



Mon cahier
d'habiletés

Livre du Professeur

WIN SKILLS

5^e

CORRIGÉS DES EXERCICES

- Learning context
- Good to know
- My dictionary
- Practice activities
- Communication activity
- Let's recap

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CORRIGÉS DES EXERCICES

- I. Learning context*
- II. Good to know*
- III. My dictionary*
- IV. Practice activities*
- V. Communication activity*
- VI. Let's recap*

NOTE D'INFORMATION _____

Cher collègue,

Ce guide que vous tenez entre vos mains vous est exclusivement destiné. Il ne saurait donc être transmis à un apprenant sous aucun prétexte !

Vous y trouverez les corrigés des exercices du cahier d'activités Win Skills, dont certains sont à titre indicatif.

Vous y trouverez également tous les textes de listening dont les supports audio sont téléchargeables sur le site :

www.jdeditions.com publications cours en audio.

Pour ce qui concerne les corrigés, il vous faut consulter :

www.jdeditions.com publications les corrigés.

Quant aux spécimens numérisés, ils sont disponibles sur :

www.jdeditions.com specimens.

Toutefois, pour des questions de confidentialité évidentes, vous aurez besoin d'un code d'accès qui vous sera donné par le responsable commercial JD-Éditions de votre zone. Veuillez le contacter si vous souhaitez télécharger ces documents pédagogiques.

UNIT 1 : AT SCHOOL

Lesson 1: DISCOVER MY SCHOOL

Session 1

Activity 1:

1- **Staffroom** 2-Uniform 3-Laboratory
4-Gate 5-Library 6-Office

Activity 2:

1- **school yard** 2-laboratory 3-gate 4-
office 5-staffroom
6-library

Activity 3:

1- **This is** a secondary school 2-**These are**
students 3-**These are** teachers
4-**This is** an office

Session 2

Activity 1 :

Erratum :

Le mot **canteen** dans la banque de mots doit être remplacé par **Library**. Merci de l'écrire au tableau et de demander aux élèves de le corriger avec un stylo rouge.

1- **A garden** 2- A playground 3- A school
yard 4- Library 5-Infirmery
6- Restrooms

Activity 2 :

Erratum :

Remplacer le numéro 9 par 8.

NB:Ceci n'est qu'un exemple donné à titre indicatif.

Les apprenants doivent adapter leurs réponses aux réalités de leur établissement.

1- The laboratory

A- Where is the laboratory?

B- It's next to the headmaster's office / it's between 5eme 3 and the staffroom.

2- The playground

A- Where is the playground?

B- It's between the buildings / It's behind the administration

3- 5eme 1

A- Where is 5eme 1?

B- It's on the first floor / It's downstairs

4- The infirmary

A- Where is the infirmary?

B- It's on the second floor / It's upstairs.

5- The staffroom

A- Where is the staffroom?

B- It's on the left of the laboratory / It's on the right of the headmaster's room.

6- The restrooms

A- Where are the restrooms?

B- They are near the canteen / they are at the right side of the administration.

7- The library

A- Where is the library?

B- It's on the 2nd floor / It's between 3eme 1 and 3eme 2.

8- The canteen

A- Where is the canteen?

B- It's next to the restrooms / It's on the left side of the administration.

Activity 3:

1-Restrooms / turn left after this building

A- Can you show me where the restrooms are?

B- Turn left, after this building.

2- Teacher's room / it's on your left.

A- Can you show me where the teacher's room is?

B- It's on your left.

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

A- Can you show me where the science laboratory is?

B- It's on the first floor.

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

A- Can you show me where the library is?

B- Go downstairs, it is next to the infirmary.

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

A- Can you show me where the principal's office is?

B- Go upstairs, it's on your left.

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

A- Can you show me where the computers' rooms are?

B- Go straight, they are in front of you.

Session 3

COMMUNICATION ACTIVITY

1. In my school, there are a canteen, a laboratory, restrooms, a garden, a playground, classrooms, a staffroom, the headmaster's office, the school yard...
2. I complete and practise the dialogue.

Abedi : Where is the laboratory in your school?

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

Abedi : Where is the staffroom?

You : (2) It is between classroom 3 and the Headmaster's office.

Abedi : Where is classroom 1?

You: (3) It is in front of classroom 2.

Abedi: Where are the restrooms?

You: (4) They are behind the laboratory.

Lesson 2: LIFE AT COLLEGE KASSERE

Session 1

Activity 1:

- 1- The girl is writing**
- 2- The kids are playing
- 3- The teacher is marking the papers.
- 4- She is combing her hair.
- 5- The students are taking a test.
- 6- The students are lining up.

Activity 2:

- 1. A: What is the girl doing in picture 1?
B: She is writing.
- 2. A: What are the kids doing in picture 2?
B: They are playing.
- 3. A: What is the teacher doing in picture 3?
B: He is marking the papers.
- 4. A: What is the girl doing in picture 4?
B: She is combing her hair.
- 5. A: What are the students doing in picture 5?
B: They are taking a test.
- 6. A: What are the students doing in picture 6?
B: They are lining up.

Activity 3:

- 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: What are you receiving?

B: We are receiving the first term reports.

4- The students / to line up

A: what are the students doing?

B: They are lining up.

5- They / to receive their lessons.

A: What are they revising?

B: They are revising their lessons.

Session 2

Activity 1:

1- f / 2- g / 3- a / 4- h / 5- b / 6- d / 7- i / 8- c

Activity 2:

1- get up, 2- put on 3- on time, 4- to be late, 5- singing,
6- line
up,

7- go up, 8- stay down.

Activity 3:

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.

→Can I go out, please? / May I go out, please?

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

→ Can I ask you a question Sir / Madam,
please? / May I ask you a question Sir / Madam,
please?

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

→ Can I use your pen, please? / May I use your pen,
please?

Session 3

COMMUNICATION ACTIVITY

NB: Ceci n'est qu'un exemple donné à titre indicatif. L'enseignant devra vérifier que la production de l'apprenant reprend tous les points des consignes. Par exemple :

- 1- In my school, students line up before entering the classroom.
 - 2- In the classroom, we listen to the teacher, we answer his/her questions, and we write the lessons in our copy-books...
 - 3-
- When a student wants to go out, he / she says: "May I go out, Sir / Madam?"
 - When a student wants to get in the classroom, he / she says: "Can I get in, please? / May I get in, please?"
 - When a student wants to go out of the classroom, he / she says: "Can I go out, please? / May I go out, please?"
 - When a student wants to ask a question to the teacher, he / she says: "Can I ask you a question, Sir / Madam, please? / May I ask you a question, Sir / Madam, please?"
 - When a student wants to use his / her friend's pen, he / she says: "Can I use your pen, please? / May I use your pen, please?"

Lesson 3 : WHAT DO YOU LEARN AT SCHOOL?

Session 1

Activity 1:

1. History / 2. Biology / 3. Chemistry / 4. Mathematics / 5. Geography / 6. Citizenship /
7. Physical Training / 8. Information and Communication Technology

Activity 2:

1. c / 2. d / 3. e / 4. b / 5. a

Activity 3:

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

Session 2

Activity 1 :

1. favourite 2. boring 3. interesting 4. learn 5. marks 6. dislike

Activity 2 :

Erratum :

Le mot **at** dans l'item 1 doit être remplacé par **from**.
Merci de l'écrire au tableau et de demander aux élèves de le corriger avec un stylo rouge.

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

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: When does our class have of physics?

Partner: Our class has Physics in the afternoon.

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

You : When do you have Physical Training ?

Partner : We have Physical Training from eight o'clock to ten o'clock.

4. **Angela and Jerry / Citizenship / at 7:00**

You : When do Angela and Jerry have Citizenship?

Partner : Angela and Jerry have Citizenship at seven o'clock.

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

You: When does Joseph have History?

Partner: Joseph has History between nine o'clock and half past eleven, on Friday.

Activity 3 :

1. **A:** How many subjects are you learning at school?
B: I'm learning ten subjects.
2. **A:** When do you have Mathematics?
B: I have Mathematics on Tuesdays and Thursdays.
3. **A:** How do you find this subject? **B:** I find it difficult and boring.
4. **A:** What is your favourite subject, then?
B: My favourite subject is English.
5. **A:** Oh, really? Do you have good marks in English?
B: Yes, of course.

Session 3

COMMUNICATION ACTIVITY (Situation d'évaluation)

- 1- At school, I do English, Maths, History, Physics, French, Geography, Civics, Science, Physical Training
- 2- I have English on Monday, from 7:30 to 8:25 / on Tuesday from 17:00 to 18:00 / and on Friday, from 11:25 to 12:30. I have Maths on Monday, from 9:20 to 10:15 / on Thursday, from 7:30 to 8:25 / on Friday, from 10:30 to 11:25. I have Physics on Tuesday, from 14:00 to 16:00. I have French on Tuesday, from 16:00 to 17:00 / on Wednesday, from 7:30 to 9:20 / on Thursday, from 9:20 to 10:15
- 3- NB:Ceci n'est qu'un exemple donné à titre indicatif. L'enseignant devra vérifier que la production de l'apprenant reprend tous les points des consignes. Par exemple :
 - English is my favourite subject :

- I find French interesting;
- I find Mathematics boring;
- I dislike physics.

Erratum :

- L'exemple donné correspond à "1-i" et non "1-d".
 - Les propositions faites dans l'item "l" (colonne de droite) sont erronées. Il faut les remplacer par les propositions suivantes: *l- when do you go to school? When do you have English class?*
 - Les propositions faites dans l'item "m" (colonne de droite) sont erronées. Il faut les remplacer par la proposition suivante: *m- How do you find English?*
- Les propositions faites dans l'item "n" (colonne de droite) sont erronées. Il faut les remplacer par la proposition suivante: *n- How are you? What is your name? How old are you?*

LET'S RECAP 1 :		
1- i	2- g	3- h
4- a	5- k	6- c
7- f	8- e	9- b
10- d	11- j	12- l
13- m	14- n	

UNIT 2: AT HOME

LESSON 1: MY FAMILY TREE

SESSION 1

Activity 1:

- | | |
|----------------|-----------------|
| 1- Son | 5- Grandparents |
| 2- Grandfather | 6- Wife |
| 3- Grandmother | 7- Daughter |
| 4- Husband | 8- Grandson |

Activity 2:

- | | |
|----------------|------------------|
| 1- Son | 5- Grandchildren |
| 2- Daughter | 6- Wife |
| 3- Grandmother | 7- Grandparents |
| 4- Husband | |

Activity 3:

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: Who are Ozoua and Zadi to Zahi?

B: Ozoua and Zadi are the grandparents of Zahi. / Ozoua and Zadi are Zahi's grandparents.

3- Zahi / Gbelai and Azia

A: Who is Zahi to Gbelai and Azia?

B: He is the son of Gbelai and Azia. / He is Gbelai and Azia's son.

4- Gbelai / Azia

A: Who is Gbelai to Azia?

B: Gbelai is the husband of Azia. / Gbelai is Azia's husband.

5- Gnoupalé / Zadi

A: Who is Gnoupalé to Zadi?

B: She is the granddaughter of Zadi. / She is Zadi's granddaughter.

6- Yohou / Bouabré

A: Who is Yohou to Bouabré?

B: Yohou is the wife of Bouabré. / Yohou is Bouabré's wife.

SESSION 2

Activity 1:

- | | |
|-------------------------|------------------|
| 1- Mother-in-law | 6- Nephew |
| 2- Niece | 7- Cousin |
| 3- Brother-in-law | 8- Sister-in-law |
| 4- Uncle | 9- Aunt |
| 5- Father-in-law | |

Activity 2:

- | | |
|---|-------------------------------|
| 1. Ozoua is Azia's mother-in-law | 6- Gbelai is Tébili's uncle. |
| 2. Zahi is Yohou's nephew. | 7- Youhou is Zahi's aunt. |
| 3. Zahi is Gnoupalé's cousin. | 8- Aziais Yohou's sister. |
| 4. Zadi is Bouabré's father. | 9- Youpalé is Gbelai's niece. |
| 5. | Bouabré is Gbelai's brother. |

Activity 3:

Erratum :

Dans la consigne de cette activité, écrire “**Follow the example**” au lieu de “**Follow theexample**”.

1. **Visit the airport / tomorrow / Brou A: What is Brou doing tomorrow?**
B: Brou is visting the airport / He is visiting the airport.
2. Travel to Manhattan / on Monday / Glahi and Diarra.
A: What are Glahi and Diarra doing on Monday?
B: Glahi and Diarra are travelling to Manhattan / They are travelling to Manhattan.
3. Plan her time table / this afternoon / Mrs. Akaffou
A: What is Mrs. Akaffou doing this afternoon?
B: Mrs. Akaffou is planning her time table / She is planning her time table.
4. Take his car from the garage / this morning / Breki.
A: What is Breki doing this morning?
B: Breki is taking his car from the garage / He is taking his car from the garage.
5. Go back to his village Toukouzou / tomorrow / Mr Leba
A: What is Mr Leba doing tomorrow?
B: Mr Leba is going back to his village Toukouzou / He is going back to his village Toukouzou.
6. Cook their “Kplé bah” meal / for this afternoon / Glazahi and his wife
A: What are Glahi and his wife doing this afternoon?
B: Glahi and his wife are cooking their “Kplé bah” meal / They are cooking their “Kplé bah” meal.
7. Publish his new novel / tomorrow morning / Opperi
A: What is Opperi doing tomorrow morning?
B: Opperi is publishing his new novel / He is publishing his new novel.

Session 3
COMMUNICATION ACTIVITY

(À titre indicatif)

- 1- Her name is Kouhon. She is my grandmother.
- 2- Bla is my aunt and Blé is my uncle.
- 3- My brother-in-law is Messou and his wife is Hortense.
- 4- Yes, we are celebrating my birthday this afternoon.

LESSON 2: A SUNDAY WITH MY FAMILY

SESSION 1

Activity 1:

ERRATUM

Dans l'activité 1 de cette séance, la banque de mots ou groupes de mots ci-dessous a été omise : **a bedsheet – a mat – a pillow – to switch on – a blanket – to switch off.** Merci de les copier au tableau avant de le soumettre au apprenants.

1- to **switch on**

4- a

blanket 2- a pillow

5- a mat

3- a bedsheet

6-

switch off

Activity 2:

1- **g**

5- **b**

2- **d / e**

6- **e**

3- **a / b**

7- **c**

4- **f**

Activity 3:

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

B: She usually goes to church on Sundays

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

B: He usually goes to mosque on Fridays.

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

B: He usually sets the bedsheet before sleeping.

4. A: What do Isabelle and Esther usually do when they want to light up the bedroom?
B: They usually switch on the light when they want to light up the bedroom.
- 5- A: What do you usually do when you are ready to go to bed?
B: I usually switch off the light when I am ready to go to bed.
- 6- A: Why does Hyacinthe usually use a pillow?
B: He usually uses a pillow to put his head on it.
- 7- A: What do Muslims usually do with mats at mosque?
B: They usually pray on them.

SESSION 2

Activity 1:

- | | |
|--------------------------|------------------------|
| 1- to brush teeth | 4- to iron the clothes |
| 2- to mow the lawn | 5- to make up |
| 3- to shave the beard | 6- to cut nails |

Activity 2:

- | | |
|-----------------------|-----------------|
| 1- brush teeth | 4- Iron |
| 2- Shave | 5- Make up |
| 3- Cut nails | 6- Mow the lawn |

Activity 3:

1. **A: When did Copa shave his beard?**
B: He shaved his beard last Sunday.
2. A: What did Mom do yesterday? B: She ironed the clothes.
3. A: When did Kimbo mow the lawn?
B: He mowed the lawn two weeks ago.
4. A: What did the women do after their bath?
B: They made up.
5. A: What did Fallone do last Monday?
B: She cut her nails.
6. A: When did the housewife use a perfume?
B: She used her perfume two days ago.

Session 3 COMMUNICATION ACTIVITY

(À titre indicatif)

- 1- I brush my teeth, I switc off the light, take a bath, go to school, learn my lesson, do my homeworks...
- 2- I usually go to church / mosque, play video games, football, do make up, cut nails...
- 3- Last week, I ironed my clothes, cut my nails, mowed the lawn...

LESSON 3: THE “TCHONRON” SOUP

SESSION 1

Activity 1:

- | | | |
|---------------|----------------|----------|
| 1. groundnuts | 4. bean leaves | |
| 2. crab | 5. prawn | |
| 3. | potash | 6. beans |

Activity 2:

butter – mango

Activity 3:

1. must
2. must
3. must not.
4. must
5. must

SESSION 2

Activity 1 :

- | | |
|-------------|------|
| 1- b | 5- d |
| 2- f | 6- g |
| 3- a | 7- e |
| 4- c | |

Activity 2 :

- 1- **boil**, 2- roast, 3- taste, 4- chop, 5- season, 6- fry

Activity 3 :

1- Don't put too much salt in the soup.

2- b) Wash the vegetables. 3- b) Roast the eggs.

4- b) Taste the soup before serving. 5- b) Boil the eggs

6- b) Chop the vegetables. 7- b) Don't grind rice.

8- b) Season the soup when you are cooking.

SESSION 3

COMMUNICATION ACTIVITY

(À titre indicatif)

1. Omelette.

2- Ingredients: oil, salt, eggs, onions, tomatoes, pepper.

3- The steps :

- You must break the eggs;
- You must put the oil into the pot;
- You must chop up the onions, pepper and tomatoes;
- You must add the onions, pepper and tomatoes to the oil in the pot;
- You must put the eggs into the pot;
- You cook the omelette for five minutes.

LET'S RECAP 2 :		
1- e	2- g	3- j
4- a	5- c	6- d
7- b	8- f	9- h
10- i		

UNIT 3: TIME AND DATE

LESSON 1: WHAT'S THE WEATHER LIKE IN DECEMBER?

SESSION 1

ACTIVITY 1 :

1- It is **sunny** 2- it is cloudy

rainy

cold 5- it is hot 6- it is windy

3- it is

4- it is

ACTIVITY 2 :

A: What's the weather like in picture 1?

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

A: What's the weather like in picture 2?

B: The weather is cloudy / It is cloudy

A: What's the weather like in picture 3?

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

A: What's the weather like in picture 4?

B: The weather is cold / It is cold

A: What's the weather like in picture 5?

B: The weather is hot / It is hot.

A: What's the weather like in picture 6?

B: The weather is windy / It is windy /The
wind is blowing

ACTIVITY 3:

1-**rainy**

2-fine

3-bad

4-cloudy

5-cold

6-sunny

7-hot

SESSION 2

ACTIVITY 1

ERRATUM

A l'item 2, écrire plutôt : u-t-A-m-a-u-n, au lieu de a-t-A-m-u-n

1- **Winter** 2- Autumn 3- Spring 4- Dry season 5- Summer 6- Rainy season

ACTIVITY 2:

1-rainy 2-dry 3-Summer 4- Autumn 5- Spring
6-Winter

ACTIVITY 3:

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

SESSION 3

- 1- Dry season / rainy season
- 2- From November to March, we have the dry season.
.From April to October, we have the rainy season.
- 3- In the dry season, it's very hot / cold and we have the harmattan. It's windy. In the rainy season, it rains a lot and the weather is usually cloudy.

LESSON 2 : TIME IS MONEY

SESSION 1

ACTIVITY 1:

1- schedule 2- breakfast 3-lunch 4-dinner
5- watch 6- midnight

ACTIVITY 2:

ERRATUM

Dans cette activité l'exemple a été omis. Prière demander aux apprenants de recopier la proposition ci-dessous:

Example: 1 A: What does Malika usually do in the morning?

B: She usually has breakfast

1- A: What does Malika usually do at noon?

B: She usually has lunch.

2- A: What does Malika usually do in the afternoon?

B: She usually studies her lessons.

3- A: What does Malika usually do in the evening?

B: She usually has dinner.

4- A: What does Malika usually do at night?

B: She usually watches TV.

5- A: What does Malika usually do at midnight?

B: She usually sleeps / goes to bed.

ACTIVITY 3:

- 1- **A: What time does Mummy cook the meal?**
B: She cooks the meal at 11 o'clock.
- 2- A: What time do the children wake up?
B: They wake up early in the morning.
- 3- A: What time do you have tea?
B: We have tea at dinner.
- 4- A: What time do the students learn English?
B: They learn English every day.

SESSION 2

ACTIVITY 1: matching

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

ACTIVITY 2:

- a) **6.45 pm: Quarter to seven in the evening**
- b) 8.06 am: Six past eight in the morning
- c) 1 pm: One o'clock in the evening
- d) 9.30 am: half past nine in the morning
- e) 11.12 am: twelve past eleven in the morning
- f) 2.15 pm: quarter past two in the evening
- g) 12 am: twelve o'clock in the morning

ACTIVITY 3:

- 1- **It's 7 o'clock. I'm going to school**
- 2- Every morning, I get up at **6 am**
- 3- It's **half** past six, I'm getting ready to go to school
- 4- My father is a teacher. He comes back from work at **7 pm** every day.
- 5- Every morning, I have breakfast at **6 am** before going to school.
- 6- What time is **lunch**, please? 12 o'clock or 13 o'clock?

SESSION 3: writing COMMUNICATION

ACTIVITY

À titre indicatif

- 1- September 23rd
- 2- The ceremony is going to start at 9 am and finish at 6 pm.
- 3-
 - At 10 o'clock, we are going to cook the meal;
 - At 12 am, we are going to eat and drink;
 - From 2 pm to 4 pm, we are going to play music and dance ;
 - At 6 pm, we are going to cut up and share the birthday cake.

LESSON 3: ADON'S SCHEDULE

SESSION 1

ACTIVITY 1:

1- schedule 2-class 3-subjects 4-civics
5-gardening 6-physical education

ACTIVITY 2:

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

ACTIVITY 3:

À titre indicatif

Next Saturday, I'm going to visit my aunt, first. Next, I am going to play computer games. Finally, I am going to have a picnic with my friends.

SESSION 2

ACTIVITY 1:

1-messy	2-take	3-resume	4-test
	5-planning		6-tidy
	7-quiz		

ACTIVITY 2:

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

ACTIVITY 3:

Every morning when Aude gets up, first, she brushes her teeth. Second, she takes her breakfast. Then she goes to school. Next, she comes back from school and eat dinner. After that, she studies her lessons. Finally, she goes to bed.

SESSION 3: **COMMUNICATION ACTIVITY** À titre indicatif

1)

From Monday to Friday	Go to school / do my homework / learn my lessons
Saturday	Visit my parents / have picnic / play video games
Sunday	Go to church / wash my school uniform / study my lessons

2)

From Monday to Friday, I am going to go to school. When I come back home, I am going to do my homework and I learn my lessons. On Saturday, I am going to visit my parents. After that, I am going to have a picnic or play

video games with my friends. On Sunday, first, I am going to go to church. After that, I am going to wash my school uniform. Finally, I am going to study my lessons for the coming week.

LET'S RECAP 3:		
1- e	2- a	3- g
4- j	5- h	6- i
7- d	8- f	9- c
10- b		

UNIT 4: JOBS AND OCCUPATIONS

LESSON 1: WHAT'S YOUR MOTHER JOB?

SESSION 1

ACTIVITY 1:

ERRATUM

Dans la banque de mots il est écrit cahier au lieu de cashier.

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

ACTIVITY 2:

- 1- **A: what does a barber do?**

B: He cuts men's hair.

- 2- A: What does an architect do?

B: He makes house designs.

- 3- A: What does a plumber do?

B: He repairs water pipes.

- 4- A: What does a waitress do?

B: She serves food to people in a restaurant.

- 5- A: what does a housemaid do?

B: She cleans houses.

- 6- A: What does a cashier do?

B: She / He collects money.

ACTIVITY 3:

- 1- A: What does Antoine do?

B: Antoine is a barber.

- 2- A: What does Thierry do?

B: Thierry is an architect

- 3- A: What does she do?
B: She is a cashier.
- 4- A: What do they do?
B: They are plumbers.
- 5- A: What does Sophie do?
B: Sophie is a housemaid.
- 6- A: What does she do?
B: She is a waitress.

Session 2

Activity 1

Erratum

À l'item 1 (l'exemple), il est écrit "tnteDs" au lieu de "itneDs". Prière demander aux apprenants de le corriger.

1- Dentist 2- Pilot 3- Cook 4- Car washer 5- Lawyer 6- Engineer

ACTIVITY 2:

ERRATUM

Dans la colonne A deux items sont de trop (**3- Computer scientist / 5- Engineer**)

Prière demander aux apprenants de les supprimer.

1-d 2- h 4- a 6- c 7-b 8-d 9-e 10-f

ACTIVITY 3:

1- her 2- his 3- our 4- their 5- mine 6- your 7-theirs

SESSION 3

COMMUNICATION ACTIVITY

A titre indicatif

My mother's name is Affoué. She is a housemaid. Every day, she wakes up at 6 am. First, she sweeps the floor. Then, she cooks breakfast. After that, she goes to the market. When she comes back, she cooks the meal for lunch. In the evening, she serves dinner to the family members.

LESSON 2: WHAT DO YOU USE A MAP FOR ?

SESSION 1

ACTIVITY 1:

1- **Camera** 2- trowel 3- hoe 4-
electric clippers 5- handsaw 6- syringe 7- ladle 8- whistle

ACTIVITY 2:

1-e 2- g 3- d 4- h 5- f
6- a 7-b 8-c

ACTIVITY 3:

- 1- **A: What is a camera used for?**
B: It is used for taking photographs.
- 2- A: What is a trowel used for?
B: It is used for spreading mortar on bricks.
- 3- A: What is a hoe used for?
B: It is used for digging the soil.
- 4- A: What are electric clippers used for?
B: They are used for cutting hair.
- 5- A: What is a syringe used for?
B: It is used for making injections.
- 6- A: What is a whistle used for?
B: It is used for drawing attention and direct the traffic.
- 7- A: What is a ladle used for?
B: It is used for serving sauce or soup into dishes.

SESSION 2

ACTIVITY 1:

1- **Law book**

scales

machine

2- clipper

4- sewing

5- sponge

3-

6- tray

ACTIVITY 2:

1-c

2- f

3- e

4- b

5-a

6-d

ACTIVITY 3:

1- **A: Whose book is this?**

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

2- A: Whose shearer is this?

B: It is the barber's

3- A: Whose scales are these? B: They are the greengrocer's

4- A: Whose sewing machine is this?

B: It is the dressmaker's 5- A: Whose sponge is this?

B: It is the car washer's 6- A: Whose tray is this?

B: It is the waitress'

SESSION 3

COMMUNICATION ACTIVITY

À titre indicatif

My father is a nurse and my mother is a waitress. My father uses a syringe to do his job. My mother uses a ladle to do her job. A syringe is used for making injections. And a ladle is used for serving soup or sauce into dishes.

LESSON 3: WHERE DOES AUNT ENOH WORK ?

SESSION 1

ACTIVITY 1:

ERRATUM

Dans la banque de mots **office** doit être remplacé par **bakery**.

- | | | |
|-----------------------|------------------|-------------|
| 1-fire station | 2- building site | 3- |
| car wash | 4- bakery | 5-law court |
| 6-green grocer's shop | 7- restaurant | 8- |
| supermarket | | |

ACTIVITY 2:

Erratum :

- Remplacer la consigne par celle-ci : *“With your neighbour ask and answer questions using the appropriate work places from the box below. Number 1 is an example.”*
- Ajouter “Restaurant” à la liste des mots.

1- A: Where does a veterinarian work?

B: She works in an animal hospital

2- A: Where does a waitress work?

B: She works in a restaurant

3- A: Where does a police officer work?

B: He works in a police station

4- A: Where does a baker work?

B: He works in a bakery

5- A: Where does a cashier work?

- B: She works in a supermarket
- 6- A: Where does a fireman work?
B: He works in a fire station
- 7- A: Where does a barber work?
B: He works in a barber's shop

SESSION 2

ACTIVITY 1:

1-g ; 2- h ; 3- d ; 4- e ; 5- a ; 6- c ; 7-b ; 8-f

ACTIVITY 2:

1-b ; 2-d ; 3-a 4-c

ACTIVITY 3:

- 1- **A: What is the barber's shop like?**
B: It is narrow
- 2- A: What is Mum's kitchen like?
B: It is good smelling
- 3- A: What is the hall of the airport like?
B: It is spacious
- 4- A: What is the hotel like?
B: It is comfortable
- 5- A: What is your school library like?
B: It is tidy
- 6- A: What is their school yard like?
B: It is dirty

SESSION 3:

COMMUNICATION ACTIVITY

À titre indicatif

My father is a nurse and my mother is a waitress. My uncle is a fireman.

My father works in a hospital. My mother works in a restaurant and my uncle works in a fire station.

LET'S RECAP 4:		
1- h	2- e	3- f
4- a	5- c	6- b
7- g	8- j	9- d
10- k	11- i	

UNIT 5: CLOTHES AND COLOURS

LESSON 1: AT THE MARKET PLACE

ERRATUM

Dans la GOOD TO KNOW (Vocabulary content), les mots “Pyjamas” et “Scarf” ont été répétés. Veuillez en supprimer un de chaque.

SESSION 1

ACTIVITY 1 :

1- A hat

pyjamas

sandals 6- a ring

2- a scarf 3-

4- earrings 5-

ACTIVITY 2:

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

2- A: What is she wearing?

B: She is wearing earrings. 3- A: What is he wearing?

B: He is wearing pyjamas. 4- A: What are they

wearing?

B: They are wearing rings. 5- A: What is she

wearing?

B: She is wearing a scarf.

7- A: What is he wearing?

B: He is wearing sandals.

ACTIVITY 3:

Listening passage :

a hat – sandals – earrings

SESSION 2

ACTIVITY 1

ERRATUM

Dans la consigne,

- il fallait lire : “each article of clothing” au lieu de “each clothe”. L’écrire au tableau et demander aux apprenants de le corriger dans leurs livrets au stylo rouge ;
- ajouter “Panties” à la liste des mots.

1- **handbag** 2- trainers 3-
underpants 4- a dress 5- a
necklace 6- panties

ACTIVITY 2:

- 1- **A. Do women teachers wear handbags at school?**
B. Yes, they do.
- 2- A. Does the President of the Republic of Côte d’Ivoire wear trainers?
B. No, he doesn’t.
- 3- A. Does a girl student wear night gown at school?
B. No, she doesn’t.
- 4- A. Do you wear a pair of jeans at school?
B. No, I don’t.
- 5- A. Do boy students wear khaki uniforms at school?
B. Yes, they do.

ACTIVITY 3:

Listening passage:

a necklace – panties – trainers – a ring

SESSION 3

COMMUNICATION ACTIVITY:

Listening passage

Pen-friend: Hello Curtis. Can I ask you some questions?

Boy: Hi, John. Yes, you can.

Pen-friend: What clothes do boys and girls wear at school?

Boy: Well, boys wear khaki uniforms and girls wear blue skirts and white blouses.

Pen-friend: And what do teachers wear for school?

Boy: It depends. Men wear trousers or jeans, shirts, t-shirts or suits with ties and a watch. Women wear, skirts, wrappers, blouses and earrings.

A-

1-Boys wear khaki uniforms.

2-Girls wear blue skirts and white blouses.

3- Teachers :

- Men: Trousers or jeans, shirts, t-shirts or suits with ties and a watch.

- Women: Skirts, wrappers, blouses and earrings.

B- À titre indicatif :

- At home, my father wears a bubu and sandals. My mother wears a wrapper, a blouse and a scarf.
- At work, my father wears a suit and a tie. My mother wears a dress and a necklace.

LESSON 2: MY FAVOURITE CLOTHES

Erratum: Rajouter “Tank top”, “Swimsuit”, “Underwear” et “Ring” dans la liste des mots de vocabulaire à enseigner (vocabulary content). Les écrire au tableau et demander aux apprenants de les corriger dans leurs livrets d’activités.

SESSION 1

ACTIVITY 1:

Erratum

Demander aux apprenants de mettre l’un des “t” de l’item 4 en Majuscule au stylo rouge. (k-a-n-t-p-o-T)

- 1- **Belt**
- 2- Bracelet
- 3- Gloves
- 4- Tank top
- 5- Watch
- 6- Bra

ACTIVITY 2

- | | | |
|----------------|-----------|-------------|
| 1- belt | 2- gloves | 3- bracelet |
| 4- bra | 5- watch | 6- swimsuit |

ACTIVITY 3:

- 1- **A: What do we wear on trousers to catch it?**
B: It is a belt.
- 2- A: What do we wear to show the time?
B: It is a watch.
- 3- A: What do girls wear under their blouse?
B: It is a bra.
- 4- A: What do we wear to decorate hands (wrist)?
B: It is a bracelet.

- 5- A: What do we wear to protect hands?
B: There are gloves.
- 6- A: What do boys wear under their shirt?
B: It is an undershirt.

SESSION 2

ACTIVITY 1:

1- yellow

2- green

3- blue

4- orange

5- purple

6- grey

ACTIVITY 2:

1- A: What is this?

B : This is a brown belt

2- A: What are these?

B: These are yellow gloves

4-A: What is this?

B: This is a black watch

5- A: What is this?

B: This is a brown belt

ACTIVITY 3:

1- A: What colour is the dress?

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

2- A: What colour is the shirt?

B: It's green, red, purple, blue and orange

3- A: What colour is the skirt?

B: It's green and white

4- A: What colour is the blouse?

B: It's blue and orange

5- A: What colour is the jacket / shirt / tie?

B: The jacket is blue / The tie is red / The shirt is white.

SESSION 3 : (listening) COMMUNICATION

ACTIVITY

Erratum:

- Dans l'introduction, il faut lire: "**clothes items**" au lieu de "**chothe items**". L'écrire au tableau et demander aux apprenants de le corriger dans leurs livrets au stylo rouge.
- Dans la question 2, il faut lire "**each clothes item**" au lieu de "**each clothe**".

Listening passage

Hi, everybody. I have got a lot of nice clothes for you. I have trousers and jeans, shirts, pyjamas and shoes for men. The trousers are black, the jeans are blue, the shirts are green and white, and the shoes are black. For women I have underwears, handbags, skirts and scarves. The scarves are brown, the handbags are red and the skirts are pink. I also have T-shirts, sweaters, shorts and socks for young people. The T-shirts and sweaters are green, red, and pink. The shorts and socks are grey. Do you like them?

1. The clothes the Ghanaian trader is selling are :
 - for men : trousers, jeans, shirts and shoes, pyjamas;
 - for women : underwears, handbags, skirts and scarves;
 - for young people : T-shirts, sweaters, shorts and socks.
2. The colour of each clothe is :

Clothes	Colours	Clothes	Colours
trousers	black	T-shirts	green, red and pink
jeans	blue	sweaters	green, red and pink
shirts	green and white	shorts	grey
shoes	black	socks	grey
underwears	red	skirts	pink
handbags	red	scarves	brown

3. À titre indicatif

I prefer blue jeans , yellow T-shirts and black shoes.

LESSON 3 : CAN I HELP YOU ?

SESSION 1

ACTIVITY 1:

- 1- **101: one hundred and one**
- 2- Three hundred and five: 305
- 3- 302: Three hundred and two
- 4- 986: Nine hundred and eighty-six
- 5- 758: Seven hundred and fifty-eight
- 6- Seven hundred and seventy-seven: 777

ACTIVITY 2:

Listening passage:

- 1- The bra costs 5,000 cfa
2. The watch costs 13,500 cfa
3. The swimsuit costs 2,500 cfa
4. The bracelet costs 12,700 cfa

ACTIVITY 3:

1. **A: How much does this belt cost?**
B: It costs 2,500
2. A: How much do these gloves cost?
B: They cost 2,000
3. A: How much do these trainers cost?
B: They cost 15,000
4. A: How much does this bracelet cost?
B: It costs 25,000
5. A: How much does this underwear cost?
B: It costs 1,500
6. A: How much do these panties cost?
B: They cost 2,000

SESSION 2

ACTIVITY 1 :

- 1- **2,442: Two thousand, four hundred and forty-two**
2- 7,666: Seven thousand, six hundred and sixty-six
3- 12,586: Forty-five thousand, six hundred and five
5- Four thousand, six hundred and sixty-six: 4, 666
6- 10,888: Ten thousand, eight hundred and eighty-eight

ACTIVITY 2:

Erratum:

Donner le numero 1 à titre d'exemple: 1-prefer.

- 1- prefer 2- would 3- likes 4- 'd rather
wear 5-'d prefer 6- rather

ACTIVITY 3:

Erratum:

A l'item 4, il faut lire "**a new handbag**" au lieu de "**new handbag**". L'écrire au tableau et demander aux apprenants de le corriger dans leurs livrets au stylo rouge.

- 1- **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

- 2- **You: He has got a nice shirt.**

Your partner: Oh, really? What colour is it?

You: It is green.

Your partner: And how much does it cost?

You: It costs 3,500 cfa.

3- You: My sister has bought a new skirt.

Your partner: Oh, really? What colour is it? **You:** It is blue.

Your partner: And how much does it cost?

You: It costs 4,000 cfa.

4- You: I have bought a new handbag.

Your partner: Oh, really? What colour is it?

You: It is red.

Your partner: And how much does it cost?

You: It costs 6,500 cfa

SESSION 3:

COMMUNICATION ACTIVITY

Erratum:

Dans l'introduction, il faut lire: "**clothes seller**" au lieu de "**clothe seller**".
L'écrire au tableau et demander aux apprenants de le corriger dans leurs livrets au stylo rouge.

Listening text

Seller: Come and buy, everybody! There are clothes for you! Men and women can wear them, come and buy!

Customer: Hello, how much are these clothes?

Seller: Which? These black suits are 10,500 cfa, the caps are 1,000 cfa, and the grey pair of trainers is 6,000cfa. They are cheap!

Customer: And how much is an underwear for a woman?

Seller: Only 1,300 cfa. Women can have other clothes: handbags, skirts and scarves. The skirts are brown, green and grey. The brown skirts are 2,000 cfa, the green ones are 3,000 cfa; and the grey scarves are 25,000 cfa. Here are coloured wrappers for women.

Costumer: And how much do they cost?

Seller: 12,000 cfa each. Which one would you prefer?

1- Names of clothes: suits, caps, trainers, underwears, handbags, skirts, scarves, wrappers.

2- Price of each clothing item :

Suits: 10,500 cfa

Caps: 1,000 cfa

Trainers: 6,000 cfa

Underwear: 1,300 cfa

Brown skirts: 2,000 cfa / Green skirt: 3,000 cfa

Grey scarves: 25,000 cfa

Wrappers: 12,000 cfa

3- A titre indicatif

I prefer black suits, black shoes, white shirts and pink ties. / I prefer blue skirts, white underwears, black bras and green scarves.

Erratum:

Dans la colonne de droite du **Let's recap 5**, une erreur s'est glissée à l'item (g). Il faut lire "**blue**", et non "**bleu**". Merci de demander aux apprenants de le corriger dans leurs livrets d'activité au stylo rouge.

LET'S RECAP 5:		
1-a	2- d	3- g
4- b	5- c	6- f
7- h	8- e	9- k
10- i	11-j	12. l

UNIT 6: FOOD AND DRINKS

LESSON 1 : WHAT'S ON THE MENU TODAY?

SESSION 1

ACTIVITY 1:

Erratum:

- Rectifier la numérotation des items: “1; 2; 3; 4; 5; 6” au lieu de “1; 2; 3;4; 3; 6” Demander aux apprenants de la corriger dans leurs livrets au stylo rouge.
- Dans l’item nouveau, il faut ajouter “s” au deuxième groupe de lettres proposées; soit “s-g-e-v-a-t-e-l-e-b” au lieu de “g-e-v-a-t-e-l-e-b”.

1. **Mixed salad**
2. Avocado puree
3. Ice cream
4. Sandwich
5. Mixed vegetables
6. Milkshake

ACTIVITY 2:

Listening passage

- Number 1 is mixed salad
- Number 2 is sandwich
- Number 3 is milkshake glass
- Number 4 is avocado puree
- Number 5 is ice cream
- Number 6 is mixed vegetables

ACTIVITY 3 :

- 1- **Mixed salad / a sandwich**

Your partner: What would you prefer, mixed salad or sandwich? You: I’d prefer (I would prefer) a sandwich.

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

SESSION 2

ACTIVITY 1:

1- Glass of water

- | | |
|----|--------------------|
| 2- | Pinch of salt |
| 3- | Bottle of wine |
| 4- | Slice of pineapple |
| 5- | Piece of bread |
| 6- | Handful of rice |

ACTIVITY 2:

Listening passage

- Number 1 is **glass of water**
- Number 2 is **bottle of wine**
- Number 3 is **piece of bread**
- Number 4 is **slice of pineapple**
- Number 5 is **handful of rice**
- Number 6 is **pinch of salt**

ACTIVITY 3:

1- 'd **rather** 2- prefer 3- prefer 4- prefers 5- 'd rather
6- would rather

SESSION 3 : listening COMMUNICATION

ACTIVITY

ERRATUM

Dans la consigne 2, le mot "Coke" a été répété. Veuillez en supprimer un.

Listening passage

Welcome, dear customers. Please let me give you the menu of today! We have fruit salad, avocado and eggs with bread as starters. Then for main dish we have rice with peanut soup, pounded plantain with okra soup, fried chicken with "attieké" and "alloko" with fried fish. For deserts, you can have yoghourt, a slice of pineapple or ice cream.

For drinks, there are mineral water and wine. There are also orange juice, sorrel juice, soda. Now you can order what you would like to eat and drink.

1-

Starters: fruit salad; avocado; eggs; bread.

Main dish: rice and peanut soup; pounded plantain with okra soup; fried chicken with “attiéké” and “alloko” with fried fish.

Dessert: yoghurt; pineapple; ice cream

Drinks: mineral water; wine; orange juice; sorrel juice, soda.

2-

Water; wine; orange juice; sorrel juice; soda

3-

I would rather have some fruit salad with bread, rice and peanut soup, ice cream and orange juice.

My friend, Koffi prefers avocado and bread, pounded plantain with okra soup, pineapple and sorrel juice.

LESSON 2: KEEP FIT WITH DIET

SESSION 1

ACTIVITY 1:

1- guava

2- lemon

3- watermelon

4- soursop

5-

6- grape

mandarin

ACTIVITY 2:

Listening passage

Number 1 is guava

Number 2 is grape

Number 3 is lemon

Number 4 is watermelon

Number 5 is soursop

Number 6 is mandarin

ACTIVITY 3:

1. **A: How many parts of fruits are there in box number 1?**
B: There are four parts of fruits.
2. A: How many parts of fruits are there in box number 2?
B: There are two parts of fruits.
3. A: How many parts of fruits are there in box number 3?
B: There are three parts of fruits.
4. A: How many parts of fruits are there in box number 5?
B: There are two parts of fruits.

SESSION 2

ACTIVITY 1:

1-taro 2- cabbage 3- yam 4- cassava 5- pepper
6- cucumber

ACTIVITY 2:

Listening passage

- Number 1 is **taro**
- Number 2 is **cucumber**
- Number 3 is **cabbage**
- Number 4 is **yam**
- Number 5 is **cassava**
- Number 6 is **pepper**

ACTIVITY 3:

- 1- A mango / a coconut (delicious)
⇒ A mango is more delicious than a coconut.
- 2- A carrot / a chilli (delicious)
⇒ A carrot is more delicious than a chilli.
- 3- A kilo of carrot / a kilo of chilli (expensive)

- ⇒ A kilo of carrot is more expensive than a kilo of chilli.
- 4- Tomatoes / cassava (beautiful)
⇒ Tomatoes are more beautiful than cassava.
- 5- Taros / eggplants (difficult to find)
⇒ Taros are more difficult to find than eggplants.

SESSION 3:

COMMUNICATION ACTIVITY

Listening passage

When I go shopping, I always have a shopping list. At the market I usually buy rice, cassava and fish. I also buy mangoes, oranges, and pineapples. I always buy some tomatoes, onions, chillies and aubergines. I never buy meat at the market because it is more expensive at the market than in the shop. But the fruit and vegetables are cheaper there than in the shop. It is in the shop nearby that I buy the meat, oil, sugar and salt. I also buy bread there.

- 1- The fruit and vegetables he buys are: cassava; mangoes; oranges; pineapples; tomatoes; onions; chillies and aubergines.
 - 2- He buys meat; oil; sugar and salt.
 - 3- Meat at the market is more expensive than in the shop. /
Meat in the shop is cheaper than at the market.
 - Vegetables at the market are cheaper than in the shop. /
Vegetables in the chop are more expensive.
- 4- À titre indicatif
At the market place my mother buys aubergines, meat, oil, salt, tomatoes, onions, rice to prepare food for the family.

LESSON 3: WHAT'S YOUR FAVOURITE MEAL?

SESSION 1

ACTIVITY 1:

1-cake
crackers
sweets

2- cookies 3-
4- sugar 5-
6- cheese

ACTIVITY 2:

Listening passage

- Number 1 is **cake**
- Number 2 is **sweets**
- Number 3 is **cookies**
- Number 4 is **crackers**
- Number 5 is **cheese**
- Number 6 is **sugar**

ACTIVITY 3:

1- Cook the meal!

2- Taste the food!

3- Pound the plantains! **4- Cut up the onions!**

5- Crack the eggs in the bowl!

6- Add a pinch of salt!

SESSION 2

ACTIVITY 1:

1-salty food
healthy food
5- fatty food

2- sugary food 3-
4- spicy food

6- sour food

ACTIVITY 2:

Definitions	Categories of food
1- Food with a lot of salt	Salty food
2- Food with vinegar taste	Sour food
3- Food with a lot of pepper	Spicy food
4- Food with a lot of sugar	Sugary food
5- Good food, with a lot of vitamin	Healthy food
6- Food with a lot of oil	Fatty food

ACTIVITY 3:

ERRATUM

- Il faut supprimer la case 8, car les items s'arrêtent à 7.
- Lire "onto" au lieu de "on to" dans l'item (e).

1	2	3	4	5	6	7
b	g	c	a	d	f	e

SESSION 3 COMMUNICATION ACTIVITY

Listening text

I am Lidwin, and I am a cook. I am going to tell you about a special recipe. It is called « Super meat ». To cook it, I need a half kilo of fresh meat, two onions , some fresh tomatoes, some pepper and salt, a little oil, garlic, and some aubergines.

First you wash the ingredients, secondly you cut up the onions and tomatoes and the meat; next, you boil all the ingredients in a sauce pan and crush them. Then you put them on the fire for 5 minutes. After this you fry the meat for some minutes to obtain a golden colour. Finally you put all of them together and the « super meat » is ready. You can eat it with "attiéké" or rice!

- A- It is called "Super meat".
- B- The ingredients :
- Fresh meat;
 - Onion;
 - Fresh tomatoes;
 - Pepper;
 - Salt;
 - Oil;
 - Garlic;
 - Aubergines.
- C- The cooking steps :
- 1- First, wash the ingredients;
 - 2- Second, you cut up the onions and tomatoes and the meat;
 - 3- Next, you boil all the ingredients in a sauce pan and crush them;
 - 4- Then you put them on the fire for 5 minutes;
 - 5- After this you fry the meat for some minutes to obtain a golden colour;
 - 6- Finally you put all of them together.

LET'S RECAP 6 :		
1-d	2- e	3- f
4- j	5- a	6- g / i
7- i / g	8- c	9- h
10- b		

UNIT 7: HEALTH AND ENVIRONMENT

LESSON 1: I TAKE CARE OF MY BODY

SESSION 1

ACTIVITY 1 :

ERRATUM

Inverser l'ordre des mots de l'item 4, soit "**l-i-T-o-t-e a-p-e-p-r**" au lieu de "**a-p-e-p-r l-i-t-o-t-e**". L'écrire au tableau et demander aux apprenants de le corriger dans leurs livrets au stylo rouge.

1-Soap 2-Towel 3-Shaver 4-
Toilet paper 5-Bra 6-Shampoo 7- hand
sanitizer

ACTIVITY 2 :

ERRATUM

F) a liquid preparation for washing **hair** et non **hand** = 8-**shampoo**

Numbers	1	2	3	4	5	6	7	8	9	10	11	12
Answers	h	c	d	b	a	i	e	f	g	l	j	k

ACTIVITY 3 :

1- **mustn't** 2-must 3- mustn't 4-
must 5-must6- mustn't
7- must 8- mustn't

SESSION 2

ACTIVITY 1 :

Number s	1	2	3	4	5	6	7	8	9	10
Answers	h	d	a	f	e	j	g	b	i	c

ACTIVITY 2:

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

ACTIVITY 3:

- 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)?**
⇒ What does your sister have to do to be clean?
B: (cut nails/ clippers)
⇒ She has to cut her nails with clippers.
- 3- **A: (Aya/ protect her teeth)?**
⇒ What does Aya have to do to protect her teeth?
B: (brush teeth/ toothpaste)
⇒ She has to brush her teeth with a toothpaste.

4- **A: (your mother/ keep hair clean)?**

⇒ What does your mother have to do to keep her hair clean?

B: (wash hair/ shampoo)

⇒ She has to wash her hair with shampoo.

SESSION 3

Communication activity: Reading

1- It is not important to take care of your body.	T / F	L1
2- Diseases are not related to lifestyles.	T/ F	L5
3- It is not important to practise sport.	T/ F	L8
4- Food can cause diseases like diabetes, high blood pressure, etc.	T / F	L9-10
5- Athlete foot is a disease.	T / F	L7
6- The text says that your life duration has nothing to do with body hygiene.	T/ F	L6
7- High blood pressure is not a malady.	T/ F	L9-10

ERRATUM

Demander aux apprenants de supprimer la preposition “to” à la ligne 9 du texte.

LESSON 2: KEEP YOUR ENVIRONMENT SAFE

SESSION 1

ACTIVITY 1:

- 1- **air pollution** 2- noise pollution 3- flood
4- water pollution 5- bushfire
6- soil pollution

ACTIVITY 2:

Numbers	1	2	3	4	5	6	7
Answers	e	f	g	c	b	d	a

ACTIVITY 3:

- 1- **Climate change is caused by gas emission / Climate change is due to gas emission.**
- 2- Deforestation is caused by cutting trees / Deforestation is due to cutting trees.
- 3- Air pollution is caused by smoke and car fumes / Air pollution is due to smoke and car fumes.
- 4- Noise pollution is caused by traffic, machine and loud music / Noise pollution is due to traffic, machine and loud music.
- 5- Bushfire is caused by hot weather or fire incident. / Bushfire is due to hot weather or fire incident.

SESSION 2

ACTIVITY 1:

ERRATUM

- Dans la banque de mots, il faut lire **renewable** et non **fenewable**.
- Donner la réponse numéro 1 à titre d'exemple.

- 1- to recycle
- 2- renewable
- 3- to replant
- 4- biodegradable
- 5- fumes
- 6- firebreak

ACTIVITY 2:

Numbers	1	2	3	4	5	6	7
Answers	e	a	b	g	c	f	d

ACTIVITY 3:

- 1- shouldn't
- 2- shouldn't
- 3- should
- 4- shouldn't
- 5- should
- 6- should
- 7- should
- 8- shouldn't

SESSION 3

Communication activity: Reading

- 1- The principal problems in most cities are air and water pollution.
- 2- The three human activities that are the basis of air pollution are:
 - careless smokers;
 - bushfire;
 - traffic.
- 3- Yes, it is. It troubles urban populations quietness (line 3-4)
NB: Teacher may accept any other answer.
- 4- The overuse of water, the water quality and the availability of aquatic habitats.
- 5- The causes of contamination in cities are the industrial activities: the disposal of wastes.

LESSON 3: HEALTH AND WATER

SESSION 1

ACTIVITY 1:

ERRATUM :

L'item 7 et la réponse g sont à supprimer.

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

ACTIVITY 2 :

1-mosquito net 2- fruit and vegetables 3-
contaminated water
4- washing hands 5- safe food

ACTIVITY 3 :

1- A: What disease can it be when a person has frequent diarrhea and vomiting?

B: It can be cholera.

2- A: What disease can it be when a person has liver infection, fatigue and vomiting?

B: It can be Hepatitis.

3- A: What disease can it be when a person has fever and vomiting due to mosquito bites?

B: It can be malaria.

4- A: What disease can it be when a person has fever and abdominal pain?

B: It can be Typhoid fever.

5- A: What disease can it be when a person has frequent going to the toilet?

B: It can be diarrhea.

6- A: What disease can it be when a person has insufficient blood?

B: It can be anemia.

SESSION 2

ACTIVITY 1:

- 1- filter
- 2- throw
- 3- urinate
- 4- bacteria
- 5- suffer from

ACTIVITY 2:

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:

- 1- You mustn't urinate in the river.
- 2- You must filter water from the river before drinking it.
- 3- You mustn't throw rubbish in the river.
- 4- You must wash your hands before eating.
- 5- You mustn't drink contaminated water.
- 6- You must wash fruit and vegetables before eating them.

SESSION 3

Communication activity:

- 1- Contaminated water and poor sanitation are the causes of diseases related to water.
 - 2- There are:
 - cholera,
 - diarrhea,
 - dysentery (hepatitis A, typhoid, polio).
 - 3- The proportion of people who develop an infection during a hospital stay is 15 %.
 - 4- Drinking water is polluted by inadequate management of urban industrial and agricultural wastewater.
-

LET'S RECAP 7 :

1-f	2- c	3- g
4- a	5- b	6- d
7- e	8- k	9- j
10-h	11-i	

UNIT 8 : SPORTS AND GAMES

LESSON 1: WHAT DO YOU KNOW ABOUT BASKETBALL ?

SESSION 1

ACTIVITY 1:

- 1-**Athletics** 2- Karate 3- Rugby
 4- Judo
 5- Cycling 6-Swimming 7-Football
 8-Basketball

ACTIVITY 2:

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

ACTIVITY 3:

- 1-**Play** 2-do 3-go 4-do 5-go 6-do 7-do 8- do

SESSION 2

ACTIVITY 1:

- 1-**a court** 2- a ball 3- a
 basket 4- a coach 5-a
 dunk 6- a shop 7-a
 scoreboard 8- a referee

ACTIVITY 2:

- 1-**to** 2-to catch the 3-to pass the 4-to play
dribble rebound ball defense
 5-to shoot 6- to score

ACTIVITY 3:

- 1- **is composed of**
- 2- are watched
- 3- is followed
- 4- are paid
- 5- are invited
- 6- was invented

SESSION 3

Communication activity:

- 1- It is basketball
- 2- The two opposed teams are: Chicago Bulls and Los Angeles Lakers.
- 3- It was played in Chicago, in the USA.
- 4- The famous basketball player is Michael Jordan. He delivered one of the well-rounded game.

LESSON 2: A FOOTBALL STAR

SESSION 1

ACTIVITY 1:

Numbers	2	3	4	5	6	7	8	9	10	11
Answers	c	i	h	g	e	f	k	j	a	b

ACTIVITY 2:

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

ACTIVITY 3:

1- **taller**

2- more interesting

3- more
talented

SESSION 2

ACTIVITY 1:

Erratum

Donner la réponse 1 à titre d'exemple.

1- **Performance!**

2- Promising

3- Stars

4- Talents

5- Fans

6- Team work

ACTIVITY 2:

1- **Didier Drogba is one of the b-best African player of all time.**

- 2- Laurent Pokou was one of the **b-fastest** dribbler of his time.
- 3- Cameroon is one of the **c-most powerful** teams in Africa.
- 4- Egypt is the **a- most successful** team at African Cup of Nations.
- 5- The Gambia and Comoros are the **b- newest** team at 2022 African Cup of Nations.

ACTIVITY 3:

A: Who was the best Egyptian player in 2012?

B: Mohamed Salah

A: How many talented players from Ghana are mentioned in the table? B: There are **two (2)**

A: Who are they? (Name them)

B: Kwadwo Asamoah and Dominic Adiyiah

SESSION 3

Communication activity:

Erratum :

A la ligne 9 du texte, il faut lire “until” au lieu de “untilz”.
Demander aux apprenants de le corriger dans leurs livrets au stylo rouge.

A. Best option choosing

1- **C: France**

2- **B: Ghana**

B. Answering

1- Michael Essien was humble and intelligent.

2- His last club is Chelsea.

3- He joined Chelsea in 2005.

LESSON 3: BE AN ACTIVE LEARNER

SESSION 1

ACTIVITY 1:

- | | | |
|--------------|--------------|---------------|
| 1- Awale | 2-Marbles | 3-Ludo |
| 4- Hopscotch | 5- Scrabble | 6- Cards |
| 7- Draughts | 8- Baby foot | 9-Video games |
| 10-Jump rope | | |

ACTIVITY 2:

N°	Sports	N°	Games
1	High jump	1	Jump rope
2	Tennis	2	Hopscotch
3	Rugby	3	Cards
4	Gymnastics	4	Video game
5	Table tennis	5	Scrabble
6	Swimming	6	Marbles
7	Karate		

ACTIVITY 3:

- 1- any more
- 2- no more
- 3- any more
- 4- any more
- 5- no more
- 6- any more
- 7- any more

SESSION 2

ACTIVITY 1:

1-stressed

comfortable

lessons

6- skills

2-relax

4-enjoy

3-

5- life

ACTIVITY 2:

1-let's

let's

should

2-should

5-should

3-should

6-let's

4-

7-

ACTIVITY 3:

1-shouldn't

shouldn't

2- should

5- should

3- should

4-

SESSION 3

Communication activity: Reading A- Matching

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

B- Comprehension 1- No, it is not.

2- Awale teaches mathematics to young children.

3- Awale can motivate children to count, think and compare tactics.

4- Awale is played by two persons.

5- Awale is a traditional game.

6- I like hopscotch, it permits to learn skills and be together (personal answer).

LET'S RECAP 8 :

1-d	2- j	3- k
4- g	5- h	6- c
7- b	8- i	9- e
10-a	11-f	

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