  
 Answer: It's between 4<sup>ème</sup> 2 and 3<sup>ème</sup> 1.

4- The infirmary

Question: Where is the infirmary?  
 Answer: It's between the playground and the restrooms.



**5- The staff room**

**Question:** Where is the staffroom?  
**Answer:** It's between the laboratory and the headmaster's office. / It's in front of the school yard.

**6- The restrooms**

**Question:** Where are the restrooms?  
**Answer:** They are next to the infirmary.

**7- The library**

**Question:** Where is the library?  
**Answer:** It's between the Headmaster's office and the canteen

**8- 6ème 1**

**Question:** Where is 6ème 1?  
**Answer:** It's next to 6ème 2.

**9- The canteen**

**Question:** Where is the canteen?  
**Answer:** It's next to the library.

**10- 3ème 3**

**Question:** Where is 3ème 3?  
**Answer:** It's next to 3ème 2.

**Session 3 Communicative activity**

**Production possible :** John, come with me; I am going to show you round my school. Here, we are at the gate. This building on our right here is the refectory where we have lunch. In front of this building, is the library, we come here to read books...

**LESSON 2 : Life at Collège Kasséré****Session 1****exercice 1**

**For each picture, ask and answer questions like in number 1 :**

**1- Question:** What are the students doing?  
**Answer:** They are lining up.

**2- Question:** What is Assétou doing?  
**Answer:** Assétou / She is running to class.

**3- Question:** What's the teacher doing?  
**Answer:** The teacher/ He is giving the students' reports.

**4- Question:** What's Aken doing?  
**Answer:** Aken / He is putting on his uniform.

**5- Question:** What's the teacher doing?  
**Answer:** The teacher / He is correcting the students' test.

**6- Question:** What are Sékou and Kouadio doing?  
**Answer:** Sékou and Kouadio / They / are learning their lessons.

**7- Question:** What is the teacher doing?  
**Answer:** The teacher / He is greeting the students.

**8- Question:** What are the students doing?  
**Answer :** The students / They are cleaning the school yard.

**9- Question:** What is Sita doing?  
**Answer:** Sita / She is writing the date on the board.

**10- Question:** What are Armel and Aken doing?  
**Answer:** Armel and Aken / They are playing football.

**exercice 2**

**Look at the pictures in exercise 1.  
 Ask the questions for the given answers like in number 1.**

**a- Picture 1: Are the students lining up?**  
**(Example)**

**b- Picture 2:** Who is running to class?

**c- Picture 3:** What are the students receiving?

**d- Picture 4:** Is Aken playing football?

**e- Picture 5:** What is the teacher doing?

**f- Picture 6:** Are Sékou and Kouadio learning their lessons?

**g- Picture 7:** What is the teacher doing?

**h- Picture 8:** Who is cleaning the school yard?

**i- Picture 9:** Is Sita writing the date on the board?

**j- Picture 10:** What are Aken and Armel doing?

**Session 2****exercice 1**

**Ask the correct permission.**

- a- Can I get in, Sir?
- b- Can I go out, Sir?
- c- Can I ask you a question, Sir?
- d- Can I borrow your book, please?

**exercice 2**

**Complete the text with words and expressions from the box.**

- 1- get up      2- put on      3- on time
- 4- to be late      5- line up      6- can
- 7- work hard      8- go up      9- stay down.

**Session 3 Communicative activity****Proposition de production**

Every day, when I get up, I have shower. I brush my teeth and I put on my school uniform. Then I walk to school. There, I line up to get in my classroom. In class, we have different subjects. When the teachers come, they greet us and we do the lessons. We do exercises and tests. Then the teachers give us our sheets. The teachers give us some advice. They say that if we work hard, we will pass. But if we don't, we will fail and stay down; or we will be sent out. I want to pass, so I work hard and I follow the teacher's advice.

**LESSON 3 : What do you learn at school ?****Session 1****exercice 1**

**Find and circle the following school subjects in the grid below like in the example. You can read them from left to right and from top to bottom.**

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

**exercice 2**

**Reorder the words to find meaningful words.**

- 1- FORM      2- SUBJECTS      3- BREAK
- 4- RESUME      5- LEARN      6- MASTER
- 7- REVISE      8- INTERESTING      9- LIKE
- 10- SPELLING

**Session 2****exercice 1**

**Write the time.**

- a- 07:30      It's half past seven
- b- 10:15 → It's quarter past ten (in the morning)
- c- 16:30 → It's half past four (in the evening)



- d- 09:20 → It's twenty past nine (in the morning)  
 e- 11:25 → It's twenty-five past eleven (in the morning)  
 f- 08:45 → It's quarter to nine (in the morning)  
 g- 10:00 → It's ten o'clock (in the morning)  
 h- 15:55 → It's five to four (in the evening)  
 i- 12:01 → It's one past twelve (at noon)  
 j- 16:09 → It's nine past four (in the evening)

### exercise 2

Look at Kouakou's time table below and do the exercises.

A- Complete the sentences below about Kouakou's time table.

- a- from twenty-five past eight to  
 b- French  
 c- between  
 d- at  
 e- in  
 f- break / resumes

B- Ask the questions for the following answers.

- a- When does Kouakou have English?  
 b- Does Kouakou have Maths on Tuesday afternoons?  
 c- What time does Kouakou have Physics?  
 d- What time does Kouakou finish classes on Fridays?

### Session 3 Communicative activity

Les informations suivantes doivent apparaitre dans la production :

Your Ghanaian friend John, who is still visiting your school, wants to know your time table.

1- Les matières étudiées en classe (in class, I study French, Maths, English...)

2- Les jours et heures des cours de ces différentes matières (I have English three times in the week ; On Mondays from 08:00 to 09:00...)

3- L'opinion de l'apprenant sur ces différentes matières (I like English and History; but I am not good at Geography...)

### UNIT 2 : AT HOME (Speaking)

#### LESSON 1 : My family tree.

### Session 1

#### exercice 1

Read the words below loudly. Vérifier la prononciation des mots

- 1- GRANDFATHER 2- WIFE  
 3- GRANDMOTHER 4- SON  
 5- SISTER 6- HUSBAND 7- UNCLE  
 8- DAUGHTER 8- NIECE 9- AUNT  
 10- BROTHER 11- MOTHER  
 12- NEPHEW 13- FATHER  
 14- GRANDDAUGHTER 15- GRAND-SON

### exercice 2

Circle the members of the extended family in the following list.

- 1- Grandfather 2- Wife  
 3- Grandmother 4- Son  
 5- Sister 6- Husband  
 7- Uncle 8- Daughter  
 9- Niece 10- Aunt

- 13- Nephew 14- Father

- 15- Granddaughter 16- Grandson

### exercice 3

Complete the definitions below with the correct members of the family in the box. One word in the box is not concerned. Number one is an example.

- 1- grandfather (example) 2- wife  
 3- grandmother 4- son 5- sister  
 6- husband 7- uncles 8- daughter  
 9- nieces 10- aunt 11- brother  
 12- mother 13- nephews 14- grand-daughter 15- grandson

### Session 2

#### exercice 1

Look at the family tree; ask and answer questions like this:

Question: What relation is Mardo to Ange?

Answer: He is his brother.

Question: What relation are Flora and Affoué to Arnel ?

Answer: Flora and Affoué are Arnel's sisters.

Question: What relation is Ornelia to Mrs Kodj ?

Answer: She is her granddaughter.

Question: What relation is Affoué to Kouakou ?

Answer: She is his wife.

Question: What relation is Arnel to Ornelia ?

Answer: He is her uncle.

### exercice 2

Look at the board below and complete the dialogue between John and Thomas about the person's future plans.

John: What are Mr and Mrs Kodj doing on Saturday?

Thomas: They are going to the beach.

John: What about Arnel and Flora?

Thomas: They are going to the English club meeting.

John: Are Mr and Mrs Kodj staying at home next week?

Thomas: No, they are not; they are travelling.

John: When are Ange and Mardo swimming in the river?

Thomas: Tomorrow.

John: Who is going to the stadium tomorrow?

Thomas: Arnel and Flora are.

### Session 3

#### Communicative activity

#### Exemple de production

Look, John! This is a picture of my (extended) family. This man here is my father, and this is my mother. The young man here, Sam, is my cousin...

### LESSON 2 : A Sunday with my family

### Session 1

#### exercice 1

Write the appropriate action under the pictures.

- ① (To) Brush (teeth) ② (To) shave  
 ③ (To) put the (make up) ④ (To) plug in



- ⑤ (To) lay down    ⑥ (To) iron  
 ⑦ (To) switch on    ⑧ (To) switch off  
 ⑨ (To) read    ⑩ (To) sweep

### exercise 2

Look at the pictures in exercise 1 and complete the sentences.

- Picture 1:** Aken brushes his teeth every morning.  
**Picture 2:** Konan shaves every morning.  
**Picture 3:** Rama puts her make up every morning.  
**Picture 4:** Salif plugs in the TV set every afternoon.  
**Picture 5:** Abou lays down on the sofa on Saturdays.  
**Picture 6:** Tom irons his clothes every Sunday.  
**Picture 7:** Zokou switches on the light at night / switches the light on  
**Picture 8:** Ornela switches off the light in the morning / switches the light off  
**Picture 9:** Father reads a newspaper in the evening.  
**Picture 10:** Victoire and Abou sweep the floor on Saturdays.

### Session 2

#### exercise 1

Look at the pictures in exercise 1 and complete the sentences.

- Picture 1:** Aken brushed his teeth yesterday morning.  
**Picture 2:** Konan shaved last morning.  
**Picture 3:** Rama put her make up last Saturday.  
**Picture 4:** Salif plugged in the TV set last night.  
**Picture 5:** Abou laid down on the sofa last evening.  
**Picture 6:** Tom ironed his clothes last Sunday.

## LESSON 3 : The Tchomron soup

### Session 1

#### exercise 1

Write the names under the pictures like in number 1.

- ① Fish    ② Meat    ③ Groundnuts  
 ④ Chicken    ⑤ Carrots    ⑥ Rice  
 ⑦ Yams    ⑧ Cabbages    ⑨ Okra  
 ⑩ Palm nuts    ⑪ Salt    ⑫ Pepper  
 ⑬ Tomato    ⑭ Oil    ⑮ Water  
 ⑯ Cassava    ⑰ Bean    ⑱ Bread

#### exercise 2

What do we need to cook *pounded yam* with *groundnuts soup* and fish?  
 Circle the ingredients we need in the list below.

- 1- water    2- tomatoes    3- bread  
 4- meat    5- rice    6- carrots  
 7- beans    8- okra    9- palm nuts  
 10- cabbages    11- chicken    12- yams  
 13- pepper    14- potash    15- fish  
 16- oil    17- groundnuts    18- salt

### Session 2

#### exercise 1

Reorder the letters to find correct words.

- 1- FIRST 2- NEXT 3- THEN 4- AFTER  
 5- BEFORE 6- SECOND 7- THIRD  
 8- FINALLY

### exercise 2

Sita and Aya want to eat bread and roasted chicken. They are going to the market to buy the ingredients. Tell them what they must buy and what they mustn't buy. Write your text below.

To cook roasted chicken with bread, you must buy a chicken, some oil, some salt, pepper, onions and some bread.

You mustn't buy (citer tout ingrédient qui n'entre pas dans la préparation de la recette)

### Session 3

#### Communicative activity

Your Ghanaian friend John is going to leave soon. He wants to taste the best meal of your region. On your way to the market,

- Donner le nom du met principal de ta région : **In my region, we eat...**
- Citer les ingrédients qui entrent dans la préparation de cette recette : **to cook ... we need...**
- Décrire la préparation de cette recette : **First, you...; after...; then...**

## UNIT 3 : TIME AND DATE

LESSON 1: What's the weather like today?

### Session 1

#### exercise 1

- 1- The wind is blowing (Example)  
 2- It is raining.    3- It's cloudy  
 4- The sun is shining    5- She is hot  
 6- He is cold

#### exercise 2

- 1- a    2- b



exercice 3

- 1- I'm cold (Example)
- 2- What is the weather like today ?
- 3- It is hot.
- 4- What's the harmattan weather like?
- 5- It's sunny.

Session 2

exercice 1

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

exercice 2

- 1- (Example)  
Q: How many seasons are there in Niger?  
A: There are two seasons.
- 2-  
Q: How many seasons are there in the USA?  
A: There are four seasons.
- 3-  
Q: In winter, what is the weather like in some regions?  
A: It is extremely cold.
- 4-  
Q: What is the weather like in the dry season?  
A: It is sunny and dusty.

exercice 3

Utiliser les phrases obtenues dans l'exercice 2 pour le dialogue.

Session 3 Communicative activity

Les réponses peuvent varier en fonction de la situation géographique de celui qui écrit.

Exemple de réponse:

My name is Gertrude. I am from Cote d'Ivoire. My country is located in West Africa.

There are four Seasons in my country: two rainy seasons and two dry seasons. Where are you from? How many seasons are there in your country?

LESSON 2 : Time is money.

Session 1

exercice 1

- 1- c (Example) 2- d 3- e 4- f 5- b 6- a

exercice 2

- 1- He plans his lessons (Example)  
2- They learn their lessons.  
3- He has lunch.  
4- She goes to office.  
5- They watch television.

Session 2

exercice 1

- 1- take a shower (Example)  
2- in hurry - late 3- go shopping  
4- waste time 5- on time

exercice 2

- 1- What time does Mr Karamoko go to bed? (Example)  
2- What time do the students start class?  
3- What time does Gertrude learn her lessons?  
4- What time do Dally and Clarisse have breakfast?  
5- What time does Mr Loba drive his children to school?  
6- What time do you come back home?

Session 3 Communicative activity

La réponse devra porter sur des noms de jours, des notions de temps, et des types d'activités (scolaires, domestiques, loisirs, etc.)

Exemple de réponse

Hi Steven!

This is my Monday schedule.

Every Monday, I wake up at five o'clock in the morning. I take a bath and I go to school on foot. My first class starts at half past seven. It is French. From eight thirty to ten fifteen, I have Mathematics. Then I have a fifteen minute break. My classes resume at half past ten with English and end at twelve o'clock with Physics. I have no class in the afternoon. I play football with my friends.

LESSON 3 : Adon's schedule

Session 1

exercice 1

- 1- d (Example) 2- e 3- c 4- b 5- a

exercice 2

- 1- I'm buying (Example) 2- is cooking  
3- are watching 4- is going  
5- are celebrating 6- is taking

Session 2

exercice 1

- 1- First (example), he wakes up.  
2- Second he washes the family car.  
3- Next he takes a bath.  
4- Then he has breakfast.  
5- Finally, he plays football with his friends.  
After the game, they eat a delicious food.

Session 3 Communicative activity

La réponse devra inclure la présentation de l'auteur de la lettre, la raison de son incapacité à assurer la permanence au bureau et des propositions de périodes de disponibilité.

Exemple

Dear chairman,

I am Adams. I can't be in office on Wednesday afternoon as scheduled because I have a Geography test. I am ready to be there on Monday afternoon or every Friday from eleven o'clock to two p.m.

UNIT 4 : JOBS AND OCCUPATIONS (Speaking)

LESSON 1 : What's your mother's job?

Session 1

exercice 1

- 1- a cashier (Example) 2- a cook  
3- a housewife 4- a greengrocer  
5- a barber 6- a plumber  
7- a car washer 8- a dressmaker

exercice 2

- 1- Q: What does Tim do?  
A: He's a teacher (Example)
- 2- Q: What does Awa do?  
A: She's a housewife.
- 3- Q: What does Adigun do?  
A: He's a car washer
- 4- Q: What do Dally and Kodjo do?  
A: They're barbers
- 5- Q: What does Kwessey do?  
A: He's a plumber



6- Q: What does Gueye do?

A: He's a policeman.

7- Q: What does Christiane do?

A: She's a greengrocer.

### Session 2

#### exercice 1

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

#### exercice 2

- 1- The barber cuts men's hair (Example)  
2- What does the flight attendant do?  
3- The greengrocer sells fruit and vegetables.  
4- The hairdresser does women's hair.  
5- The pilot flies planes.  
6- What do dentists do?

### Session 3

#### Communicative activity

#### Exemple de réponse.

There are six members in my family. I have two brothers and one sister. My father is an architect and my mother is a dentist. My sister is cashier in a big shop and my senior brother is attendant in a mobile company. My junior brother and I are students.

### LESSON 2 : What do you use a map for?

### Session 1

#### exercice 1

- 1- a map (example) 2- scale 3- trolley  
4- cash registers 5- laptops  
6- anti-virus 7- trays.

#### exercice 2

1- A map is used to locate countries or cities (example).

2- Trolleys are used for transporting bags.

3- A plan is used for building houses.

4- An anti-virus software is used to protect computers from hackers and viruses.

5- Cash registers are used for collecting customer's money.

6- A tray is used to serve people in a restaurant.

7- A scale is used to measure the exact weight of products.

### Session 2

#### exercice 1

- 1- a law book (Example)  
2- a dental chair 3- a floor cloth  
4- a shearer 5- a plunger 6- a sponge.

#### exercice 2

1- Q: Whose tool is the sponge?  
A: It's the car washer's tool (Example).

2- Q: Whose tool is the plunger?  
A: It's the plumber's tool.

3- Q: Whose tool is the floor cloth?  
A: It's the housemaid's tool.

4- Q: Whose tool is the dental chair?  
A: It's the dentist's tool.

5- Q: Whose tool is the law book?  
A: It's the lawyer's tool.

6- Q: Whose tool is the pen?  
A: It's the student's tool.

### Session 3

#### Communicative activity

#### Exemple de réponse.

My name is Kwessy. I am a plumber. I repair taps, water pipes, and toilets. In my work, I need a plunger and screwdrivers. The plunger is used to unblock toilets and the screwdrivers are used for installing taps and toilet seats.

### LESSON 3 : Where does Aunt Enoh Work?

### Session 1

#### exercice 1

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

#### exercice 2

- 1- Where does the greengrocer work? (Example)  
2- Where does the dentist work?  
3- Where do architects work?  
4- Where does the car washer work?  
5- Where do barbers work?  
6- Where does the lawyer work?  
7- Where do computer scientists work?

### Session 2

#### exercice 1

- 1- CLEAN (example) 2- MUDDY  
3- COOL 4- DUSTY 5- FAST  
6- FRAGRANT 7- SMELLY

#### exercice 2

- 1- a muddy car wash / building site, etc. (Example)  
2- a clean dental clinic / law court...  
3- a fragrant barber's shop  
4- a dusty building site  
5- a cool computer workshop  
6- a smelly car wash / dental clinic

### Session 3

#### Communicative activity

(La réponse devra porter sur des noms de métiers ; des lieux de travail ; et des adjectifs décrivant un environnement.)

Exemple de réponse: My uncle is a mechanic. He works in a garage. It is always muddy. Etc.

### UNIT 5 : CLOTHES AND COLOURS (Listening)

### LESSON 1: The market place

### Session 1

#### exercice 1

Ecoute et décide si la description de l'image est juste ou fausse. Sur les pointillés, écris 'True' si la description est juste et 'False' si la description est fausse.

#### Listening text:

Picture 1 is a cup. Picture 2 is a tie. In picture 3, there are two sandals. In picture 4, there are two earrings.

Picture 5 is a shoe. Picture 6 is a shirt. Picture 7 is a wallet. Picture 8 is a jacket. There is a pair of shorts in picture 9. Picture 10 is a bag. There is a pair of socks in picture 11. Picture 12 is a dress.

- Answers: 1- False 2- False 3- True  
4- True 5- False 6- True 7- True  
8- False 9- True 10- False 11- True  
12- False

#### exercice 2

Look at the picture. Tell your partner what the people wear for work.

- 1- Sébastien wears a khaki uniform and black shoes.  
2- Sita and Affoué wear blue skirts, white blouse and earrings.  
3- Mr Korian wears a white bubu, blue trousers and sandals.  
4- Amani wears a black suit, a black hat and black shoes.  
5- Ormella wears a green shirt, a bracelet, green shoes and she has a handbag.  
6- Mrs Konaté wears a red blouse, a red wrapper and a white handkerchief.



## Session 2

## exercice 1

Listen and match the people in column A with the clothes they wear or accessories they have in column B.

Listening text:

School boys always wear khaki uniform. Policemen are dressed in blue uniform and have guns. Teachers wear trousers and a tie. They go to school by taxi. Taxi drivers wear a cap. They never leave their cars. Butchers use knives and meat saw in their workshops while doctors wear a white blouse and use stethoscopes.

Answers: 1- d 2- f 3- c  
4- a 5- e 6- b

## exercice 2

Listen to the teacher and put the correct colours on the drawings.

1- Blue	2- Red	3- Black	4- White and blue
5- Green	6- Brown	7- Blue	8- Yellow
9- Jaune	10- Orange	11- Grey	12- Black

## Session 3

## Communicative activity

Listen to the description of Ben's family photo. While listening

This is the photograph of Ben's family. There are four persons in Ben's family. Ben's father is Mr Loba. He is a teacher. **He is wearing blue trousers**, a white shirt and a black tie. Mrs Loba is Ben's mother. She is a housewife. She is wearing a yellow and green wrapper. She has a pink scarf on her head. Mrs Loba has a yellow blouse and

white necklaces. Ben has a sister. Her name is Lia. Lia has nice earrings. She is wearing a grey dress and has a black handbag. Ben is wearing a khaki uniform, and some blue trainers. What a beautiful family photograph!

## LESSON 2: My favourite clothes

## Session 1

## exercice 1

Ecris le nom de chaque objet. Le N. 1 est un exemple.

1- scarves (Example) 2- gloves  
3- glasses 4- a cap 5- underwear  
6- wrapper 7- pyjamas 8- a watch

## exercice 2

Ask as many questions as possible.

Example: Which cap does your father like?

- Which glasses do boys like?
- Which handbag do you like?
- Which wrappers do girls like?
- etc

## Session 2

## exercice 1

Ecris le nom de la couleur que tu vois. Le numéro 1 est un exemple.

1- yellow 2- dark red 3- orange  
4- light green 5- dark blue 6- red  
7- grey 8- black

## exercice 2

Answer the questions.

- A- Which colour does the English teacher like?  
B- He likes/loves blue.

A- Which colour does the English teacher prefer? Blue or red?

B- He prefers blue to red.

A- Which colour do you like?

B- I like yellow

A- Which colour do children like?

B- They like red.

A- Which colour do women prefer? Yellow or rose?

B- They prefer rose

A- Which colour does your sister like?

B- She likes black.

A- Which colour do children dislike?

B- They dislike white.

A- Which colour do girls dislike?

B- They dislike purple.

## Session 3

## Communicative activity

For the coming Christmas, Adigun and his wife, two Nigerian parents, are discussing the types of clothes they need for themselves and their children. Listen to them carefully. While listening,

- 1- Write in front of each name the type of clothes chosen.
- 2- Mention the details related to the size and the colours of the clothes chosen for each person.

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

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

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

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

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

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

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

Mr. Adigun: How about Steven?

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

Mr. Adigun: For Christmas?

Mrs. Adigun: He wants to be on fashion.

## LESSON 3 : How much is it?

## Session 1

## exercice 1

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

Listening text:

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

Client: I'm just having a look.

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

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

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

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

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

Client: I want black jeans or nothing!

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

Client: Size 32



**Shop assistant:** Here you are! There is the fitting room! (The client comes out of the fitting room, smiling)

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

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

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

**Shop assistant:** 15 000F CFA.

**Client:** Here you are!

**Shop assistant:** Thanks and good bye!

**Client:** Have a good day!

**Shop assistant:** The same to you.

**Answers:** 1- where 2- kinds 3- rare

4- Size 32 5- fitting room! 6- beautifully

7- lucky! 8- day!

## exercise 2

Listen to text 1 again and say if the statements are true (T) or false (F)

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

## Session 2

### exercise 1

Listen and write the prices of the articles.

1	2	3	4	5
5,000 F CFA	2,500 F CFA	12,000 F CFA	17,000 F CFA	18,000 F CFA
6	7	8	9	10
4,250 F CFA	1,300 F CFA	1,800 F CFA	850 F CFA	500 F CFA

## exercise 2

Look at the pictures in exercise 1. Ask questions like this:

- How much is the shirt?
- OR
- How much are the earrings?
- How much are the jeans?
- How much are the trainers / How much is the pair of trainers?
- How much are the blouses?
- How much is the skirt?
- How much is the cap?
- How much is the tie?
- How much is the headscarf?
- How much are the socks?

## Session 3 Communicative activity

You are going to Accra (Ghana) soon for Christmas shopping. In order to improve your English for the trip, listen to the following dialogue between Goli and a seller and fill in the blanks.

### Listening text:

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

**Goli:** Good afternoon, Madam!

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

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

**Seller:** What sort of shoes and what size? **Goli:** I want heavy walking shoes for school and light ones for Christmas.

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

**Goli:** Those my son is wearing now are size 7, but he is growing so we need a bigger size.

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

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

**Seller:** 8000F CFA each.

**Goli:** OK, here is the money, 16.000F CFA.

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

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

**Seller:** Good bye, Sir!

**Goli:** Have a good day!

- Answers:** 1- can 2- shoes 3- sort  
4- size 5- walking 6- light  
7- Those 8- growing 9- bigger  
10- suit 11- each 12- money  
13- anything

## UNIT 6 : FOOD AND DRINKS (Speaking)

### LESSON 1: Do you know the menu?

## Session 1

### exercise 1

Listen to the teacher and fill in the chart.

### Listening text:

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

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

**Desserts:** fruit salad, paw-paw, ice-cream, cakes.

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

## exercise 2

Complete each expression with the appropriate word from the box.

- A cup of tea 2- A piece of bread
- A glass of sorrel juice
- A bottle of water 5- A slice of pineapple
- A bowl of rice 7- A loaf of bread

## Session 2

### exercise 1

Complete each of the sentences below with the right verb from the box.

- smells 2- tastes 3- looks 4- sounds

## exercise 2

Listen to the teacher and complete the dialogue between the waiter and the client.

**Waiter:** Can I help you?

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

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

**Client:** Thanks! Wow, it tastes so good!

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

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

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

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

## Session 3 Communicative activity

You are a waiter in a restaurant. A Liberian client is calling to order a meal. Listen and take the order by completing the chart below.

### Listening text:

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

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



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

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

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

**Client:** Some placali and okra soup.

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

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

**Waiter:** Thanks, see you very soon!

**Client:** See you!

**Answers:**

STARTER	MAIN DISH	DRINK
- mixed vegetables	- placali and okra soup.	- sorrel juice.
- deviled eggs.		

## LESSON 2 : Your Diet and your Health

### Session 1

#### exercise 1

**Listen to the teacher and fill in the table below.**

**Fatty food:** butter, palm nut soup, alloco with fried fish.

**Salty food:** salty olives, salty peanuts, salty soup.

**Spicy food:** pepper soup, meat with chili, spicy food.

**Sugary food:** sweets, cookies, cakes.

### exercise 2

**Listen to the teacher read a dialogue between a patient and the doctor and write the patient's part.**

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

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

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

**Patient:** This is true and I'm gaining weight.

**Doctor:** You want to lose weight, fine. You should change your diet.

**Patient:** What should I do / eat doctor?

**Doctor:** You should not eat fatty food. Practice sport.

**Patient:** Is this all doctor?

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

### Session 2

#### exercise 1

**Listen to the descriptions and write the names of the persons.**

1- Ali has a headache 2- Assata is very thin. 3- John and Saif are very fat.

4- Mr Zokou is shaving a rest. 5- Jessica and Alice have malaria. 6- Mocrat and Yao are exercising.

### exercise 2

**Use the expressions in the box to make some suggestions.**

PAINS	SUGGESTIONS
1- I have a headache	You should take some aspirin
2- Ali is losing weight	He should develop your muscles
3- Dad is tired	He should take a rest.
4- This man is too fat	He should practice sport.
5- I feel weak	You should eat organic food
6- The children have malaria	They should take an anti-malaria pills

## Session 3 Communicative activity

Dali and you are visiting Ghana. Dali falls sick and goes to see a doctor. The doctor calls to tell you what Dali is suffering from. He also tells you what to do. Listen to him and complete the table below.

**Listening text:**

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

**You:** I'm fine

**Doctor:** I'm calling to tell you what your son is suffering from.

**You:** I'm listening.

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

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

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

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

**Doctor:** Your son should take some vitamins to get strong.

**You:** You mean he is weak!

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

**You:** Thank you doctor!

**Doctor:** You are welcome, sir.

WHAT DALI IS SUFFERING FROM	WHAT TO DO
- He aches all over.	- He should take some anti-malaria pills;
- He is sweating a lot.	- He should take two days' rest
- He is weak!	- He should take some vitamins
	- He should practice sports.

## LESSON 3 : My Favourite Meal

### Session 1

#### exercise 1

**Listen to the teacher and write the expressions you hear in the table below.**

**Listening text:**

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

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

### exercise 2

**With a partner, make suggestions and reply to them.**

**Example 1:**

A- How about going to dance tonight?

B- I would rather watch a good film.

2-

A- How about going to play football?

B- I'd rather play ludo.

3-

A- How about having a glass of beer?

B- I'd rather have a coke

### Session 2

#### exercise 1

**Listen to what the people like or dislike and tick the appropriate boxes.**

• + = Like

• - = Doesn't like

**Listening text:**

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

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



Koffi doesn't like chicken and attiéké.  
Koné doesn't like any of these foods.

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

### exercise 2

Mum is going to cook some scrambled eggs for breakfast. Listen to the different steps and complete the text with the missing words.

Listening text:

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

Answers:

- 1- Firstly 2- beat 3- a pinch of salt  
4- the mixture 5- scramble 6- Finally  
7- slices

### Session 3

Communicative activity

Reorder these steps to make fried rice recipe.

L'ordre des actions peut varier d'un individu à l'autre. Respecter seulement une certaine logique (On ne peut par exemple pas avoir : cover the pot and add pepper).

- 1- Add the vegetables and water, and cook for 10 minutes.

- 2- Cover the pot and let the meat boil for 10 minutes.

- 3- Fry the meat and stir for 2 minutes.

- 4- Season the meat with salt and pepper.

- 5- Add pepper and salt.

- 6- Wash the rice and put it into the pot.

- 7- Pour the oil into the pot.

- 8- Let the tomato sauce boil until it dries.

- 9- Cut up the onions, carrots, the garlic and the cabbage.

- 10- After 10 to 15 minutes, your fried rice is ready.

- 11- Mix the tomato paste with the water and pour it into the pot. Then stir. Add the onions, tomatoes and garlic.

- 12- Put the pot on the fire.

### UNIT 7 : HEALTH AND ENVIRONMENT (Reading)

#### LESSON 1 : I take care of my body

### Session 1

#### exercise 1

Match each picture with the appropriate phrase. Write your answers like in the example.

Example: 1- D

2- C 3- A 4- H 5- F 6- G 7- B 8- E

### exercise 2

Look at the pictures in exercise 1; Ask and answer questions like in the example.

Example: Picture 1

Question: What must you do to be healthy?  
Answer: I must use insecticides in my bedroom.

### Picture 2

Question: What must you do to be healthy?  
Answer: I must sleep under a mosquito net.

### Picture 3

Question: What must you do to be healthy?  
Answer: We must wash our body every day.

### Picture 4

Question: What must you do to be healthy?  
Answer: We must wash our hands before eating.

### Picture 5

Question: What must you do to be healthy?  
Answer: We must practise sports regularly.

### Picture 6

Question: What must you do to be healthy?  
Answer: We must eat a healthy diet.

### Picture 7

Question: What must you do to be healthy?  
Answer: We must rest when we are tired.

### exercise 3

Read the information in the table below. Say what the people mustn't do to stay healthy.

Example: Aka mustn't eat too much fatty food.

- 1- Aka mustn't wear dirty shirts.  
2- Sékou mustn't drink too much beer.  
3- Sékou mustn't refuse to practise sport.  
4- Zokou mustn't touch his eyes with dirty hands.  
5- Zokou mustn't stop eating fruits.

### Session 2

#### exercise 1

Read the names below. Circle the ones you can use for your body hygiene.

BOOK - COPY BOOK - COMB

SOAP - RICE - GATE - SHAMPOO

COTTON BUD - TOWEL

TOILET PAPER - TREES - SPONGE

LABORATORY - DEODORANT

HAND SANITIZER - SOCKET

NAIL CLIPPERS - BED - WATER

TOOTHPASTE - TOOTHBRUSH

SPONGE - DEODORANT - HAT

NEWSPAPER

### exercise 2

Ask and answer questions about good body hygiene. Example:

A: What do we have to do for a good body hygiene?  
B: We have to wash our body everyday.

Possible answers:

- 1- We have to use a sponge and some soap to wash our body.  
2- We have to wash our hands before eating.  
3- We have to use cotton buds to clean our ears.

### Session 3

Communicative activity

This is a letter you received from your Ghanaian pen friend, Jacobson. Read it and answer back.

Production possible:

Dear Jacobson,  
It's important to be in good health. There are things you must do and things that you mustn't do.



To be in good health, you must sleep under the mosquito net in your bedroom. You must wash your body with water and soap. You must use a sponge too.

You mustn't eat fruits. You must eat a lot of them to be healthy. And you mustn't brush your teeth only on Mondays. You must brush your teeth two times every day.

Do this and you'll be in a good health. Take care.

Your friend...

## LESSON 2 : Keep Your Environment Safe

### Session 1

#### exercice 1

Match the descriptions with the drawings.

1- D (Example) 2- E 3- F 4- A  
5- B 6- C

### exercice 2

What can cause these pollutions? Complete the chart with words or expressions from the box below.

Possible answers:

Soil pollution	Floods	Bushfires
- plastic bags - uncollected garbage	- erosion - farming - deforestation	- careless smokers - careless farmers - absence of firebreaks
Air pollution	Water pollution	Noise pollution
- car fumes - heavy traffic	- garbage in water	- noisy vehicles - loud music

### exercice 3

Look at the completed chart. Ask and answer questions like this.

Question: What causes soil pollution?

Answer: Soil pollution is caused by uncollected garbage.

Question: What causes floods?

Answer: Floods are caused by erosion.

Question: What causes bushfires?

Answer: Bushfires are caused by careless farmers.

Question: What causes air pollution?

Answer: Air pollution is caused by car fumes.

Question: What causes water pollution?

Answer: Water pollution is caused by garbage in water.

Question: What causes noise pollution?

Answer: Noise pollution is caused by loud music.

### Session 2

#### exercice 1

Match the words or expressions in column A with their meanings in column B. One meaning in column B is not concerned. Example: 1- k

2- h 3- g 4- l 5- e 6- a  
7- c 8- b 9- f

### exercice 2

How can we keep our environment safe? Read the information in boxes and make sentences like these.

1- To keep our environment clean, we should turn off faucets when we aren't using water.

Or

2- To keep our environment clean, we shouldn't throw rubbish in the street.

3- To keep our environment safe we should use fewer chemicals at home.

4- To keep our environment safe we should plant a lot of trees

5- To keep our environment safe we shouldn't burn our forests.

6- To keep our environment safe we should talk about water problems that affect our community.

7- To keep our environment safe we should prevent water pollution.

8- To keep our environment safe we should reduce fumes from factories.

9- To keep our environment safe we should use more public transportation.

10- To keep our environment safe we should always use recyclable products.

11- To keep our environment safe we should throw litter in dustbins.

12- To keep our environment safe we should avoid plastic bags.

13- To keep our environment safe we should make firebreaks.

### Session 3 Communicative activity

For the celebration of the Environment Day, you have to present an exposé on 'How to keep our environment clean.' Prepare this exposé. In your presentation,

1- Enumérer les différentes sortes de pollution :

- There are many sorts of pollution; soil pollution, air pollution...

2- Donner des attitudes à adopter pour éviter ces pollutions:

- To avoid air pollution, we should stop burning forests, we should use public transportation...

- To avoid water pollution, we shouldn't throw garbage in water...

3- Inviter les uns et les autres à prendre soin de notre environnement :  
- We should all take care of our environment..

## LESSON 3 : Health and water

### Session 1

#### exercice 1

Read the texts below and say which diseases they describe. Write your answers in the space provided.

Text 1: Anaemia

Text 2: Cholera

Text 3: Diarrhoea

Text 4: Malaria

### exercice 2

Look at the description and say what disease it can be.

Example: He doesn't have enough iron in his body. → It can be anaemia

1- She goes to toilet too many times.

→ It can be diarrhoea.

2- He has a terrible fever.

→ It can be malaria.

3- He doesn't have enough red blood cell.

→ It can be anaemia.

4- They have diarrhoea and vomit a lot.

→ It can be cholera

### Session 2

#### exercice 1

Reorder the letters to find some other words about diseases related to water.

Example: 1- POOS

2- VIRUS 3- BACTERIA 4- PARASITES 5- FAECES 6- SYMPTOMS

7- BACTERIA 8- PARASITES

9- HEPATITIS 10- CRAMPS

11- BACTERIUM



## exercise 2

Read the text below and do the exercises that follow.

A- Are these sentences true or false? Write your answers like in number 1.

- 1-False 2-False 3-True 4-False  
5-True 6-True 7-False 8-False

B- Answer the following questions.

- 1- What causes cholera? It is caused by the bacterium *Vibrio cholera* (V. Cholera).  
2- How do people get infected by the bacteria? By eating or drinking with poor sanitation.  
3- What must we do to avoid cholera? We must cook food well, drink clean water. We mustn't eat street food and we must get the vaccine.

## Session 3 Communicative activity

For the celebration the Environment Day, you have to present an exposé on **cholera**. Prepare this exposé. In your presentation, say

- 1- What cholera is;  
2- How it affects people;  
3- How we can avoid it.  
Se référer aux informations contenues dans la session 2 de la leçon.

## UNIT 8 : SPORTS AND GAMES

(Reading)

## LESSON 1 : What do you know about basketball?

## Session 1

## exercise 1

Circle the words or expressions related to basketball

A BALL -

THE BOUNDARY

THE COURT LINE - THE HOOP -

THE NET - THE REBOUND -

THE THREE POINT LINE - THE BASKET

TO CATCH THE REBOUND

TO SHOOT A BASEBALL SHOT

## exercise 2

Write correct sentences

Exemples de combinaisons:

To play: football, handball, volleyball, rugby, tennis, chess

To do: Kung Fu, Karate, Judo, Taekwondo, racing, jumping

To go: swimming, racing, jumping

## Session 2

## exercise 1

Reorder to find correct words

- 1- FOOTBALL 2- BASKETBALL  
3- JUMPING 4- HAND BALL  
5- VOLLEYBALL 6- RACING  
7- KARATE 8- JUDO 9- RUGBY  
10- SWIMMING 11- TENNIS  
12- CYCLING 13- TAEKWONDO  
14- KUNG-FU 15- CHESS 16- RACING

## exercise 2

Match the sports in column A with the correct information in column B.

- 1- h. A handball team is composed of 7 players.  
2- a. Kung-fu was invented in China.  
3- f. A football team is composed of 11 players.  
4- d. Rugby is played with 15 players.

5- g. Swimming is practiced in swimming pools.

6- c. Tennis is played with a racket.

7- b. Taekwondo was invented in Korea.

8- e. Judo was invented in Japan.

## Session 3 Communicative activity

La production devra comporter des noms de sports, leur histoire (pays d'invention, date d'invention), le nombre de joueurs par équipe, etc.

## LESSON 2 : A football star

## Session 1

## exercise 1

Complete the following pictures with the appropriate words from the list. Write your answers like in the example.  
1- A football team (example) 2- strikers  
3- midfielders 4- defenders 5- the goalkeeper

## exercise 2

Answer each question about the Ivorian team in a complete sentence like in number 1

Exemples de réponses

- 1- Sylvain Gbohouo plays as a goalkeeper / Sylvain Gbohouo does ( example )  
2- Gervinho / Salomon Kalou plays as a striker.  
3- Eric Bailly / Serge Aurier plays as a defender.  
4- Serey Die / Yaya Touré plays as a midfielder.

## exercise 3

Choose the right option to complete each sentence. Write your answers like in the example.

- 1- older (example) 2- the most famous  
3- the most prestigious 4- the most exciting 5- best 6- younger

## Session 2

## exercise 1

Match the words or phrases from column A with their meanings in column B. Write your answers like in the example.

- Example: 1- c  
2- e 3- b 4- f 5- d 6- a

## exercise 2

Express addition with the words in each list. Write your answers like in the example. Example: 1. Drogba is a good striker; he is a good group leader as well.

- 1- Drogba (good striker/good group leader)  
2- Copa Barry stopped several penalties; he scored a decisive penalty as well.  
3- Cote d'Ivoire wins trophies in football; it wins trophies in athletics as well.  
4- I like football; I like basketball as well.  
5- Sport procures money; it procures celebrity as well.

## Session 3 Communicative activity

- 1- Laurent Pokou is from Cote d'Ivoire and Thomas N'kono is from Cameroon.  
2- Pokou was a striker. He was fast, powerful and determined. He was a good dribbler and a prolific goal scorer. N'kono was a goalkeeper. He was calm and he had an excellent placement and a good sense of anticipation.



3- Laurent Pokou has the record of the greatest number of goals in a single match with 5 goals and he was the top scorer of the Africa Cup of nations until 2008 with 14 goals. Thomas N'kono played 3 world cups and 4 Africa Cups of nations. In addition, he was two times the African player of the year ( in 1979 and 1982 )

### LESSON 3 : Be an active learner!

#### Session 1

##### exercice 1

Complete each word with the missing letters to get names of games. Write your answers like in the example.

- |                       |             |
|-----------------------|-------------|
| 1- athletes (example) | 2- judo     |
| 3- soccer             | 4- karate   |
| 6- cycling            | 7- climbing |
|                       | 8- swimming |

##### exercice 2

Match each definition from column A with the appropriate meaning in column B. Write your answers like in the example.

- 1- e (example)    2- d    3- b    4- a    5- c

##### exercice 3

Transform each of the following sentences like in number 1

- 1- Drogba is no more a player of the Ivorian national team. (example)
- 2- Samuel Eto'o is no more the best footballer in Africa.
- 3- The Elephants are no more the African champions.
- 4- Rigobert Song is no more the captain of the indomitable lions of Cameroon.

5- Many people no more watch local football matches.

6- Zokora Maestro no more plays for ASEC MIMOSAS.

#### Session 2

##### exercice 1

The following text is about games. Complete it with the appropriate words from the list. Write your answers like in the example.

- |                       |               |
|-----------------------|---------------|
| 1- trophies (example) | 2- consistent |
| 3- injury             | 4- fix        |
| 7- silver             | 8- bronze     |
| 10- put an end        | 9- decline    |
|                       | 6- gold       |

##### exercice 2

Rewrite each sentence starting with the underlined word(s). Write your answers like in the example.

- 1- Laurent Pokou was called the Man of Asmara. (example)
- 2- The career of a sportsman is usually said to be brief.
- 3- Neymar is thought to be a potential winner of the Ballon d'or.
- 4- Cote d'Ivoire is presented by people as a big nation of football in Africa.
- 5- Wilfried Zaha is regarded by many Ivorians as the future Drogba.
- 6- The Nigerian national team is named the Super Eagles by people.

#### Session 3 Communicative activity

##### Activity 1

- 1- b    2- b    3- c

##### Activity 2

- 1- Details
- They have been played by our ancestors ( line 3 )
- They symbolize our custom and the identity of our nation ( line 9 )
- 2- The author is in favor of Malay traditional games because he says they represent a priceless cultural heritage that can never be replaced.

##### Post - reading activity

Les réponses vont varier en fonction des cultures.