



Ministère de l'Éducation Nationale
et de la Formation Professionnelle

I ENJOY MY WORKSHEET /5ème

English



AUTEUR :

**CONSEIL D'ENSEIGNEMENT
D'ANGLAIS**

ACADEMIC YEAR :

2017-2018

This document is a combination of Worksheets to permit the teachers and their students to work easily with the new approach «APC » in program.

Sorry, we want neither change nor add things concerning the books in programme. Our intention is just to help ourselves go smoothly and end the programme before the end of the academic year. Thus, it will permit our students to follow the lesson and practise the language by doing activities and exchanging with partners through dialogues.

May God bless everybody and permit us to unite for the smooth running of our school. Simply because « unity is strength ».

STUDENT'S NAME :

.....

CLASS :

AGE :

CORRESPONDENT'S NAME AND CONTACTS :

.....

TEACHER'S NAME :

SCHOOL :

C.1 / Theme : At school (A l'école)

LESSON 1 : Greetings (les salutations)

WORKSHEET

ACTIVITY 1 : (06 min) Look at the indicated times and complete the blanks with the corresponding greetings (salutations). Do it individually (04 min), then compare your answers with your partners (2min). Number 1 is an example.

1-	07 :00	Good morning	5-	17 :00	.....
2-	09 :00	.....	6-	19 :30	.....
3-	11 :30	.....	7-	21 :10	.....
4-	13 :30	.....	8-	22 :40	.....

ACTIVITY 2 : (11 min) After the English lesson, at break, your friend and you are greeting each other and introducing yourselves. Complete the dialogue below with your partner, and then, role-play it.

- A- Good.....
- B- Good.....
- A- What is your..... ?
- B- My name is....., and you ?
- A- My name is.....
- B- O.K ! How are you.....
- A- I am fine, thank you, and you ?
- B- I am.....too, thanks.
- A- Good bye.....
- B- Good bye.....

Homework : The letters are in disorder. Write them correctly to find greetings words and introducing items. You are among those who are chosen by the teacher to read their work.

Example : 1- what

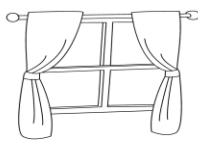
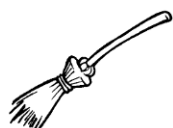
- | | |
|----------------------|---------|
| 1) h-t-a-w | 1-What |
| 2) o-o-d-g | 2-..... |
| 3) o-r-m-i-n-n-g | 3-..... |
| 4) l-e-h-o-l | 4..... |
| 5) e-a-m-n | 5..... |
| 6) t-h-g-i-n | 6..... |
| 7) o-n-o-n-e-r-t-f-a | 7-..... |
| 8) e-v-e-g-n-n-i | 8-..... |

C.1 / LESSON 2: In the classroom (Dans la salle de classe)

WORKSHEET

ACTIVITY 1 : (07 min) Look at the pictures below and answer the following questions. Do it individually (05 min), then compare your answers with your partner (02 min). Write your answers like in the example.

Example : 1—it is a broom



1. What is this ? 2. What is this ? 3. What is this ? 4. What is this ?
 It is a broom



5. What is this ? 6. What is this ? 7. What is this ? 8. What is this ?

ACTIVITY 2 : (10 min) As a new student of 6^{ème}, you are curious to know the names of some classroom objects and people's origin. In a conversation, you ask questions to have more information. With your partner complete this dialogue. Then role play-it.

A : Hello,.....
 B : Hello,....., where are you from ?
 A : I am from....., and you ?
 B : What is the name of this object ?
 A : It is.....
 B : Where is the chair ?
 A :table.
 B : What is this ?
 A :
 B :is the duster ?
 A :the bucket.
 B : Ok, thank you and goodbye.....
 A : Good bye.....

Homework : in a conversation with your brother, he wants to know the names of some classroom objects. Use the words below to write your dialogue. Be ready to read it at the next English class.

Door – board – chair – wall – duster – bucket

WORKSHEET

ACTIVITY 1 : (05 min) Write the name of each element below the pictures. Do it individually (04 min), then compare your answers with your partner (01 min). **Example : 1- a chalk**



1- A chalk



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



5-..... 6-..... 7-..... 8-.....



ACTIVITY 2 : (05 min) Write the numbers in words. Do it individually (04 min), then compare your answers with your partner (01 min). Write your answers like in the example.

Example : 1- one

1 - one	2.....	8.....	10.....	12.....
13.....	15.....	16.....	18.....	20.....

ACTIVITY 3: (10 min) After the English lesson, at break, your friend and you are speaking about things we use at school to work. Complete the dialogue below. Then, role-play it.

- A- Good..... ! how are you ?
- B- Good....., I am fine. And you ?
- A-..... How old are you ?
- B-I am.....years old. And you ?
- A-I am..... How many pens are there in your bag ?
- B- There are.....
- A- How many books are there in your bag ?
- B-
- A- How many copybooks are there in your bag ?
- B.....
- A- how many pencils are there in your bag ?
- B-
- A-Thank you and goodbye.....
- B.....

Homework : At home, find the seven correct words from this long word. Write down your answers like in the example. Example : 1-chalk

chalksevenbookfourteenbagnineteenpencil

- 1- **chalk**..... 2-..... 3-.....
- 4-.....
- 5-..... 6-..... 7-.....
- 8-.....

REVISION

C 1 : Traiter les situations relatives à la communication orale au moyen d'un langage très simple.

Theme : At school (A l'école)

WORKSHEET

ACTIVITY 1 : The letters are in disorder. Write them correctly to have names of school things. Number 1 is an example. **Example : 1- ERLUR= RULER**

- | | |
|-------------------|---------------------|
| 1- ERLUR = RULER | 5- PYCOOKOB = |
| 2- LINPEC = | 6- NEP = |
| 3- BURBER = | 7- SROSCISS = |
| 4- BOKO = | 8- GAB = |

ACTIVITY 2 : (10 min) Choose the pronouns in the box below to complete the sentences. Do it individually first (10 min). Then compare the answers with your partner (03 min). Write your answer like in the example.

Example : 7-.....are Emily and Paul. → **They** are Emily and Paul.

She- They – He – I – It – We - You

- | | |
|---------------------------|--------------------------------|
| 1- am John | 5- is a pencil. |
| 2- are Ariel Smith. | 6- are in the classroom. |
| 3- is Bruno. | 7- are Emily and Paul. |
| 4- is Bianka Flore. | |

ACTIVITY 3 : (14 min) You meet a student on the first day of school. You exchange with him to have information from him. Ask how he feels ; ask his name ; ask where he is from ; etc...

Akaffou : Hello !

Sekongo : Hi !

Akaffou : How do you feel ?

Sekongo : I..... well, and you ?

Akaffou : I am very Who are you ?

Sekongo : I am, and you ?

Akaffou : How do you do Sekongo !

Sekongo : How do you do Akaffou !

Akaffou : Where are you from ?

Sekongo :, and you ?

Akaffou : How old are you ?

Sekongo :, and you ?

Akaffou : goodbye Sekongo ?

Sekongo :

Homework : Put the words in order to have correct sentences. Then read them to the class.

Example : She/ my / friend / is/. → She is my friend.

- 1- I/ fine/ am/ thanks/.
.....
- 2- From/ chicago/ is / He/.
.....
- 3- How/ you / are/.
.....
- 4- Franck/ My / is / name/.
.....

C 2/ LESSON 1 : My family (La famille)

Session 2 : My extended family

WORKSHEET

ACTIVITY 1 : (07 min) Complete the definitions below with the correct extended family members. Do it individually first (06 min). Then compare your answers with your partner (01 min). Number 7 is an example. Example 7- uncle

- 1- Myis my father's or my mother's sister.
- 2- Myis my father's or my mother's father.
- 3- Myis my uncle's or my aunt's son.
- 4- Myis my father's or my mother's mother.
- 5- Myis my brother's or my sister's son.
- 6- Myis my brother's or my sister's daughter.
- 7- My **uncle** is my father's or my mother's brother.

ACTIVITY 2 : (10 min) Rewrite the sentences below correctly like in the example. Do it individually first (09min). Then compare your answers with your partner (01 min)

- 1- Yede father is sick. Yede's....father is sick. (Example)
- 2- Yaba mother is at the market.
.....
- 3- My grandmother is my father mother.
.....
- 4- It is the teacher desk.
.....
- 5- She is Yeo daughter.
.....
- 6- Anasse son is Beda.
.....
- 7- The children parents are watching television.
.....

Homework : At home match the words in column A with their definitions in column B. 1 is an example.
Example 1 – g

COLUMN A	COLUMN B	ANSWERS
1- Aunt	a- Father's father	1- g
2- Nephew	b- Father's brother	2-
3- Grandmother	c- Brother's daughter	3-
4- Uncle	d- Sister's son	4-
5- Niece	e- Aunt's son	5-
6- Grandfather	f- Mother's mother	6-
7- Cousin	g- Mother's sister	7-

WORKSHEET

ACTIVITY 1 : (06 min) Use the words in the box below to fill in the blanks. Do it individually (04 min), then compare your answers with your partner (02 min). Write your answers like the example. Example : 2 – Kitchen

TV set – sitting room – bedrooms – armchairs – bathroom – garage - kitchen

In my father's house, there are a (1)....., a (2), a (3)....., a (4)..... and two (5)..... . In the sitting room, there are (6)..... and (7) My house is very nice.

ANSWERS :

- 1-
- 2- kitchen
- 3-
- 4.....
- 5-
- 6.....
- 7.....

ACTIVITY 2 : (10 min) Your Ghanaian friend comes to see you. And he wants to visit your house. Tell him about your house, your furniture and your electrical appliance. With your partner complete the dialogue below and then role-play it.

Sam : Hello Boiteing, How ?

Boiteing : Hello Sam, I am fine, thank you. And you ?

Sam : I am fine too, thanks. Welcome to our house.

Boiteing : Thank you, Sam. I want to visit it !

Sam : Ok, let's go. This is the..... where my father parks his car. Here is the Where we receive the guests. There are a and a set.

Boiteing : Where is the ?

Sam : The kitchen is next to the sitting room. And this is the It is the place where we wash ourselves.

Boiteing : Is there a ?

Sam : No ; we eat the food in the sitting room. And this is my, the room where I sleep.

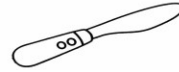
Boiteing : Ok, your house is very nice.

Homework : In 5 lines maximum give information about your house. You will read your work at the next English class. Start your work as follow :

In my house, there
.....
.....
.....
.....

WORKSHEET

ACTIVITY 1 : (05 min) Write the name of each things (objet) we can use or find in the kitchen. Do it individually (04 min), then compare your answers with your partner (01 min). Write the answers like the example : **Example : 2- a bowl**



1-.....

2- a bowl

3-.....

4-.....



5-.....

6-.....

7-.....

8-.....

ACTIVITY 2 : (06 min) Read the short text below and complete it with : **there, much or many**. Do it individually (05 min), then compare your answers with your partner (01 min). Write the answers like the example : **Example : 1- there**

This is my glass ; (01).....**there**.....isn't (02)water in it. (03)..... Are (04) spoons on the table. Is there (05) 'Coca cola' in your mother's glass ? Are there (06)..... Forks on the table ? There aren't (07) plates in the kitchen and (08) isn't (09) rice in my sister's bowl.

ACTIVITY 3 : (10 min) You visit your Ghanaian friend's house. Look at the picture and the table below. It is how the things are organized in the kitchen. You and your partner want to know the places and the numbers of some of the things. Ask and answer questions like in the exmple.



On the shelves		On the stove	In the box	On the floor
plates(12)	Cups (1)	Saucepan (1)	Knives (04)	Bucket (1)
Bowls (3)	Glasses (5)	Frying pans (1)	Forks (00)	Brooms (1)
*****	*****	*****	Spoons (03)	Brush (00)

Notes : a shelf / shelves = une étagère / des étagères

a stove = une cuisinière

REVISION

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

Theme : At home (A la maison)

WORKSHEET

ACTIVITY 1 : (09 min) Look at these elements. Select those we can find in the kitchen and circle them like the example. Do it individually first (08 min). Then compare your answers with your partner (01 min).

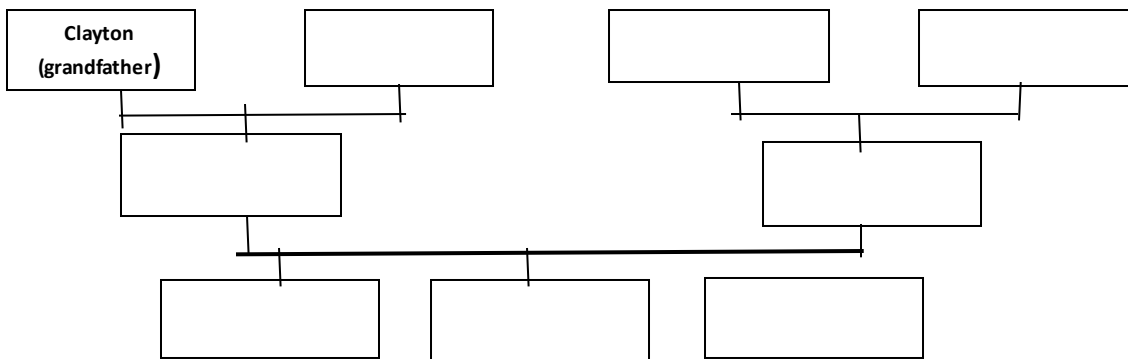
plates - bookcase - book - fridge - bed - saucepan - stool - knife - a pot of glue
spoons - pen - bowls - pencil - dinner - shelf - sitting room - electronic fan -
cooker - school bag - garage - armchair - glasses - bench - frying pan - TV set -
radio dishes - copybook - cups - a ruler - a rubber - forks - eraser.

ACTIVITY 2 (09 min) Make correct sentences. Do it individually first (08 min). Then compare your answers with your partner (01 min). Write down your answers like in the example.

Example : 1 (have/has) a sister = I have a sister

- 1- They (have/has) grandparents =
- 2- She (have/has) many cousins =
- 3- I (have/has) two brothers =
- 4- Do you (have/has) a grandmother ? =

ACTIVITY 3 : (14 min) Look at Samuel's family tree. Read the paragraph below. Then write the name of the different persons. Do it individually first (12 min), then compare your answers with your partner (02 min). One is done for you as an example.



My name is Wilson. My father's name is Benson and my mother's name is Kate. I have one sister and one brother. My sister's name is Manuela and my brother's name's is Angel. I have two grandfathers and two grandmothers. My father's mother is Hilary and his father is Clayton. My mother's mother is Margareta and her father is Harry.

Homework : Each letter represents a member of the family. Complete the list. Number 1 is an example.

- 1- M – Mother
- 2- F =
- 3 – S =
- 4- B =
- 5- A =
- 6 – U =
- 7-G =
- 8- G =
- 9-C =

C 3/ Theme : Time and date (l'heure et la date)

LESSON 1 : The date (la date)

Session 1 : The days of the week

WORKSHEET

ACTIVITY 1 : (06 min) The letters below are in disorder. Rearrange to find the days of the week. Do it individually (04 min), then compare your answers with your partner (02 min). Number 1 is an example.

- 1- D – U – S – N – A – Y = SUNDAY.
- 2- D – Y – N – O – M – A =.....
- 3- H – U – S – R – T – A – Y – D =.....
- 4- D – R – A – F – Y – I =.....
- 5- D – N – E – S – Y – A – W – E – D =.....
- 6- S – U – E – T – A – Y – D =.....
- 7- R – U – T – S – A – Y – A – D =.....

ACTIVITY 2 (10 min) Your Liberian friend Fisher is asking you some questions about the days of the week. Complete the blanks with the missing words. Number 1 is done for you as an example.

FISH : What day is it today ?

YOU : (01) Today is Monday (example)

FISH : (02)..... the day (03).....today ?

YOU : The day before today is (04).....

FISH : And which day comes (05).....Wednesday ?

YOU : It is Thursday.

FISH : (06).....day is it (07).....Sunday ?

YOU : It is Saturday.

FISH : Ok nice !

Homework : Complete the blanks below with the missing letters to find the days of the week. Then, write them in order in the provided lines.

T...e...d...y

...r...d.....

S...n...a...

M.....ay

...hu.....da...

W...d.....sd...y

.....tur.....

.....

.....

.....

.....

.....

C 3/ LESSON 1 : The date (la date)

Session 2 : The months of the year.

WORKSHEET

ACTIVITY 1 : (06 min) Complete the text below with the right ordinal number. Do it individually (04 min), then compare your answers with your partner (02 min). Number 1 is an example. **Example** : 1- first

I know that, January is the (01) **first** month of the year. Well, December is the (02)..... month of the year. And March is the (03)..... month of the year. Ok, what's about May ? Hum, May is the (04)..... month of the year. You are right. So, February is the (05)..... month of the year. Yes, of course ! And September is the (06)..... month of the year.

ACTIVITY 2 (06 min) Find the answers of the following questions. Do it individually (04 min), then compare your answers with your partner (02 min). Number 1 is done for you as an example.

- 1- When is the Christmas Day ?.....**It is the twenty – fifth of December**.....
- 2- What is the day today ?.....
- 3- When is Independence in Cote d'Ivoire ?.....
- 4- When is your next English class ?.....
- 5- What's the day next Tuesday ?.....
- 6- When is your birthday ?.....
- 7- What's the day tomorrow ?.....

ACTIVITY 3 : (10 min) The English club of lycée Moderne Adzopé organizes a competition on this topic : « the different elements of the date ». You decide to participate and win. First, complete the blanks below with the missing letters. Then, write the names of the months in order. The best task will be published in the English club's magazine.

Complete

A...g.....t	N.....em.....r	...p.....l	J...l...
...ec...m...e...	M.....ch	...e...t...m.....r	Ja.....a...y
Oc.....er	...une	.....y	F...b.....a.....

Write the name of the months

.....

.....

.....

.....

.....

.....

.....

Homework : The words are in disorder. Write them correctly to have good sentences.

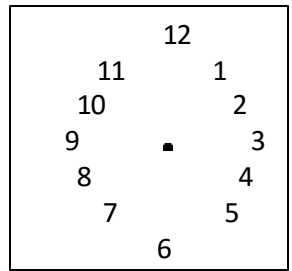
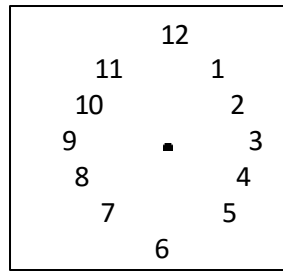
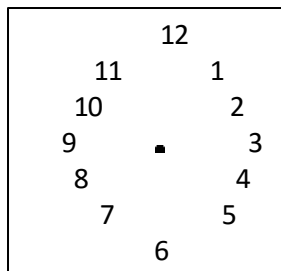
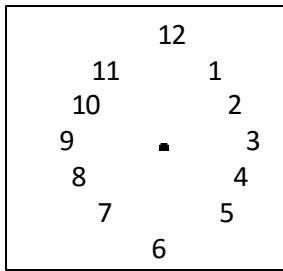
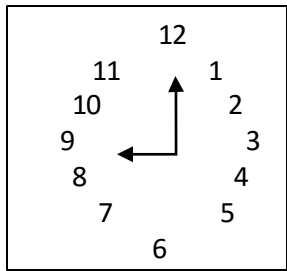
- a) The / date /write / the/ board / on / b) the /Thursday /second / October / of /today /is /.
- c)February / month /the /second /of /year /is /the /

WORKSHEET

ACTIVITY 1 : (06 min) Look at the table and write the time. Do it individually (04 min), then compare your answers with your partner (02 min). Write your answers like this : a) **7 :05 – It is five past seven**

a-) 7 :05 – It is five past seven	e-) 07 :30	i-) 10 :00	m-) 10 :45
b-) 14 :40	f-) 13 :55	j-) 21 :15	n-) 15 :45
c-) 08 :07	g-) 02 :20	k-) 19 :30	o-) 19 :26
d-) 09 :10	h-) 15 :45	l-) 23 :25	p-) 04 :30

ACTIVITY 2 (12 min) The English club of lycée Moderne Adzopé organizes a competition on this topic : « Giving the time ». You decide to participate and win. First, draw then time on the clock. Then, with your partner, ask and answer questions about the same time like in the example. The best task will be published in the English club's magazine.



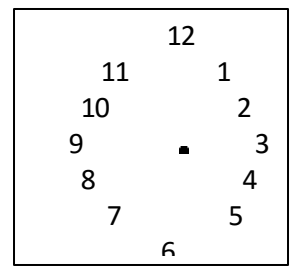
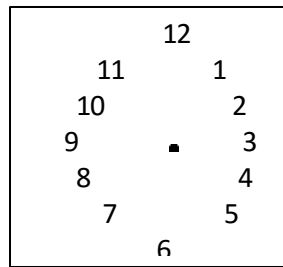
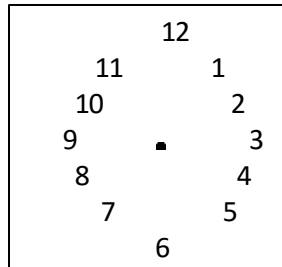
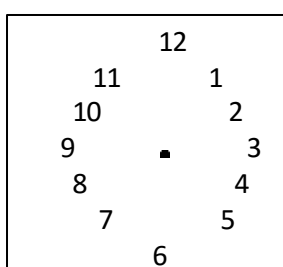
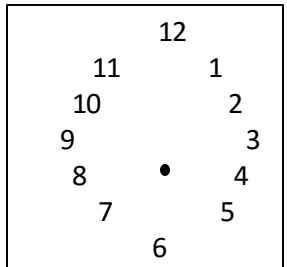
1) **09 :00**

2) **05 :55**

3) **01 :40**

4) **07 :30**

5) **12 :10**



7) **03 :25**

8) **02 :05**

9) **06 :35**

10) **03 :45**

11) **18 :20**

Example : 1-) Student A : What's the time ?

Student B : It's nine o'clock.

- 2- Student A : Student B :
- 3- Student A : Student B :
- 4- Student A : Student B :
- 5- Student A : Student B :
- 6- Student A : Student B :
- 7- Student A : Student B :
- 8- Student A : Student B :
- 9- Student A : Student B :
- 10- Student A : Student B :

Homework : Draw these times on the clock or on the watch :

1. It's quarter to three.
2. It's five to five.
3. It's half past seven
4. It's ten past nine
5. It 's eight o'clock
6. It's quarter past six.
7. It's quarter to eleven
8. It's half past twelve.

C 3/ **LESSON 3:** the timetable (l'emploi du temps)

WORKSHEET

ACTIVITY 1 : (07 min) Read the sentences below. Choose the adverbs in the box below to fill in the blanks, and rewrite them like in the example. Work individually (05 min), then compare your answers with your partner (02 min)

always – rarely – usually – sometimes – regularly – never - often

1. Students.....sing the National Anthem on Mondays and Friday at school.

Students **always** sing the National Anthem on Mondays and Fridays at school

2. In my country, the students.....go to school on Sunday.

.....

3. Students.....practise sports at school.

.....

4. At school, teachers.....check students'level by tests.

.....

5. At secondary school,teachers.....beat students.

.....

6. In first form (6ème), our timetable isn't.....busy.

.....

ACTIVITY 2 : (10 min) The program below is the timetable of Abouti, a student of 5^{ème}. With your partner, ask and answer the questions about it like in the example.

	Monday	Tuesday	Wednesday	Thursday	Friday
07h00 – 07h55	English			French	Geography
07h55 – 08h50	Maths		English	Physics	French
08h50 – 09h45	History		Biology	Maths	English
09h45 – 10h10	Break	Break	Break	Break	Break
10h10 – 11h05	French		History	Biology	Physics
11h05 – 12h00			Music	'EDHC'	
14h00 - 15h00					TESTS
15h00 – 16h00		Maths			
16h00 – 17h00	Physical training	French			
17h00 – 18h00		Geography			

Example : Maths / Monday

A = What time has Abouti got maths on Monday ?

B = At five to eight in the Morning

1. English/Monday.....
.....
.....
2. French/Friday.....
.....
.....
3. Tests/Friday.....
.....
.....
4. History/Monday.....
.....
.....
5. Music/Wednesday.....
.....
.....
6. Maths/tuesday.....
.....
.....
7. Physics/Thursday.....
.....
.....
8. physics/friday.....
.....
.....
9. physical training/Monday.....
.....
.....
10. Geography/Tuesday.....
.....
.....

Homework : Ask and answer questions about the extracted timetable of Abouti.

English/ Monday/ 07 :00

A = What subject has Aboudi got on Monday at seven ?

B = He has got maths.

1.English / Wednesday /07 :55

2.French / Thursday / 07 :00

3.Biology / Thursday / 10 :00

4.History / Monday /08 :50

5.'EDHC' / Thursday / 11 :05

6.Maths / Tuesday / 02 :00 p.m

REVISION

COMPETENCE 3 : Traiter des situations relatives à l'expression écrite au moyen d'un langage simple.

Theme : Time and date

WORKSHEET

ACTIVITY 1 : (10 min) Find the missing words and rewrite the sentences like in the example. Do it individually first (08 min). Then compare your answers with your partner (02 min).

1. Maths and English are my f_____e subjects.

Maths and English are my favourite subjects.

2. It's q_____r past twelve.

.....

3. Look at the c___k and tell the time.

.....

4. Have you got a w___h ? What's time now ?

.....

5. We've got many s_____s in our school.

.....

6. The timetable is n___ v_____ busy, in first form (6^{ème})

.....

ACTIVITY 2 (14 min) You want to go to Ghana for the long school holidays. You are asked to fill the paper below if you want to be selected. Work individually (16 min), then compare your answers with your partner (02 min).

1. What's your Maths teacher's name ?.....

.....

2. What subjects have you got on Tuesday ?.....

.....

3. What's the time now ?.....

.....

4. How many subjects have you got in your school ?.....

.....

5. When and at what time have you got English ?.....

.....

6. Is your Physics teacher a man or a woman ?.....

.....

7. What are your favourite subjects ?.....

.....

8. What subjects have you got on Monday after the break ?.....

.....

9. How many pupils are there in your classroom ?.....

.....

Homework : Next Saturday is your birthday. Write an invitation card to your partner, indicating the date, the place, and the time of the ceremony.





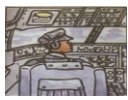





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C4/ Theme Jobs and occupations (Métiers et professions)

LESSON 1: Jobs and occupations (Métiers et professions)

WORKSHEET

ACTIVITY 1 : (06min) Match the pictures in column A with its definition they correspond to in column B. Do it individually first (04 min). Then compare your answers with your partner (02 min). Example : 5-i

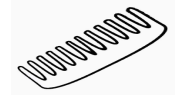
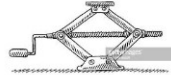
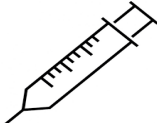
COLUMN A	COLUMN B	ANSWERS
1 	a. Someone who works at the police station is a policeman.	1.
2 	b. A mechanic is somebody who repairs cars.	2.
3 	c. A person who makes clothes is a tailor or a dressmaker.	3.
4 	d. Someone who sells meat is a butcher.	4.
5 	e. A farmer is a person who works on the farm.	5. i
6 	f. A doctor is somebody who works at the hospital.	6.
7 	g. A baker is someone who bakes bread.	7.
8 	h. A person who teaches in a school is a teacher.	8.
9 	i. A pilot is a person who flies planes.	9.
10 	j. A woman who helps a doctor at the hospital is a nurse.	10.

ACTIVITY 2 (10 min) :During the Christmas, you go to visit your friend Adegbalé in Nigeria. There, you meet another young Nigerian, Oruma. In the conversation you have, You ask each other questions to get information about the members of your family and their occupations. With your partner prepare a dialogue that you will practise in the classroom. Use the words in brackets to answer the questions below.

- A- Good....., my name is Paul and I am from Cote d'Ivoire. And you, what is your name and where are you from ?
- B-, my name is Oruma and I am from Nigeria.
- A- Oruma, what does your father do ?

WORKSHEET

ACTIVITY 1 : (06min) Here are some tools people use to work. Write the name of each tool below the pictures. Do it individually (04 min), then compare your answers with your partner (02 min). Write your answers like the example : Example : **7- a sewing machine**

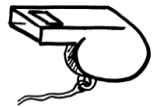
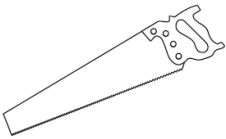


1.....

2.....

3.....

4.....



5.....

6.....

7- a sewing machine

8.....

ACTIVITY 2 (06 min) Use the words in the box below to complete the sentences. Work individually (05 min). And compare your answers with your partner (01 min). Write your answers like in the example.

Example : 1 – hammer.

Sewing machine – comb – whistle – brush – hoe – syringe – broom –
hammer – pair of scissors - saw

1. The father of Yapi is a carpenter, he needs a **hammer** to work.
2. He also uses ato saw the planks.
3. A tailor takes ato sew clothes.
4. Hairdressers take a..... to cut women’s hair.
5. They sometimes need ato do women’s hair.
6. My father’s is a farmer, he works with a.....
7. A painter uses a.....to paint houses.
8. A housemaid uses a.....to sweep a house.
9. A policeman uses a..... to stop cars.
10. A doctor needs a..... to make an injection.

ACTIVITY 3 :(10 min) For the next English club’smeeting, you are asked to fill in a paper. With your partner ask and express possession like in the example :

Example : A- Whose broom is this ? B- It’s the housemaid’s broom.

- | | |
|---------|---------|
| A-..... | B-..... |
| A-..... | B-..... |
| A-..... | B-..... |
| A-..... | B-..... |
| A-..... | B-..... |
| A-..... | B-..... |
| A-..... | B-..... |
| A-..... | B-..... |

Homework : These words are in disorder. Rewrite them correctly to find the tools people use to work.

Example : a oromb = a broom

a ingwse chimean – a marhem – sosriscs – a surhb – a bome – a ohe

WORKSHEET

ACTIVITY 1 : (06min) Match the jobs in column A with the places of work in column B. Do it individually first (05 min). Then compare your answers with your partner (01 min).). **Write your answers like in the example. Example : 1 – d**

<u>COLUMN A</u>	<u>COLUMN B</u>	ANSWERS
1- a trader	a- an office	1- d
2- a farmer	b- a garage	2-
3- a journalist	c- an airport	3-
4- a policeman	d- a shop	4-
5- a doctor	e- a plantation	5-
6- a driver	f- a hospital	6-
7- a mechanic	g- a school	7-
8- a pilot	h- a police station	8-
9- a teacher	i- a lorry park	9-

ACTIVITY 2 (10 min) During the English club activities your responsible tells you and your partner to ask each other questions to get information about the specific places of work. Prepare a dialogue that you will practise in the classroom. The beginning of the dialogue is given as example.

You : Where does a mechanic work ?

Your partner : He works in a garage.

You :.....

Your partner :.....

You :.....

Your partner :.....

You :.....

Your partner :.....

You :.....

Your partner :.....

You :.....

Your partner :.....

You :.....

Your partner :.....

You :.....

Your partner :.....

Homework : These words are in disorder. Rewrite them correctly to find the places of work.

Example : a tastino lipoce = a police station

A ramf – a knab – a regaag – na fifoce – an protair – a loosch – a talpisho

C5/ Theme : Clothes and colours (vêtements et couleurs)

LESSON 1: Clothes(Vêtements)

WORKSHEET

ACTIVITY 1 : (04min) Write the name of each cloth below the pictures. Do it individually (03 min), then compare your answers with your partner (01 min). Write your answers like in the example. Example : 2 – a hand bag



1.....

2- a hand bag

3.....

4.....

5.....



6.....

7.....

8.....

9.....

ACTIVITY 2 : Listen to the text read by your teacher and fill in the blanks with the missing clothes. Number one is an example. 1-blouse

This Morning Miss Kouassi wears a nice (1)...**blouse**..... Her (2)..... Is purple, and her (3)..... Is orange. Mr Yeo's (4)..... are black. His (5)..... is white, and his (6)..... Is black too. Mr Bamba's (7)..... is blue and his (8)..... is red.

ACTIVITY 3 (09 min) Your friend is asking you questions about the clothes the members of your family are wearing. Read your answers and then write the questions of your friends. You and your partner complete the dialogue and then practise it in the classroom.

Your friend :.....

You : No, he isn't. He's wearing trousers.

Your friend :.....

You : Yes, she is. My mother is wearing a blouse and a wrapper.

Your

friend :.....

You : Henry is wearing a shirt and blue jeans.

Your friend :.....

You : Bilé and Nandi are wearing white shirts, blue ties and blue trousers.

Your friend :.....

You : my father is wearing a suit.

Your friend : Ok, that's very nice !

Homework : You go to the market to buy some clothes. Write the names of the different clothes you buy.

.....

WORKSHEET

ACTIVITY 1: Listen to the text read by your teacher and fill in the blanks with the missing colours.

Write your answers like in the example. Example :1- orange

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

ACTIVITY 2 (10 min) In Accra, Ghana, you go to the market with your friend’s mother for a shopping. Your friend’s mother shows you many articles and clothes. You ask her some questions about the colours of the different clothes. With your partner, ask and answer questions like in the example. And then present your work to the class. The elements in the box below will help you.

1) Shirt/red	2) skirt/blue	3) blouse/white	4) headscarf/ red and blue	5) trousers/brown	6) shorts/orange	7) socks/grey	8) dresses/ yellow and green
--------------	---------------	-----------------	----------------------------	-------------------	------------------	---------------	------------------------------

You : What colour is the shirt ?

Mother : It’s red.

You :.....

Mother :.....

You :.....

Mother :.....

You :.....

Mother :.....

You :.....

Mother :.....

You :.....

Mother :.....

You :.....

Mother :.....

You :.....

Mother :.....

Homework : Circle all the colours you can find in this board. Follow the example.

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

WORKSHEET

ACTIVITY 1 : Listen to the text read by your teacher and fill in the blanks with the missing words. **Write your answers like in the example. Example : 1– how much**

Excuse me, (1)...**how much**... is the red (2)..... . It's (3)..... thousand francs. Oh, that's too (4)..... Well, but it's a good (5)..... for the quality. And how much are the (6).....jeans. They are seven thousand five hundred. What about the (7)..... T-shirt ? How much is that ? Oh it's very (8)....., it's only a thousand francs.

ACTIVITY 2 (10 min) In Accra, Ghana, you go to the market with your friend's mother for a shopping. Your friend's mother shows you many articles and clothes. You ask her some questions about the prices of the different clothes. With your partner, ask and answer questions like in the example. And then present your work to the class. The elements in the box below will help you.

Shirt/red/5000F skirt/blue/3000F blouse/white/2500F headscarf/ red and blue/800
trousers/brown/7500F shorts/orange/1200F socks/grey/500 dresses/ yellow and green/4500F

You : How much is the red shirt ?
Mother : It's five thousand francs.
You :.....
Mother :.....
You :.....
Mother :.....
You :.....
Mother :.....
You :.....
Mother :.....
You :.....
Mother :.....
You :.....
Mother :.....
You :.....
Mother :.....

Homework : Find the missing words and rewrite the sentences.

- 1- They shoes are very nice.They're also very good q_ _ _ _y.
- 2- Excuse me. I'm looking for a grey _ h _ _ t.
- 3- Those trousers are not e_ _ _ _ _e. They are only 500F.
- 4- What is the p_ _ _ _e of that shirt ? Two thousand francs.
- 5- Our c_ _ _ _ _s are dirty. We must wash them.

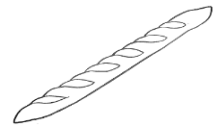
C6/ **Theme** : Food and drinks (Nourriture et boissons)

LESSON1 : Meals and Drinks (Repas et Boissons)

Session 1 : What food do you like?

WORKSHEET

ACTIVITY 1 : (04 min) Write the name of each element below the pictures. . Do it individually (03 min). Do it individually (03 min), then compare your answers with your partner (01 min).). **Write your answers like in the example. Example : 5– a coffee**



1..... 2..... 3..... 4.....



5-coffee

ACTIVITY 2 : (07 min) Use the words in the box below to complete the dialogue. Work individually (06 min). And then compare your answers with your partner (01 min).). **Write your answers like in the example. Example : 1 – what**

Bread – breakfast – drink – milk – like – eat – coffee - **what**

LOBE : (1)....**What**.... do you (2)..... at (3)....., Mary ?

MARY : I eat (4).....

LOBE : What do you (5)..... ?

MARY : I (6).....tea, but I prefer (7)..... with (8).....

ACTIVITY 3 : (09 min) Here are some groups of element we can use for breakfast. Find the odd-one-out and write your answers like in the example.

Example : Coffee – Sugar – Bread - Eggplant **Eggplant**

1- Bread – Butter – Cheese - Cassava

2- Coffee – Cocoa – Ginger juice – Tea

3- Milk – Sugar – Shirt - Cup

4- Bucket – Teaspoon – Cereals - Omelette

Homework : For the next English class, write what you eat and drink at breakfast. Be ready to read your work.

WORKSHEET

ACTIVITY 1: (07 min) Mike is at the market to buy some meat. Use the words in the box below to complete the dialogue. Do it individually (05 min), then compare your answers with your partner (02 min). **Write your answers like in the example. Example : 1 – could**

Please – Yes – are – some - chicken – thanks – **could**

MIKE : (1)....**could**..... you give me (2).....meat, (3)..... !

BUTCHER : (4)....., of course. What kind of meat do you want : beef or (5).....?

MIKE : Chicken, please.

BUTCHER : Ok, here you (6).....

MIKE : (7)..... a lot.

ACTIVITY 2 (10 min) In a restaurant of Accra (Ghana), two friends, Assamoah and Akossuah are placing an order. Listen carefully to your teacher. While listening, tick (✓) on the lists below what each customer wants to eat. **NB : to place an order = passer une commande**

Assamoah (customer 1)

Akossua (Customer 2)

Meat	
Fish	
Rice	
Yoghurt	
Yam	
Bread	
Omelette	
Sorry juice	
Ginger juice	

Meat	
Fish	
Rice	
Yoghurt	
Yam	
Bread	
Omelette	
Sorry juice	
Ginger juice	

Homework : For the next English class, write what you eat and drink at breakfast, at lunch and at dinner. Be ready to read your work.

.....

.....

.....

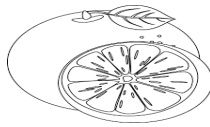
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WORKSHEET

ACTIVITY 1: (08 min) Write the name of each fruit and vegetable below the pictures. Do it individually (06 min), then compare your answers with your partner (02 min). **Write your answers like in the example.**

Example : 1 – oranges



1-oranges



2.....



3.....



4.....



5.....



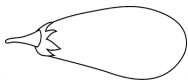
6.....



7.....



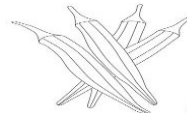
8.....



9.....



10.....



11.....



12.....

ACTIVITY 2 : (05 min) Put the adjectives in brackets in their correct form. Do it individually (04 min), then compare your answers with your partner (01 min). Follow the written example.

- 1- Eggplants are (cheap).....**cheaper**.....than onions.
- 2- Tomatoes are (good).....than carrots.
- 3- A cabbage is (big).....than a pepper.
- 4- Oranges are as (delicious).....as pawpaws.
- 5- A guava is less (heavy).....than pineapple.
- 6- Apples are (expensive).....than lemons.
- 7- A lemon is (bad).....than an orange.

ACTIVITY 3 : Listen to your teacher carefully and fill in the blanks with the missing words and expressions.

ADJIMA : Hello ! Have you got (1).....apples ?
 CHIADON : Yes. (2).....apples would you like ?
 ADJIMA : 600 grams, please. And I'd like(3).....bananas. About six.
 CHIADON : Anything else ?
 ADJIMA : Yes. Hum. One bottle of (4)....., please and some
 (5).....please.
 CHIADON : I'm sorry. There is no bread. But there are some (6).....
 ADJIMA : I'd like some, but, (7).....is the packet ?
 CHIADON : 1,000 francs
 ADJIMA : Well, give me one, then.
 CHIADON : Is that all ?
 ADJIMA : Hum, I think that's ok.

LESSON1 : Hygiene and the parts of the body (les parties du corps et l'hygiène corporelle)

WORKSHEET

ACTIVITY 1 : (04 min) Write the name of each part of the body below the pictures. Do it individually (03 min), then compare your answers with your partner (01 min). **Write your answers like in the example.**

Example : 1 – a head



1- A head



2.....



3.....



4.....



5.....



6.....



7.....



8.....



9.....

ACTIVITY 2 : (04 min) Rewrite the following sentences with 'must'. Do it individually (03 min), then compare your answers with your partner (01 min). **Write your answers like in the example.**

Example : wash myself before going to school

I must wash myself before going to school

1- Wash my hand before eating.

.....

2- Take a bath everyday.

.....

3- See the doctor if I'm sick.

.....

4- Brush my teeth every morning.

.....

ACTIVITY 3 : (10 min) Read the text below and answer the questions that follow it. Do it individually (08 min), then compare your answers with your partner (02 min).

Human body is composed of three main parts which are : the head, the trunk and the limbs. The head is linked to the trunk by the neck : it contains the hairs, the eyes, the nose, the ears and the mouth. It is the most important part of the human body, but it needs the other parts to work.

The trunk contains the upper limbs that are the arms, the chest with the breast and the stomach with the navel. At last the lower limbs which are concerned with legs and feet. Without the legs and the feet nobody can walk. All the parts of the human body play key roles in our life. They permit us to see, taste, smell, touch and hear.

1- How many parts constitute the human body ?

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

2- Quote the three main parts of the human body.

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

3- What links the head to the trunk ?

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

4- Where can we find the eyes ?

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

5- What are the different elements of the trunk ?

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

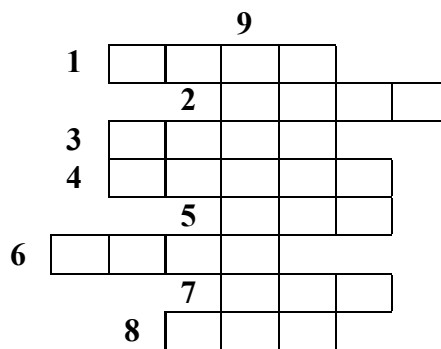
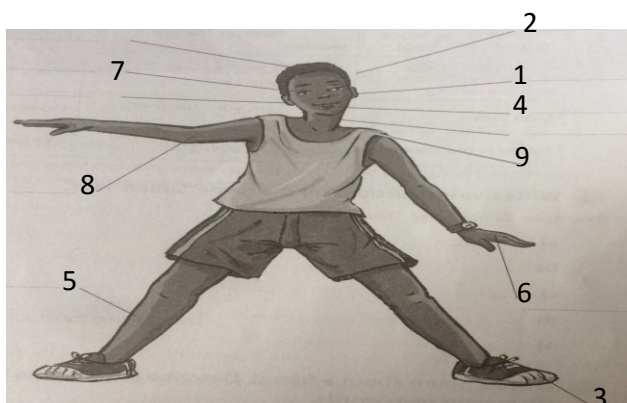
6- Is it possible to walk without the legs ?

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

7- What can the parts of the body permit us to do ?

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

Homework : The young boy below has forgotten the different parts of the body. Help him to find them by playing the crosswords' game.



WORKSHEET

ACTIVITY 1 : (06 min) Put the words in order to get correct sentences. Do it individually first (05 min), then compare your answers with your neighbour (01 min). **Follow the example.**

Example : clean / school / your / should / you —————> **You should clean your school.**

1- **Shouldn't / the /you / dirty /classroom.**

.....

2- **Mosquitos / should / people / avoid**

.....

3- **Garbage / dustbin / in / the / we / put / should / the**

.....

4- **Should / ponds / people / destroy**

.....

5- **Become / sick / students / shouldn't**

.....

ACTIVITY 2 : (10 min) You have been chosen by the members of the English club of your school to give a talk on insalubrity and common deseases during one of your meetings. Read the text below and complete the chart with the necessary notes. Do it individually first (08 min), then compare your answers with your neighbour (02 min).

Text :

In the township of Adzopé, there are many places where people put garbage. This situation should dirty our nice township. People should put garbage in the dustbins. And then, they must destroy all dumps. If they do that, we can avoid mosquitoes, we cannot become sick. So, we can go to school happily, because we are protected against common deseases. Insalubrity is a bad thing, because it causes malaria and diarrhoea. People should help us protect our environment.

Environmental problems

Problems of Adzopé	Diseases caught	Solutions to avoid common deseases
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Homework : Write 5 different sentences to give advise to your friends about how we can avoid becoming sick.

.....

WORKSHEET

ACTIVITY 1 : (06 min) Read the short passage below and use the words from the box to fill in the gaps. Do it individually first (05 min), then compare your answers with your neighbour (01 min). **Write your answers like in the example. 1- useful**

Water – dirty – health – filter – drinkable – diseases – useful - tap

Water is (1).....for your life. If you drink clean (2).....you will be healthy. But if you drink (3).....water you will be sick. Generally speaking, water comes from diverse origins. For example, we can find water from the rain, the well, the (4)....., the river, the lagoon, the sea and the ocean. But all these types of water are not (5)..... . doctors tell the parents in the village to (6).....or boil water before drinking it. In the city, some people like pouring dirty water in the street. Dirty water is responsible for many (7).....such as malaria, cholera, typhoid, etc. So people must take care of the environment for our good (8).....

ANSWERS :

- 1.....**useful**..... 2..... 3.....
- 4.....
- 5..... 6.....
- 7..... 8.....

ACTIVITY 2 : (10 min) During a conference, the responsible of water tells you things you must do and what you must not do about water to have good health. Read these statements and say if they are true (T) or false (F). Do it individually first (08 min), then compare your answers with your neighbour (02 min).

- 1- You must not disinfect the well.....
- 2- You must not pollute water.....
- 3- You must put rubbish in the water.....
- 4- You must sometimes boil the water to drink.....
- 5- You must filter the water from the river.....
- 6- You must drink water from the river.....
- 7- To drink water from the river, boil it and filter it.....
- 8- You must urinate in a river or in a well.....
- 9- You must not let the tap run.....
- 10- You must not take a bath everyday.....

Homework : As a specialist of environment, give advise to your friends who live in the village so that they could avoid deseases by drinking clean water. (10 min)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

REVISION

LESSON TYPE : READING FOR COMPREHENSION

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

THEME : Hygiene and health (hygiène et santé)

SOURCE : Go For English 5^{ème} Page 42

WORKSHEET

Text : Precious water

The village people used the water for washing their clothes and pots. The animals drank at the dam. They then carried the water to their homes. They planted trees round the dam to protect the water from the hot. After swimming in the dam, some children became ill with fever and bilharzia. So the women said : « everybody can use the dam for swimming. We must always boil the water before drinking it. » And the City engineer ? He never came.

Extracted from Go For English 5^{ème} Page 42

ACTIVITY 1 : (08 min) The definitions below correspond to some words in the text. Find those words and write them down. The indicated lines will help you. Do it individually first (06 min), then compare your answers with your partner (02 min). Write your answer like this : 1-village

- | | |
|--|-------------------|
| A place smaller than a town (line 1) | 1- village |
| The clear liquid used for drinking and washing (line 1) | 2..... |
| Living creatures like a dog or a cat (line1) | 3..... |
| Ordinary tall plants that have branches and leaves (line 2) | 4..... |
| Keep a person or a thing safe from damage (line 2) | 5..... |
| Condition in which you have a very high temperature (line 3) | 6..... |
| Wall built across a river to stop the water (line 4) | 7..... |

ACTIVITY 2 (10 min) Read the text again and answer the questions that follow. Do it individually first (08 min), then compare your answers with your partner (02 min).

- 1- What did the people of the village use the water for ?
.....
.....
- 2- Did the animals drink at the dam ?
.....
.....
- 3- Why did they plant trees round the dam ?
.....
.....
.....
- 4- What happened to some children after swimming in the dam ?
.....
.....
.....

LESSON1 : The importance of Sport (l'importance du sport)

WORKSHEET

ACTIVITY 1: (07 min) Read the short passage below and use the words from the box to fill in the gaps. Do it individually first (06 min), then compare your answers with your partner (01 min). **Write your answers like in the example. Example : 1 – football**

Plays – prefers – health – basketball – football - player

Adou Gnagra is a (1).....player. He is eighteen. He plays in the Abidjan football-training centre. He scores a lot of goals when he (2)..... . People like him very much. He wants to be a professional (3).....like Christiano Ronaldo. As for Bressoué, he (4)..... swimming because he says it gives him good (5)..... He also plays (6)..... In Asec Mimosas.

ANSWERS :

- 1..... **football**..... 2.....
- 3..... 4.....
- 5..... 6.....

ACTIVITY 2 : (10 min) Your brother, Bema is not good at English. His teacher of English has given him a homework. The task is to read the text below and answer the questions that follow it. As you are good at English, help him do his task. Do it individually first (08 min), then compare your answers with your partner (02 min)

Text :

Every four years athletes go to the Olympic Games. Each time the games are in a different country, Korea (1998), Spain (1992), USA (1996). Many different countries compete. Some countries send a few athletes, and some countries many. The flag of the Olympic games has five circles on it, because there are five continents in the world.

There are many different sports in the Olympic games. There are indoor sports, like boxing and swimming, and outdoor sports, like running and rowing. Athletes from African countries compete in many sports, but they are best at running.

Athletes win medals at the games. There is a gold medal for the winner, a silver medal for the second, and the bronze medal for the third. The athlete who wins a gold medal is the best in the world.

Extracted from Go For English 6^{ème} Page 46

- 1- When do athletes go to the Olympic games ?
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- 2- How many circles are there on the Olympic flag ?
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- 3- Name two indoor sports.
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4- Name two outdoor sports.

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5- What do athletes win at the Olympic games ?

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Homework : Give in 10 lines the importance of sport for a person and tell the sports you prefer.

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WORKSHEET

ACTIVITY 1 : (07 min) Match each word in column A with its definition in column B. Do it individually first (05 min). Then compare your answers with your partner (02 min). **Number 5 is an example. Example : 5 – a**

COLUMN A	COLUMN A	ANSWERS
1- CAN	a- a person who controls and judges during matches	1.
2- Team	b- a person who is not your partner when you play	2.
3- Star	c- a group of person who play together	3.
4- Opponent	d- a person who help the referee	4.
5- Referee	e- a cup that African Nations play	5. a
6- linesmen	f- a very famous or important player in a team	6.

ACTIVITY 2 (10 min) At he opening ceremony of the CAN, the President of the ‘CAF’ delivers a speech. Read the text below carefully and answer the questions that follow it. Do it individually first (08 min), then compare your answers with your neighbour (02 min).

Ladies and gentlemen, we are in South Africa for the 29th edition of the African Nations Cup. This year we have sixteen teams again. We want every team to be fair-play. We want partners and opponents to be very polite with the referees and their linesmen. In my opinion, there are no stars. But all the players are very good, that is why they are selected. We are here to watch a good football. Only the best and the most organized team will win this cup. We want the strickers to score too many goals. Each national team must defend the colours of its country’s flag. I wish good luck to everybody and declare open the 29th African Nations Cup. After his speech the responsible of CAF kick the ball and the first match starts.

- Where does the 29th edition of the CAN take place ?

- Is the cup in South Africa the first CAN ? Justify your answer.

- How many teams participate in this cup ?

- What must team do during the competition ?

- According to the speaker which team is supposed to win the cup ?

WORKSHEET

ACTIVITY 1 : (07 min) Rewrite the verbs in brackets correctly. . Do it individually first (05 min). Then compare your answers with your partner (02 min). **Number 1 is an example.**

1. You should (to play) traditional games : **you should play traditional games**
2. I suggest you (to play) Awalé :.....
3. How about (to play) with tops :.....
4. You should (to study) your lesson :.....
5. I suggest you (to learn) English :.....
6. How about (to do) our French exercise :.....

ACTIVITY 2 : (10 min) Read the text below carefully. And say whether the following statements are true (T) or false (F). Do it individually first (08 min), then compare your answers with your neighbour (02 min).

Text : The importance of traditional games

My father is a farmer. Every Sunday, when he doesn't go to the farm, he often plays draughtboard and sometimes cards. But he likes playing traditional games too much. Every evening, when he comes back from the field, he plays Awalé with his friends at home. He said because of modern games, their children are lost.

He never loses the games when he plays with his friends. He always jokes and says that if he loses one day JESUS will come back earlier. He always wins the competitions organized in the village square. He thinks that children should learn how to play traditional games to develop their mind.

1. My father is a teacher of english
.....
2. He goes to the farm every Sunday.....
3. He often plays draughtboard.....
4. He never plays cards.....
5. He dislikes playing traditional games.....
6. In the evening he plays Awalé with his friends.....
7. He sometimes loses when he plays with his friends.....
8. He wins the village competitions.....
9. Children should not play traditional games.....
10. Traditional games can develop children mind.....

Homework : what are the advantages of playing traditional games ? (5 lines maximum)

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Song : The alphabet

A /ei/ B /bi :/ C /si :/ D /di :/ E /i :/ F /ef/ G /dʒi :/ H /eitʃ/ I /ai/
J /dʒei/ K /kei/ L /el/ M /em/ N /en/ O /o :/ P /pi :/ Q /kju :/ R
/a :/ S /es/ T /ti :/ U /ju :/ V /vi :/ W /dʌblju :/ X /eks/ Y /wai/ and
Z /zed/

Now I know my ABC, next time will you sing with me.

Song : Brother John

Are you sleeping ?

Are you sleeping ?

Brother John ?

Brother John ?

Morning bells are ringing.

Morning bells are ringing.

Ding, dang, dong...

Ding, dang, dong...

Poem : My embrella

It is raining and I am laughing.

I have just gone out with my embrella.

Oh, how nice it is !

Poem : If I am lost

If I am lost along the way, the birds will laugh at me.

If I disappear in the forest, the animals will laugh at me.

If I am lost near the river, the fishes will say oh.