

2019-
2020

My English workbook :6 ème



2019-2020



Competence 1 : traiter des situations relatives à la communication orale au moyen d'un langage très simple.

Theme : At school

Lesson 1 : greetings (les salutations)

Session 1

Activity 1

Write the correct word.

Number 1 is an example.

1)htaw =what..... 2) lohel= ; 3)
oodg..... ; 4) ormngin=.....5)
mean=..... ; 6) aslcs=..... ; 7)
oury=..... ;

Activity2

Complete the dialogue with words from the box.

Number 1 is an example

My ; what ; fine ; morning ; how ; good

Professeur : Good(1).....morning....., class

Elève :(2).....morning, sir

Professeur :.....(3)..... are you ?

1. Elève :(4)..... Thanks

Professeur : ... (5).....is your name ?

Eleve ;.....(6).....name is kofi.

Homework

Complète les mots ci-dessous.

Le numéro eszt un exemple

1)G-O- =GOOD 2) F-n- = 3) h-w= 4) -

f-r-on=

5) ----ing=

Session 2 :

Activity 1 :

Complete the table below

chiffre	Lettres	chiffre	lettres	chiffres	lettres
0	..... .....	4	..... .....	13	..........
1	..... .....	5	..... .....	14	..........
...	Two	..... ....	Six	15	..........
3	..... ....	8	.....	

Activity 2

Complete the sentences below to introduce yourself

.....My name's
.....

I'm.....years.....

..... To..... you !

Good..... !

Homework

Regarde l'heure et complète le dialogue ci-dessous. (15 h00)

A : Good.....(1)....., class

B : ... (2)..... (3).....,
... (4).....

A : My ... (5)..... is
... (6)..... What's ... (7)..... name ?

B : ... (8)..... name's... (9).....

A : ... (10)..... to ... (11)..... You

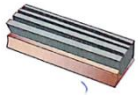
B : Nice to... (12)..... you... (13).....

Lesson 2 : in the classroom

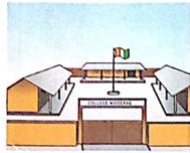
Session1

Activity1 :

Write the names under the pictures. Number 1 is an example



1)a duster



2) _____



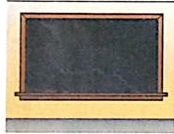
3) _____



4) _____



5) _____



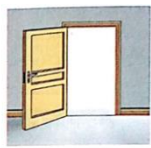
6) _____

Activity 2

Ask and answer questions about pictures with your neighbour. Number 1 is an example.



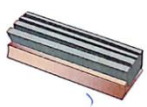
a classroom



a door



a window



a duster



a box of chalk



a chair



Mrs Koudou

1)A : what's this ?

B : it's a classroom

2)A : ?B :

3)A : ? B :

4)A : ?B :

5)A) :?B :

6)A :?B :

7)A : ?B :

Homework

Réordonne les mots pour former des phrases correctes.

a) it's/school/a=.....

b) is/name/my/Koffi=.....

c) how/are/you ?/old=.....

d) a/window/it's=.....

e) that ?/who's=.....

session2

activity1

circle the correct option

a-Hello ! how (are/is) you ? b-Hi ! (I is/ I'm) fine thanks

c-she (are/ is) my friend d-he is (from/to) Bouna

activity 2

complete the sentences

a)My name is.....I am
from.....

b)My friend is.....He is
from.....

homework

écris la forme contractée du verbe to be dans les phrases ci-dessous

1)it is Saturday= it's Saturday

2)she is Carol=.....

3)It is Monday=.....

4)he is a boy=.....

5)they are friends=.....

6)what is your name ? =.....

7)we are sisters=.....

Session3 : communicative activity

Vous êtes en classe au cours d'Anglais. Formez des sous-groupes.

1-demandez la provenance de vos amis du groupe

2-Identifiez les objets et les personnes de la classe.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Lesson 3 : numbers and school things(les nombres et les fournitures scolaires)

Session1

Activity 1

Match the images to their names. Number 1 is an example

Activity 2

Look at the pictures. Then ask and answer question with your neighbour

Number 1 is an example

1)A : where's the schoolbag ? B :it's on the chair

2)a : ? B :

3)A : ? B :

4)A : ? B:

5)A : B :

Homework

Réordonne les mots pour former des phrases correctes

1)a/it's/ruler=

2)where/pencils ?/are/the=

3)under/the/table/the/copybooks /are=

4)the/pupils/in/the classroom/are=

Session2

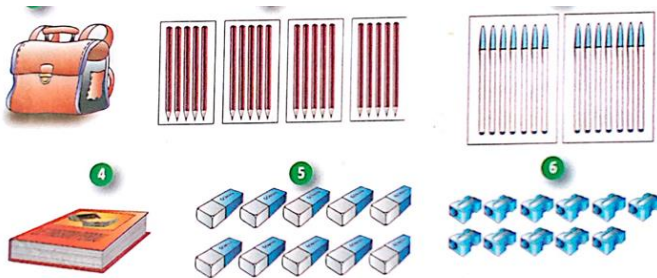
Activity1

Write the numbers with letters. A is an example

- a)0 :zero ;a)2 :..... ;c)3 :..... ;d)8 :..... ;e)9 :.....
 f)13 ;..... ;g)18 :..... h)19 :.....
 i)20 :..... ;

Activity 2

Look at the pictures then, Ask and answer question with your neighbour.
 Number 1is an example



- 1)A : how many schoolbags are there on picture 1 ? B : there is one
 2)A :..... ?B :.....
 3)A :..... ?B :.....
 4)A :..... ?B :.....
 5)A :..... ?B :.....
 6)A :..... ?B :.....

homework

Complète le paragraphe ci-dessous avec les mots du tableau. Example :1- name

Name		teacher	
boys			
	School		twenty
schoolboy			
	Pupils	there	what
English			

Hello ! my(1)...name...is Débass. I am a(2)..... My(3).....
 Is Lycée Moderne Bonoua. My English (4)..... Is Mrs Ehouman.
 There are (5).....girls and fifteen(6)..... In my
 classroom. And, (7).....is the name of your(8).....Teacher ? Are
 (9)..... Many (10)..... in your classroom ?

Competence 2 : Traiter des situations relatives à la communication orale au moyen d'un langage très simple.

Theme : at home

Lesson 1 : my family (la famille)

Session1

Activity1

Complete the words below. Number 1 is an example

1)m-n= man ; 2) sis- - r=....., 3)- a- - er= 4) b- -t- - r =..... ; 5)- -m - n =..... 6) w- - e=.....

Activity 2

Choose the correct option to complete the sentences below. Number 1 is an example.

- 1)I (have/ has) two sisters.
- 2)Aya (have / has) three brothers.
- 3)you (have/ has) one daughter.
- 4) moussa and zeinab (have/ has) many children.
- 5) david (have / has) one son.

Homework

Ecris en lettre

- 22 :..... ;
- 33 :.....
- 44 :..... ;
- 51 :.....
- 67 :..... ;
- 78 :.....
- 86 :..... ;
- 95 :.....
- 99 :..... ;
- 100 :.....

Session3 : communicative activity

Complète le texte ci-dessous puis, lis le à toute la classe pour donner des informations sur ta famille à tes amis de classe.

Hi ! my name is1..... I'm
(2).....years old. My mother's name is
(3)..... , and my father's name is
(4)..... I've got
(5)..... brothers and
(6)..... (7)..... We live
in (8).....

I love my family.

Lesson 2 : my house

Session 1

Activity1

Find the name. Number 1 is an example

- 1)tingtis-moor= sitting- room ; 2)letoit= ;3)garned=.....
- 4)thbaromo=..... ; 5) chentik=.....

Activity2

Ask and answer questions starting with is there..... ? and Are there..... ?

Number 1 is an example

- 1)A : is ther a bedroom in your house ?
B : yes there is.

- 1)bedroom
- 2)dining-room
- 3)kitchens
- 4)garden
- 5)bathrooms

- 2).....
-
- 3).....
-
- 4).....
-
- 5).....
-

Homework

Utilise les informations ci-dessous pour poser des questions commençant par ‘how many’

- a)1bathroom – b)3bedrooms –c)1sitting room- d)2kitchens

Le a) est un exemple

- a)A :How many bathrooms are there in your house ? B : there is one
- b).....
-
- c).....
-
- d).....
-

Session2

Activity1.

Write the names. Number 1 is an example



A radio



Activity2

Work in pairs. Look at the picture then, Ask and answer questions. Number 1 is an example



- 1)fan
- 2)bookcase
- 3)telephone
- 4)tv
- 5)sofa

1)A :Where is the fan ?

B : it's near the TV

2)A : ?B :

3)A : ?B :

4)..... ? B :

5)A : ?B :

Homework

Trouve les lettres manquantes

1)S- f - = ; 2)B - d
=

3) - - p - - -rd = : 4) C - - - - r
=

Lesson 3 : in the kitchen

Session1

Activity1

Find the names of the kitchen utensils.

Number 1 is an example

- 1) Vetos : stove ; 2) cause nap : ; 3) lepest :
4) gincoko top :

Activity 2

Find the mistakes then correct the sentences.

Number 1 is an example

- 1- Mum is wash the plates → Mum is washing the plate
2- they is taking the bus →
3- I is sweeping the sitting-room →
4- Yapi, Eliane and Moussa am eating rice →
5- Dad are fry fish →

Homework

Reécrit les phrases en mettant les noms et le verbe au pluriel

- The stove is in the kitchen → the stoves are in the kitchen
2- the boy is reading a book →
3- My sister is pouding rice →
4- The girl is opening the fridge →
5- what is the man doing in the bedroom ? →

Sesion 2

Activity 1

Find the correct word

Numnber 1 is an example

- 1)tepla = plate ; 2) salgs=..... ; 3)ate opnos=.....4)ujg=.....
5)korf=..... ; 6)kinfe=.....

Activity2

Work with your neighbour. Ask and answer questions

Number1 is an example

1-A :where's your mother ? B : she's in the kitchen A :what's she doing ? B : she's sweeping the floor	1-mother/kitchen/sweep the floor 2-your/kitchen/wash the dishes 3-the children/bedroom/open the windows 4-Mrs Kitan/kitchen/cook rice 5-Yapi and Zeinab/ kitchen/set the table 6-Dad/ sitting-room/clean the bookcase 7-Yapo/ kitchen/ fry some fish 8-Mr Fofana/ kitchen /the cooker
---	--

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

Homework

Continue activity 2 en repondant aux 6, 7 et 8

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

Session3 : communicative activity

Redigez un dialogue ton voisin et toi. Posez vous des questions pour determiner l'endroit de la maison ou se trouvent des personnes de votre famille puis, décrivez les activités qu'elles font.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Compétence 3 :traiter des situations relatives à l'expression écrite au moyen d'un langage très simple.

Theme : Time and date (l'heure et la date)

Lesson 1 : the date

Session 1

Activity1

Write down A's part in the dialogue

Number 1 A is an example

1.A : <i>what is the first month of the year</i> ? B : the first month of year is January	4.A : ? B : August and September.
2. A : ? B : it's April.	5.A : ? B : February and June
3. A : ? B : July.	6.A : ? B : May , October, and December

Activity2

Complete the dialogue. Then, practise it with your neighbour

A : what day is today ?

B : today is

A : and what is the month ?

B : it is.....

A : so what is the date today ?

B : today is.....

Homework

Reordonne les mots ci-dessous pour trouver les jours et les mois

- a) Fyardi=..... ; b) draSauty=..... ;
- c) naarJuy=..... d) tAgusu=..... e) mebreDe=.....

Session2

Activity1

Write full dates. Number 1 is an example

- a)Monday 12/12/1823→ Monday, December the twelfth eighteen twenty-three
- b)Tuesday 01/01/1948→
- c)Thursday 20/08/2010→
- d)Wednesday 17/04/2019→
- e)Friday 10/07/2020→

Activity 2

complete the dialogue then, practise it with your neighbour

- A :when's your birthday?
- B :My birthday is on..... and you ?
- A : It's.....

Homework

Reordonne les mots ci-dessous pour trouver les jours et les mois

- a)doMnya=..... ;
- b)tocrebO=..... ; c)ruhTyards=.....
- d) eynsadWed=.....

lesson2 : the time

session 1

activity1

In pairs, ask and answer questions about times in the boxes below

Number 1 is an example

1) 06 :12	2) 08 :15	3) 10 :30	4) 12 :44	5) 21 :08
6) 14 :45	7) 15 :00	8) 17 :51	9) 16 :00	10) 19 :29

1) A : what's the time in box 1 B : it's six twelve /six hours twelve/ twelve past.

2) A :

B :

3) A :

B :

4) A :

B :

Activity 2

Complete the dialogue and practise it with your neighbour.

Teacher : hello, Adou, what's the..... ?

Adou : it's ten o'clock

Teacher : what time do you go home on Mondays ?

Adou : I go home at

Teacher :and what do you do on Saturdays ?

Adou : from nine to, I do English and Mathematics. At sixteen hours , I play football.

Homework

Achève activity 1 en repondant aux questions 5-6-7-8-9 et 10

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Session2

Activity 1

Work in pairs. Ask answer questions

Number 1 is an example

1.what's Yapi going to do tomorrow ? B : he's going to school	1.Yapi/tomorrow/go to school 2.Mum/at 10 :00/ cook lunch 3.Dad/12 :15/set the table 4.Nella/after class/wash the dishes
--	--

.....

.....

.....

.....

.....

.....

Activity 2

Write meaningful sentences

A is an example

A)is/plantains/going to/ at sixteen hours/ some/ pound/ Adou

→Adou is going to pound some plantains at sixteen hours

B) fry/ Zeinab/ fish/ going to/ at twenty hours/ is

→.....

C)going to/ cook/ What/ are/ this evening ?/you

→.....

D)play/ Parick/ is/ football/this afternoon/ going to

→.....

Homework

Reordonne pour former des phrases correctes.

E)teacher/ going to/ the/ on Monday/see/ I am

.....

F)do/ is / her/ When/ going to /she / homework ?

.....

G)We/ first English lesson/ today/goigng to/are/our/ have

Session3 : communicative activity

Ecris les activités que tu as prévu faire le week end prochain. Mention également l'heure à laquelle tu compte les faire.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Session2

Activity1

Write about John's activities. Use sometimes, always, never or every day.

Number 1 is an example.

John	1)Sweeps The kitchen	2)Goes to school At 06 :30	3)Sets the table	4)Cooks rice	5)Cleans the cooker
Monday		×	×		×
Tuesday		×	×		
Wednesday		×	×		×
Thursday		×	×		
Friday		×	×		×
Saturday			×	×	
Sunday			×	×	×

1. John never sweeps the kitchen

- 2.....
- 3.....
- 4.....
- 5.....

Activity2

Ask and answer questions about John's activities.

Number 1 is an example

1.A : how often does John sweep the kitchen ? B : he never sweeps the kitchen.

- 2.A:..... ?B :.....
- 3.A :..... ?B :.....
- 4.A :.....?B :.....
- 5.A :..... ?B :.....

Homework

Find the word

- 1-Saeter=..... ;
- 2-mastrisch=.....
- 3-mersum=.....

Competence 4 : traiter des situations relatives a l'expression écrite au moyen d'un langage simple

Theme : Jobs and occupations

Lesson1 : jobs and occupations

Session1

Activity1

Find the word

Number1 is an example

- 1)n- - -e =nurse 2)d- - -o- =..... ; 3)t- - c- - - =
4)- - - - ist =..... ; 5)s - c -e - - -y =.....

Activity 2

Complete the dialogue with : my, his, her, your, our, their

Example : 1- her

Willy : look, Jack. This is the photo of my family. This my sister.(1).....*her*..... name's Janet. And this is (2).....Mother. She's a doctor.What's(3)....mother's job, Jack ?

Jack :She's a teacher. And who's this ? (4)..... brother ?

Willy : come on, Jack ! that's (5)..... father.

Jack : really ? he looks so young ! What's (6)..... job ?

Willy : He's a teacher, too.

Jack : oh, I see ! your parents have got a good job.

Homework

Ecoute le profeseur et suis les instructions.

Session2

Activity1

Find the word

- 1.ca - pe - t - r = ; 2.p - -nt - r = ;
3.p - - t - - ra - - e - = ; 4.m - - - a - - ic =

Activity2

Work in pairs. Practise the dialogue

Number 1 is the example

1)A : what's Sally's job ? B : she is a nurse A : a nurse ! what does a nurse do ? B : she give people injections A : oh, I see	1)Sally/ nurse 2)Badi/ policeman 3)Koffi/ farmer 4)koné/ mechanic
---	--

2)A :

B :

A :

B :

A :

3).....

.....

.....

.....

.....

4).....

.....

.....

.....

.....

Homework

Suis l'exemple de activity 2 et rédige un dialogue avec les informations suivantes

Fatou/ photographer ; 2)Nokan/ butcher ; 3) Aya/ hairdresser

.....

.....

.....

Lesson 2 : work tools (outils de travail)

Session1

Activity 1

Find the names of the work tools

Number 1 is an example

- 1) finek = knife ; 2) was = ; 3) copetsoshot =
 4) tlewis = ; 5) Sorscics =

Activity2

Match the tools in box A with the jobs in box B. then, make meaningful sentences.

Number 1 is an example

A	B	Answers
1-comb	a)Policeman	1-c
2-scissors	b)nurse	2-
3- paintbrush	c)hairdresser	3-
4-whistle	d)painter	4-
5-syringe	e)tailor	5-

1. A hairdresser uses a comb to do women's hair

- 2.....

 3.....

 4.....

 5.....

Homework

Révis les outils aux métiers, puis fais des phrases correctes avec les réponses

1-camera	a)doctor
2-machete	b)photographer
3-stetoscope	c)farmer

Session2

Activity1

Use the information in the table below to write meaningful sentences

Number 1 is an example

1-doctor 2-policeman 3-butcher 4-tailor 5-secretatary	Direct the traffic Comb women's hair Write letters Examines people Cut meat	Stethoscope Computer Comb Machete Scissors
---	---	--

1-A doctor examine people with a stethoscope.

2-.....

3-.....

4-.....

5-.....

Activity 2

Work in pairs. Use the jobs and the work tools in the box to make dialogue. Practise the dialogue with your neighbour

Number 1 is the example

A : whose combs are these ? B :they're Aya's

A :what does she do with them ? B :she work with them

A :What's her job ? B :She's a hairdresser

1)Aya /hairdresser/comb 2)Sally/nurse/syringes 3)Koffi/farmer/hoe

A : oh I see

2A :..... B :.....

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

A :.....

3).....

.....

.....

Homework

Rédige un dialogue avec les informations dans la case ci-dessous

Jackson/painter/paint brushes Nokan/butcher/knife
--

.....

.....

.....

Lesson 3 : work places

Session1

Activity1

Match the jobs in **A** with the work place in **B**. then, write correct sentences.

Number 1 in the example

A	B	Answers
1- A doctor 2- A farmer 3- A policewoman 4- A baker 5- A mechanic	a) At a bakery b) At a police station c) On a farm d) In a workshop e) At a hospital	1-e

1-c : A doctor works at a hospital

2- :

3- :

4- :

5- :

Activity 2

Work in pairs. Use the information the box to ask and answer questions

Number1 is an example

1-A : is the bedroom dirty ?

B : no, it isn't. it's clean

1-Bedroom/dirty/clean
2-headmaster's office/untidy/tidy
3-bakery/old/new
4-butcher's shop/big/small
5-police station/busy/calm

.....

.....

.....

.....

.....

.....

Homework

Relis bien ton cours et traduis ces phrases en Anglais

1-Ma chambre est rangée

2-Le bureau du proviseur est grand

3-L'hôpital est propre

4-Le marché est sale

Sesion 2

Activity 1

Match the jobs in A with the work places in B. then, write meaningful sentences

Number 1 is an example

A	B	Answers
1-A headmaster	a)in an office	1-a
2-A secretary	b)in a school	
3-A nurse	c)at a butcher's shop	
4-A butcher	d)in a medical centre	
5-A teacher	e)in an office	

1-a : A headmaster works in an office

2- :

3- :

4- :

5- :

Activity 2

Complete the text with the words from the list below.

Example : 1- pupil

Bakery- pupil –quiet –noisy – school – baker – hospital

My name's Ben. I'm a (1)..... I go to (2).....
 at Lycée BAD Ayamé. My father is a (3)..... He works in a
 small (4)..... My mother is a nurse. She works in a public
 (5)..... My father's work place is
 (6)..... but my mother's is always
 (7).....

Homework

Use the information the box to ask and answer questions

Number 1 is an example

1-kitchen/dirty/clean

1-A :is the kitchen dirty ? B : No, it isn't. It's clean

2-bedroom/untidy/tidy

.....

3-car/old/new

.....

4-garage/big/small

.....

Competence 5 : traiter des situations relatives à la compréhension d'un texte orale au moyen d'un langage très simple

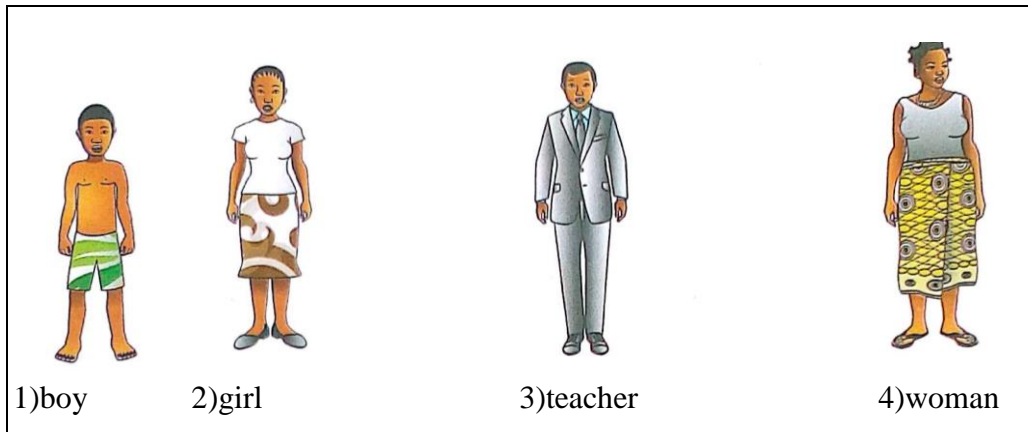
Theme : clothes and colours

Lesson1 : clothes

Session1

Activity 1

Look at the picture and describe their clothes. Number 1 is an example



1)A :what is the boy wearing ? B : he is wearing shorts

2)A :..... ;

B :.....

3).....

.....

4).....

.....

Homework

Traduis en Anglais

1)l'élève porte une jupe et une chemise

.....

2)Koffi porte-t-il un chapeau ?

.....

3)Non, il porte une cravate

.....

Session2

Activity 1

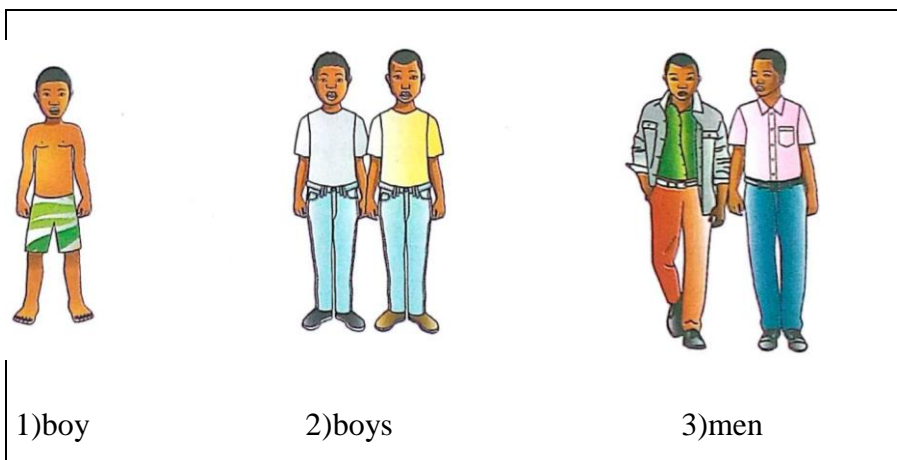
Find the word

Number 1 is the example

1)je - - s= jeans ; 2)- la-s-s=..... ; 3)s - - k -
=..... ; 4)- - a =.....5)s - o - s =.....

Activity2

Look at the pictures. Ask and answer questions



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

Homework

Reordonne les mots pour former des phrases correctes

Is/the girl/trousers ?/wearing

.....

Wearing/the teacher/is/t-shirt ?

.....

They /are/wearing/shoes ?

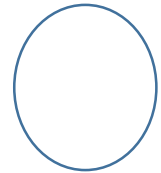
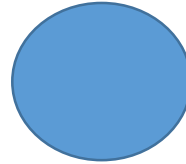
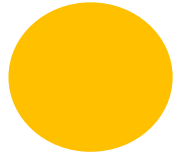
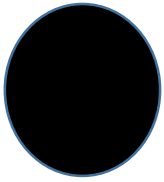
.....

Lesson 2

Session1

Activity1

Look at the pictures and write the name of the colour



1).....

2).....

3).....

4).....

5)

Activity 2

In pairs, express the colour you like and the colour you dislike

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

Homework

Ecoute le professeur et suis le les instructions

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

Session2

Activity1

Use the information to make sentences about the colour

Number1 is an example



Amy/dress



Janet/shoes



the woman/wrapper

1) Ami is wearing a yellow dress



Paul/trousers



Mary/uniform



Patrick/jeans

- 2).....
- 3).....
- 4).....
- 5).....
- 6).....

Activity 2

Look at the pictures and answer the questions below.

number 1 is an example



Amy/dress



Janet/shoes



the woman/wrapper

1) what is Ami wearing ?

Ami is wearing a yellow dress
and grey shoes



Paul/trousers



Mary/uniform



Patrick/jeans

2) what is Janet wearing ?

.....
.....

3) what is the woman wearing ?

.....
.....

4) what is Paul wearing ?

.....
.....

5) what is Mary wearing ?

.....
.....

6) what is Parick wearing ?

.....
.....

Homework

Trouve le mot

1) Y - - - w w - a - - - r : ; 2) - - p - e s - -
t : ; 3) b - - ck - o - s :

Session 3 : communicative activity

Tu es à une fête d'anniversaire. Pour le compte du club d'Anglais. Décris l'habillement d'au moins six personnes présentes aussi à la fête.

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

Lesson3

Session1

Activity 1

Write with words

102 :.....
.....

203 :.....
.....

340 :.....
.....

579 :.....
.....

797 :.....
.....

Activity2

Work in pairs. Ask and answer questions

Follow the example.

1)pink dress/500f ; 2)white blouse/450f ; 3)yellow headscaf/900f ; black trousers/750f ;
5)blue jeans/699 f

1)A : how much is the pink dress ? B : it's 500 f

2).....
.....

3).....
.....

4).....
.....

5).....
.....

Homework

Ecris en lettre

977 :.....
.....

201 :.....

304 :.....

430 :.....

579 :.....

Session2

Activity1

Write with words

a)1,200 : one thousand two hundred

b)2,783 :.....
.....

c)30,000 :.....
.....

d)40,965 :.....
.....

e)70,541 :.....
.....

Activity 2

Use the information in the box to make comparative sentences

number 1 is the example

1)cell phone A/ cheap/ cell phone B

Cell phoneA is cheaper than cell phone B

2)Konan/tall/koffi

.....

3)the orange skirt/short/the the blue skirt

.....

4)activity1/difficult/activity2

.....

5)my house/comfortable/your house

.....

Homework

Ecris des phrases comparatives

1)My ruler/ long/ your ruler

.....

2)Eba's t-shirt/ colourful/ Colibaly's t-shirt

.....

3)Abidjan /poluted/ Ayamé

.....

Session3 : communicative activity

La conversation ci-dessous se déroule au marché entre un client et un vendeur.

Ecoute ton professeur , puis complète-le

At the market

Seller : Nice shoes, nice clothes. Very cheap today ! come and buy.

Client : Excuse me. (1).....
Are these jeans ?

Seller : (2).....

Client : And the black T-shirt ?

Seller : (3) is only 1,500.

Client : (4) I like the red T-shirt.

(4)..... ?

Seller : (5) Francs.

Client : oh , no ! it's (6).....

Seller : ok, how much do you want to pay for it ?

Client : I've got 5,000 for the (7)..... And
the (8).....

Seller : No problem. You are my (9)..... Client . take them.

Client : (10)..... Here's the money.

Compétence 6 : traiter des situation relatives a la comprehension d'un text simple au moyen d' un langage simple

Theme : food and drinks

Lesson 1 : Meals and drinks (repas et boissons)

Session1

Activity 1

Write the word correctly

Number 1 is the example

- Toteleme : omelette ; 2) tooclache :..... ;
- 3)eat :..... ; 4)kilm :.....
- 5)gesg :..... ;
- 6)tubert :..... ;7)ragus :.....
-

Activity 2

In pairs. Ask and answer questions

Number 1 is the example

- 1)bread and omelette/ porridge
- 1A)what do you have for breakfast ? B : I have bread and omelette. And you ? A)I eat porridge
- 2)coffee, milk and sugar/ bread and butter

.....

.....

.....

- 3)bread and chocolate/ bread, tea and milk

.....

.....

.....

Homework

Reordonne les mots pour former des phrases correctes

- 1)eat/I /placali and palm nut sauce
-
- 2)fried eggs/have/and eggs/I/for beakfast
-
- 3)for breakfast ?/have/what/you/do

Session2

Activity1

Listen to the teacher and complete the table below

	Father	Mother	Brothers and sisters	Habib
Breakfast	- -butter -coffee	- -tea	-attiéké -	-
Lunch	- -	-pounded yam -	-	-pounded plantains
Dinner	- - -	- -	-	- -

Activity2

In pairs. Ask and answer questions

Number1 is an example

1)Attiéké and fish /water

1-A :what do you have for lunch ? B :I usually eat attiéké and fish

A :And what do you drink ? B : I often drink water.

2)boiled plantains/ lemon juice

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

3)boiled yams/sorrel juice

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

4)fried potatoes and fish /ginger juice

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

Homework

Ecris les noms de la nourriture que tu as mangée au petit déjeuner, au déjeuner et au dîner.

Session3 : communicative activity

Listen to the teacher and underline the names of foods and drinks you hear

Foods		Drinks	
Peanut sauce	Chicken	Coffee	Lemon juice
Fried meat	Fish	Ginger juice	Beer
Butter	Attiéké	Milk	Tea
Fried rice	Pounded yams	Sorrel juice	
Pounded plantain	Bread	Water	

Listen to the teacher again and choose the best option to complete the sentence

1.the speaker likes New Year's Day because

- a)the food is varied
- b)people eat a lot of fried rice
- c)children and parents drink palm wine

2.On New Year's Day, people usually eat

- a)individually
- b)in groups
- c)in pairs

3.On New Year's Day,

- a)fathers and mothers eat together
- b)girls eat together
- c)boys and girls eat together

4)In the village, people like to eat together because

- a)the food is not varied
- b)they don't have plates
- c)this shows solidarity

Lesson2 : fruit and vegetable

Session1

Activity 1

a) Listen to your teacher and circle the names of fruit and vegetables you hear

b) classify the words you have circled in the table

coconut, aubergine, apple, onion, garlic, avocado, banana, okra, orange, mango, carrot, yams, tomato, plantain, cabbage, chilli, rice, bread, caccava, beans, potato, papaya

Fruit	Vegetables

Activity 2

Listen to the teacher and complete the table with fruits and vegetables Peter, John, Alicia, Marc and Jeniffer like or don't like. Work individually first.

After listening, compare your answers with your neighbour

Number 1 is an example.

	Fruit and vegetables	
	Like	Don't like
1-Peter	Banana and orange	orange
2-John		
3-Alicia		
4-Marc		
5-Jeniffer		

Homework

Ecris les noms des fruits et légumes que tu aimes et aussi ceux que tu n'aimes pas

Session2

Activity 1

Complete the sentences below with some, many, a lot of.

Number 1 is the example

1. There are *A lot of* chairs in the sitting room.
2. I've got..... coconuts in my basket.
3. there's..... coffee left in the cupboard.
- 4..... People like fruit.
5. there's Rice left mum.

Activity 2

Turn the sentences above into questions. Then, make the sentences negative.

1. Interrogatives : Are there a lot of chairs in the sitting room ?

Negative : there are not (aren't) a lot of chairs in the sitting room

2. Interrogative :

Negative :

3. Interrogative :

Negative :

4. Interrogative :

Negative :

5. Interrogative

Negative :

Homework

Met les phrases ci-dessous a la forme interrogative puis a la forme negative

1) there's some garlic left in the cupboard.

2) mum is buying some bananas at the market

Session 3 : communicative activity

Tu es en vacances au Ghana et ta famille d'accueil t'envoie faire le marché pour la préparation du repas.

Ecoute ton professeur et dresse la liste de ce que tu dois acheter. Ecoute bien pour noter également les prix et la quantité des ingrédients à acheter.

Shopping list

-some oranges.....500 cedis

-
-
-
-
-
-
-
-
-
-

Lesson 3 : recipes

Session1

Activity 1

Find the words for these definition below

Number 1 is an example

- 1.You use it to fry yams. It's in a bottle : oil
- 2.You use it to salad. It's in a bottle. It begins with 'V' :.....
- 3.you use to make salad. You also put it in bread. It bigins with 'M' :
- 4.It boils water and cooks foods. It begins with 'F' :

Activity 2

Work in pairs. Ask and answer questions

Number 1 is an example

- 1.Boiled plantains
 - A)show me how to boiled plantains
 - B) cut the plantain into pieces. Put the pieces in the cooking pot. Add water and let boil

2.Rice

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

3.Fried yams

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

Homework :

Ecoute ton professeur et suis les instructions.

Sesion2

Activity1

Match the images to their meanings.

Number 1 is an example



1

2



3



4

- To pour water
- To pound
- To clean the fish
- To grind
- To peel the yam



5

Activity 2

Use the words in the box and write a recipe

RECIPE FOR SALAD		
Ingredients	Verbs	Connectors
Lettuce	To wash	Secondly
Oil	To cut up	Finally
Vinegar	To put	First
Salt	To mix	After that
Onions	To add	next
Tomatoes		

to make salad,

.....

.....

.....

.....

.....

.....

homework

Cite les ingredients dont tu as besoins pour la préparation du riz-gras.

Competence 7 : traiter des situations relatives à la compréhension d'un texte écrit au moyen d'un langage très simple.

Theme : health and environment






Lesson 1 : body hygiene

Session1

Activity 1

Look at the picture and write the name of the body part.

Number1 is the example

				
a finger	2)	3)	4)	5)

Activity2

Work in pairs. Ask and answer questions about body hygiene. Use the expressions in the box

Number1 is an example

1.A :what must you do to be healthy ?

B : I must take a shower every day

Take a shower every day Brush my teeth before I go to bed Wash my hands before I eat Wash my clothes twice a week Be clean and eat good food Wash my hand after I use the toilet

- 2).....
-
- 3).....
-
- 4).....
-
- 5).....
-

Homework : écoute ton professeur et les instructions.

session2

activity 1

Work in pairs. Ask and answer questions. Use the information in the box

Example : A :what mustn't you do to be in healthy ?

B : I mustn't eat with dirty hands

- | |
|----------------------------|
| Eat with dirty hands |
| Wear dirty clothes |
| Put my fingers in my mouth |
| Put my fingers in my ears |
| put my fingers in my nose |

2).....

.....

3).....

.....

4).....

.....

Activity2

Read the paragraph and answer the questions

A magic machine

My body is a magic machine. My head is the engine. It controls everything. My eyes are the lights that show me everywhere I go. My ears inform me about eveythnig. My mouth gives food and drink to the engine. It speaks, laughs, shouts and sings beautiful songs. My nose gives oxigen to the engine.

1)What is a magic machine ?

a)my head

b) my mouth

c)my body

2) what is the engine of the machine ?

.....

Homework

Read the text again answer the questions

1)what are the lights of the engine ?

.....

2)what gives oxigen to the engine ?

.....

Sesion 3 : communicatie activity

Read the text below and answer the questions.

A magic machine

My body is a magic machine. My head is the engine. It controls everything. My eyes are the lights that show me everywhere I go. My ears inform me about eveythnig. My mouth givex food and drink to the engine. It speaks, laughs, shouts and sings beautiful songs. My nose gives oxigen to the engine.

And my hands ? I love my hands. They do a lot of thing. They wash my face. They brush my teeth and wash the other parts of the magic machione.

I love my legs too. They take the machine everywhere. My legs also do a lot of things. They walk, they run, they jump and they ride my bycicle. They help me play football my favourite sport.

I must take good care of my magic machine.

Questions

- 1)what does the engine do ?
- 2)what the eyes do ?
- 3)What inform me about everything ?
- 4)What gives food and drinks to the machine ?
- 5)why do I love my hands ?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Lesson2

Session1

Activity 1

Match the images their meanings



1

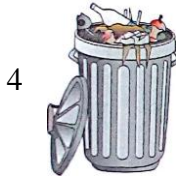


2



3

To mop the bathroom - To collect garbage - To wash clothes - To sweep the floor - dustbin



4



5

Activity2

Work in pairs. Give advice to each other in the situations.

Number 1 is the example

1)The classroom is dirty

(sweep) → I think you should sweep it

2) our bathroom is wet and smelly

(mop)→.....

3) the windows are very dusty

(clean)→.....

4) the dustbins are full.

(empty)→.....

5)the house is full of mosquitoes.

(spray all the rooms)→.....

Homework

Suis l'exemple d'activity2 et fais l'exercice ci-dessous

1)Your friend is wearing dirty clothes.

(wash).....

2).....

Session2

Activity 1

Make sentences giving advice

Number 1 is the example

1)pupils/stay at home/shouldn't

Pupuls shouldn't stay at home

2)we sleep /in class /shouldn't

.....

3)eat/shouldn't/that/you

.....

4)dirty clothes/wear/shouldn't/we

.....

5)shouldn't/walk/without shoes/we

.....

Activity 2

Read the text and do the activities

A)Read the text and choose the correct title.

The title of the text is :

a)Mosquitoes

b) Malaria

c)Prevention

Malaria is a very dangerous disease. It's commun in Africa.the disease is transmetted by mosquitoes. To treat maalria, we need anti-malaria medecines.

B)Read the text again and say if the sentences are true (T) or (F)

1) Malaria is not dangerousF.....

2)The disease is commun in Africa

3)A mosquito transmits malaria

Homework

.....

.....

.....

.....

Session 3 : communicative activity

Read the text

Malaria is a very dangerous disease. It's common in Africa. The disease is transmitted by mosquitoes. To treat malaria we need anti-malaria medicines. Some symptoms of the disease are fevers, chills, vomiting and headaches.

There is no vaccine for malaria. For prevention, we should destroy places where there is stagnant and dirty water ; that's where mosquitoes live. We should also sleep under mosquito net or spray the rooms before night.

Read the text again and say if these sentences are true (T) or false (F)

1. To treat malaria we need anti-malaria medicines T.....
2. Malaria has only one symptom
3. There's a vaccine for malaria.....
4. Mosquitoes live in stagnant and dirty water.....
5. Mosquito net protect people against malaria.....
6. To kill mosquitoes, we should spray rooms.....

Lesson 3 : water and health

Session 1

Activity 1

Tick the actions that are good or bad for health

Number 1 is the example

Good Bad

	Good	Bad
1. Always use the toilet	*	
2. Wash your hands before eat		
3. Drink water from tap or a water pump		
4. Wash your hands after using the toilet		
5. Drink water from the river		

Activity 2

With your neighbour, ask and answer questions using the expression below.

Number 1 is the example

1)Water from the river/boil

A :Can I drink water from the river ?

B : yes, you can. But you must boil it first

2) watre from the lake / Boil

.....
.....

3) water from the well/ filter

.....
.....

4) water from the rain/ filter

.....
.....

5) Water from the sea

.....

Homework : Réordonne les phrases ci-dessous

1.A)Go to bed ?/I/can

1.B)learn your first/you can't/no

2)Can I/with/dirty hands ?/eat

Session2

Activity1

With your neighbour, ask and answer questions using the expressions below

Number 1 is the example

1)I /go/ to the bathroom, please/Go that Way

A : can I go to the bathroom, please ? B :Sure. Go that way.

2)We /wash our hands,please/go to the kitchen

.....

3)I/ have some minaral water/ here you.

.....

4)you/boil some water for me/ Ok, mum

.....

5)you/ empty the dustbin/ No problem

.....

Activity2

Read the paragraph and choose the correct letter to complete the sentences.

Water is very important for life. In countries where it doesn't rain much , people have problems of water. They go very far to get water. Wells, rivers and lakes are dry.

<p>1.Water is</p> <p>a) not important for life</p> <p>b) very important for life</p> <p>c)dangerous for life</p>	<p>2.In countries where it doesn't rain</p> <p>a)people don't go far to get water</p> <p>b)people go very far to get water</p> <p>c)people get water everywhere</p>	<p>In countries where it doesn't rain</p> <p>a)lakes, rivers and wells have no water</p> <p>b)there's water in the wells</p> <p>c)lakes, rivers and wells have have a lot of water</p>
---	--	---

Homework :Range les actions ci-dessous dans le tableau

Urinate in the school yard – keep the garbage in the house – pour dirty water in the street – filter water before you drink it – defecate near the river.

Good actions	Bad actions
--------------	-------------

Session 3 : communicative activity

Read the text below and choose the correct answers

Water is very important for life. In countries where it doesn't rain much, people have problems of water. They go very far to get water. Wells, rivers and lakes are dry. It is difficult to have shower, to wash clothes, to cook and to keep some drinking water. Sometimes, animals and plants die. So, when people collect some water, they use it carefully.

In countries where it rains a lot, people are lucky. They have got a lot of water to live, but they must take good care of it because water is life.

1)What is the title of the text ?

The title of the text is :

- a)Life
- b) Water
- c) Rain

2) people have problems of water in countries

- a)where it doesn't rain much
- b)where it rains a lot
- c)where there are a lot of wells

3)when there's no water in a country

- a)animals and plants die
- b)animals and plants live
- c)people take a shower

4)in countries where it rains

- a)people have no problems of water
- b)people get water everywhere
- c)animals and plants sometimes die

4)when it rains a lot in a country

- a)people go far to get water
- b)people use water carefully
- c)people have a lot of water to live

Competence 8 : traiter des situations relatives à la compréhension d'un texte écrit au moyen d'un langage simple

Lesson 1

Session 1

Activity 1

Find the sport

1-high jump = high jump 2-plierit pumj=..... 3-gyncile=.....

4)ginoxob=..... 5)duoj=.....

Activity 2

Work in pairs. Ask and answer questions about sport in the boxes

Follow the examples

A : what sport do you practise for physical education ?

B: I practise the long jump. And you ?

A : I do gymnastics

The long jump	Gymnastics
The triple jump	Javelin throw
The high jump	Running

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Homework

What's your favourite sport ?

.....

.....

Session2

Activity 1

Classify the sport below in the table

Cycling, running, volleyball, judo, karate, gymnastics, handball, tennis,swimming, wrestling, football

Combat sport	Individual sport	Team sport
		-volleyball

Activity 2

Work in pairs. Ask and answer questions about the sport in the box

Example 1 : A : what sport can you play ? B :I can play volleyball and you ? A : I can play basketball

Example 2 : A : can you play volleyball ? B : yes I can/ no I can't

Tennis – football – basketball - golf – handball – table tennis - volleyball

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Homework

Session3 : communicative activity

Sport is good to everybody and to children in particular. Children must do some sport every day, because doctors say that sport helps them grow faster and keeps them in good health. Doctors also say that children who do sport cannot suffer from serious illnesses like, diabetes, cancer, obesity, and heart disease in the future.

Sport can also contribute to children education. It can improve their memory and help them in arithmetic and reading. It develops a spirit of competition, discipline, tolerance and solidarity. Finally, sport is good for children's character and personality. Children who are very good at sports are usually admired by their age groups. Generally, these children are good leaders.

Read the text and answer the questions

1)What is the text about ?

- a)The importance of sport b)sport at school c)sport at home

.....

2)What does doctors say about sport ?

.....

.....

3)what illnesses can you avoid in the future if you do sports ?

.....

.....

.....

4)What is the general idea of the second paragraph ?

- a)sport and education b)sport and children c)sport and arithmetic

.....

5)what is the general idea of the last paragraph ?

- a)Sport and our personality b)Sport and politics c)sport and our health

.....

.....

Lesson 2 : the can

Session1

Activity 1

Look at the picture and find the names



1)football ground ; 2)..... ; 3).....

4)..... ; 6).....

Activity 2

Work in pairs. Ask and answer questions. Use the expressions in the box

Follow the example

A :what did you do on Saturday ?

B : I watch the TV

Play baseball	Watch TV
Cook dinner	clean my room
Wash my clothes	pound smoe yams

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Homework

Reordonne les lettres pour former des mots correctes

1.meat=..... 2.peylar=.....

3.kriters=.....

Session 2

Activity 1

Read the definition below and find the word

A is the example

- a) his first role is to score goals = a striker
- b) Players kick it and goal-keepers catch it =
- c) It is a place where people play football =
- d) He directs a football match with a whistle =
- e) He is the teacher of a football team =
- f) the goal-keepers wear them to catch the ball =

Activity 2

Answer the questions. Use the correct form of the verb

Number 1 is an example

- 1) A : What did you make on Monday B : I (make).....***made***..... a big cake.
- 2) A : what did you have from 8 h to 9 h ? B : I (have).....English lesson
- 3) A : where did she go yesterday ? B : she (go)..... home.
- 4) A : what did the Elephant win in Malobo ? B : they (win).....the African
of Nations.

Homework

Réponds aux questions ci-dessous.

- 1) What did she buy at the market ? B : she (buy)..... Some jerseys
- 2) where were you this morning ? B : I (be)..... at school.

Session 3 : communicative activity

Read the text below and answer the questions

King football

Football or soccer is very popular in Côte d'Ivoire. It is more than a sport. It is a passion for boys, girls and old people. The name of our national football team is the Elephants. When the Elephant are going to play, all the activities stop, and people rush home or to the stadium before the match starts.

In 2015, the Elephants won their second African Cup of Nations, in Malabo. Like in 1992, the goal-keepers were the heroes : Gouaméné Alain in Dakar, and KopaBarry Aboubacar in Malabo. That cup final was not easy for the Black stars and the Elephants. There was no winner at the end of the match. To find a winner, there was a series of penalty shoots-outs.

After blocking the last Ghanaian's shot, Kopa scored the final goal. Everybody jumped, chanted, ran everywhere, and shouted : 'WE ARE THE CHAMPIONS'

1)What is the text about ?

The text is about :

- a)the importance of football in Senegal
- b)the importance of football in Equatorial Guinea
- c)the importance of football in Côte d'Ivoire

2)What is the other name of football ?

.....

3)What do people do when the Elephant are going to play ?

.....

.....

4)who was the Elephant goal- keeper in Dakar ?

.....

.....

5)What did everybody do when the Elephants won the Cup ?

.....

.....

Lesson3 : Games

Session1

Activity1

Complete the names of the games

Number 1 is the example

- 1)- u-o = ludo
2)-ards =..... ;
3)dr- - gh—s=.....
4)-r-b-le=..... 5)A- - l- =.....

Activity 2

Reorder the sentences. Do like in the example 1

1)Tomorrow/ at ten o'clock/will /I/go home

Tomorrow at ten o'clock I will go home.

2)She/ come to school/will/ in /the afternoon

.....
.....

3)stop the match/the referee/ if i trains/ will

.....
.....

4)at school next week/will/we/see the teacher

.....
.....

5)make a bid cake/will/she

.....
.....

Homework

Ecoute ton professeur et suis les instructions.

Session2

Activity 1

Classify the games below in table A and in table B

Games : lead frog – swing – scrabble – sack race – ludo – draughts – hopscotch

Field games	Board games
-leap frog	

Activity 2

Work in pairs. Ask and answer questions. Use the expressions in the box. Do like in the example

Example : A : let's play ludo.

B :No. We'll do that tomorrow.

A :Let's play cards, then

B : Ok. Let's do that.

Ludo/tomorrow/cards Blind man's buff/this afternoon/a sac race Hide and seek/ in the evening/leap frog Baby-foot/on Saturday/draughts Crosswords puzzle / in the afternoon/ marbles

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Homework

Redige un dialogue en te servant des expressions dans le tableau. Le numéro un est un example

Example1) A : let us play a game B : yes, good idea	1)a game/yes, good idea 2)draughts/right, let's go 3)cards/it's fun
--	---

Session3 : communication activity

Read the text below and answer the questions

Hi ! let me introduce myself. I am a very old game. I'm sorry, I can't give you my name, because people give me different names in different places. They call me oware or awari in Ghana, and ayo in Nigeria ; wure in Senegal, or Awalé in Côte d'Ivoire.

I'm made of wood. I've got twelve holes, with six holes on each side. But you can also play me if you dig holes in the ground. There are four seeds in each of my holes. Two players play me. Each player is in charge of the six holes on his or her side.

The player who captures more seeds wins the match. You, see, I'm very easy to play.

If you don't know how to play me, ask your parents ; they'll teach you. But remember ! you can also play me on line.

a)Is the game a new game ?

.....

b)What are the different names of the games ?

.....
.....

c)How many holes has it got ?

.....

d)Can people play Awalé on the ground ?

.....
.....

e)How many seeds can you find in my holes ?

.....

f)How many people play the game ?

.....
.....

g)Who win the game ?

.....
.....

h)If you can't play the game, who will teach you ?

.....

i)Can you play the game on the computer ?

.....