École Nation et Développement

MINISTÈRE DE L'ÉDUCATION NATIONALE
ET DE L'ENSEIGNEMENT TECHNIQUE

ENGLISH FOR ALL

Student's Book 6e



ÉDITIONS ÉBURNIE

École Nation et Développement

MINISTÈRE DE L'ÉDUCATION NATIONALE
ET DE L'ENSEIGNEMENT TECHNIQUE

DIRECTION DE LA PÉDAGOGIE
ET DE LA FORMATION CONTINUE

ENGLISH FOR ALL

Student's Book 6e

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AVANT-PROPOS

Le présent manuel scolaire de la classe de sixième, de la collection **École, Nation et Développement** est le fruit d'une collaboration entre Inspecteurs Généraux, Inspecteurs de l'Enseignement Secondaire, Encadreurs pédagogiques et Enseignants de terrain.

Conforme aux programmes recadrés et axé sur l'Approche par les Compétences (l'APC), ce manuel fait de l'élève de la classe de sixième l'acteur principal de son apprentissage, et de l'enseignant : un facilitateur actif.

L'Approche par les Compétences vise à installer chez l'apprenant la capacité d'agir et de réussir dans la vie, à travers la mobilisation efficace d'un ensemble intégré de ressources, pour traiter des situations de communication de la vie courante.

Ainsi, pour développer les compétences chez l'élève de 6e, les activités du présent manuel portent sur l'environnement immédiat de l'apprenant, afin de l'aider à mieux comprendre les situations d'apprentissage et d'évaluation auxquelles il sera exposé.

L'ouvrage est constitué de 8 unités contenant 3 leçons chacune, soit un total de 24 leçons. Chaque leçon comprend 3 blocs rédactionnels :

- **Time to find out,** qui expose l'apprenant aux nouveaux items lexicaux et grammaticaux à acquérir.

  Il se subdivise en deux parties :

  1. **Look, listen and repeat (pour la présentation des items lexicaux)**
  2. **Listen and repeat the dialogues (pour la présentation des structures grammaticales)**

- **Time to practise and ckeck**, qui permet à l'apprenant de manipuler les nouveaux items lexicaux et grammaticaux à travers des exercices d'application variés.

- **Time to communicate and check**, qui propose des exercices de synthèse pour amener l'apprenant à mobiliser les acquis de la leçon pour résoudre des problèmes de communication réels ou simulés.

- **Time to revise and check** à la fin de la troisième leçon de chaque unité pour permettre à l'apprenant de vérifier les acquis des trois leçons de l'unité.
- **Time for fun** intervient à la fin de chaque deux unités pour permettre à lélève d'apprendre à travers des activités ludiques : jeux, chansons, poèmes, etc.
- **Time for class project** à la fin de chaque deux unités pour apprendre aux élèves à réaliser en classe des petits exposés de groupe.
- **Les habiletés et les contenus** résumés dans « *Lesson Focus* » informent l'enseignant sur les savoirs, savoir-faire et savoir-être que l'élève doit acquérir dans chaque leçon.

Les illustrations et les textes ont été choisis pour aider l'apprenant à construire ses acquis à partir de son propre milieu, tout en restant ouvert aux apports du monde extérieur.

Les auteurs

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TIME TO REVISE AND CHECK		**TIME FOR FUN**		**TIME FOR CLASS PROJECT**

MODE D'EMPLOI

A Méthode d'enseignement de la discipline

Chaque leçon s'articule autour d'un ensemble d'objectifs énoncés dans le LESSON FOCUS, et de tâches appropriées. Elle est dispensée en trois (03) séances d'une heure chacune. La leçon devra respecter la Méthodologie APC qui se présente de la façon suivante :

1. **Phase de Présentation**
   - Mise en train
   - Rappel des prérequis
   - Exercice introductif
   - Situation d'apprentissage
2. **Phase de Développement**

   Présentation des items lexicaux et grammaticaux de la leçon du jour.
3. **Phase d'Évaluation**

   3.1. Exercices de manipulation et d'application.

   3.2. Activités de réinvestissement des acquis de la séance du jour.

B Structure de l'unité

Ce manuel se compose de huit (08) unités. Chaque unité comprend trois (03) leçons dispensées en trois séances d'une heure (1h) chacune. Elle se termine par une page de révision : TIME TO REVISE AND CHECK.

À la fin de deux (02) unités interviennent une page d'activités ludiques, TIME FOR FUN, et une page de projet de classe, TIME FOR CLASS PROJECT, faisant appel à la mobilisation des acquis de ces deux unités.

Des chansons et des poèmes aideront les élèves à apprendre un peu plus dans une atmosphère détendue.

C Structure d'une leçon

Chaque leçon est structurée en trois (03) blocs rédactionnels :

1. TIME TO FIND OUT (Activités de Découverte)
2. TIME TO PRACTISE AND CHECK (Activités d'Application)
3. TIME TO COMMUNICATE AND CHECK (Activités de Synthèse)

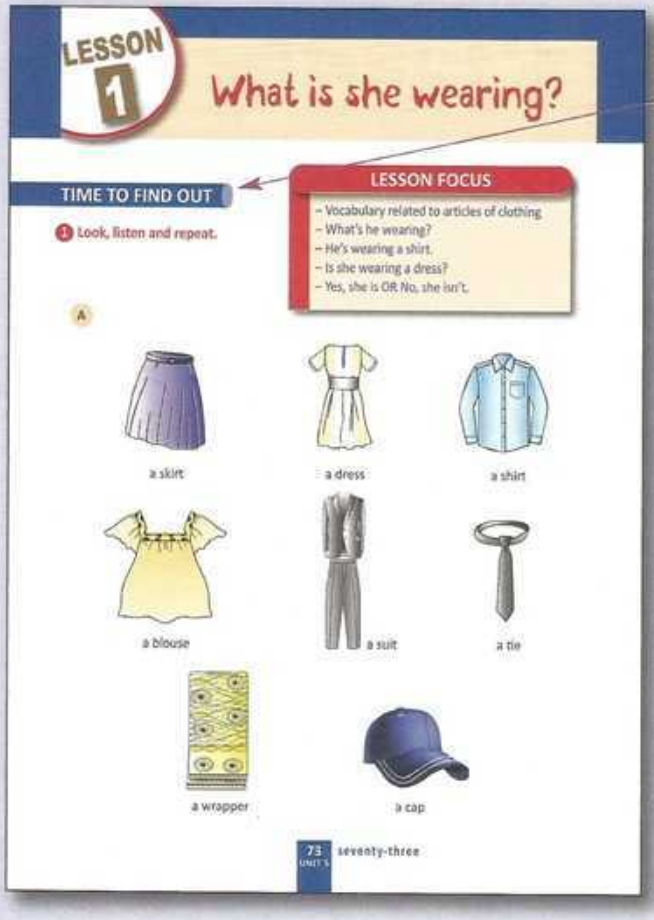
Ces activités d'apprentissage visent la mise en œuvre intégrée des quatre (04) compétences disciplinaires :

SPEAKING (Expression orale)

LISTENING (Compréhension orale)

WRITING (l'Expression écrite)

READING (Compréhension écrite).



LESSON 1

What is she wearing?

TIME TO FIND OUT

1 Look, listen and repeat.

LESSON FOCUS

- Vocabulary related to articles of clothing
- What's he wearing?
- He's wearing a shirt.
- Is she wearing a dress?
- Yes, she is OR No, she isn't.

A

a skirt

a dress

a shirt

a blouse

a suit

a tie

a wrapper

a cap

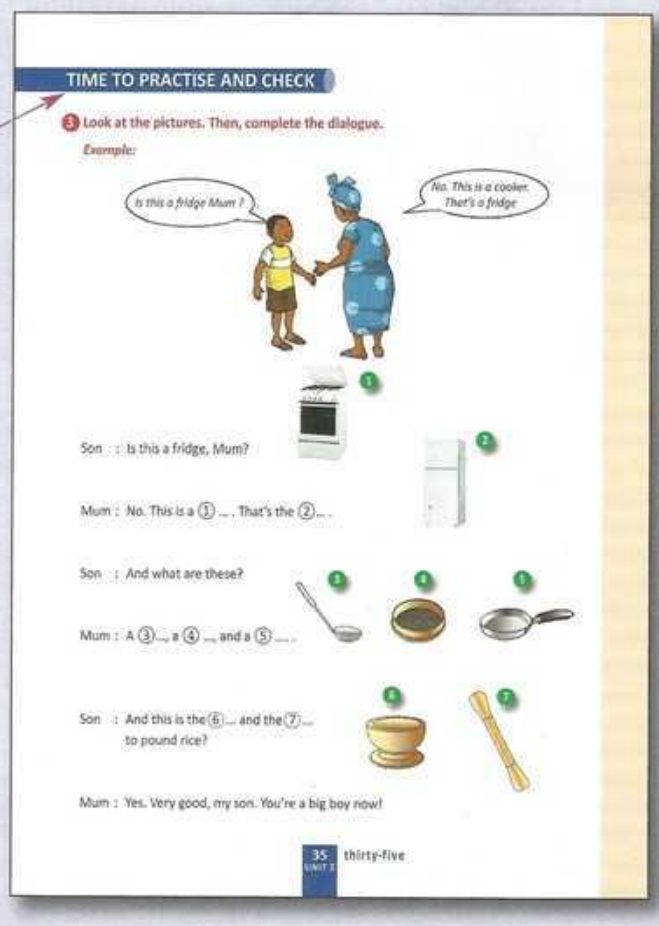
73 UNIT 5 seventy-three

TIME TO FIND OUT

Ce bloc rédactionnel expose l'apprenant à la découverte des nouveaux items lexicaux et grammaticaux à acquérir.

Il se subdivise toujours en deux parties :

1. **Look, listen and repeat** qui permet à l'enseignant d'avoir les supports visuels nécessaires à l'enseignement des nouveaux items lexicaux.
2. **Listen and repeat the dialogues** qui offre à l'enseignant les outils nécessaires pour enseigner la grammaire en contexte et de manière inductive.



TIME TO PRACTISE AND CHECK

5 Look at the pictures. Then, complete the dialogue.

Example:

Is this a fridge Mum ?

No. This is a cooker. That's a fridge

Son : Is this a fridge, Mum?

Mum : No. This is a ① ... . That's the ② ... .

Son : And what are these?

Mum : A ③ ..., a ④ ... and a ⑤ ... .

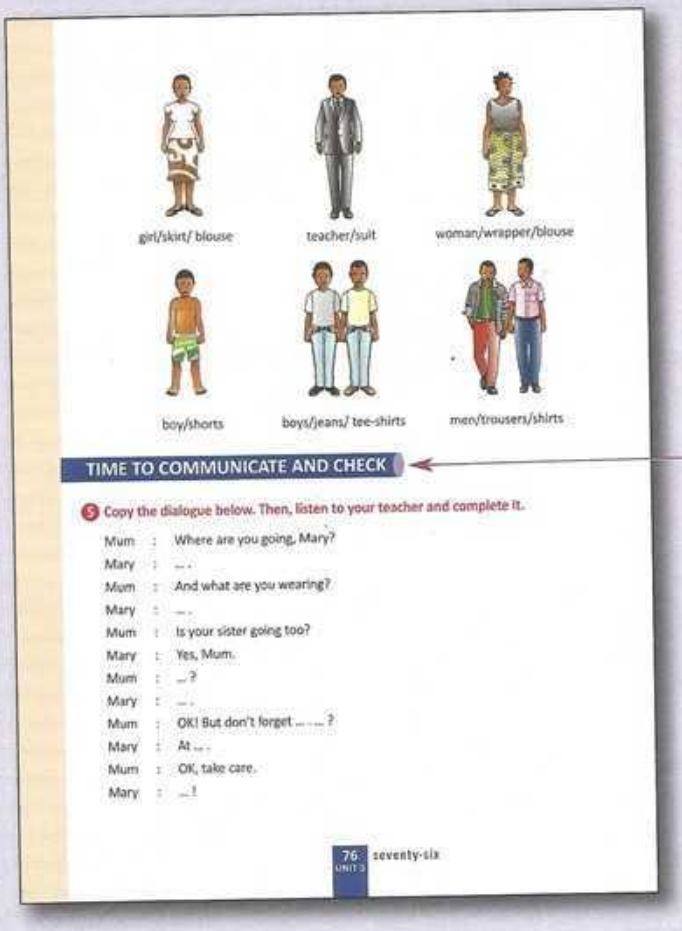
Son : And this is the ⑥ ... and the ⑦ ... to pound rice?

Mum : Yes. Very good, my son. You're a big boy now!

35 UNIT 1 thirty-five

TIME TO PRACTISE AND CHECK

Ce bloc rédactionnel permet à l'apprenant de manipuler les nouveaux items lexicaux et grammaticaux à travers des exercices d'application variés.



girl/skirt/ blouse
teacher/suit
woman/wrapper/blouse
boy/shorts
boys/jeans/ tee-shirts
men/trousers/shirts

TIME TO COMMUNICATE AND CHECK

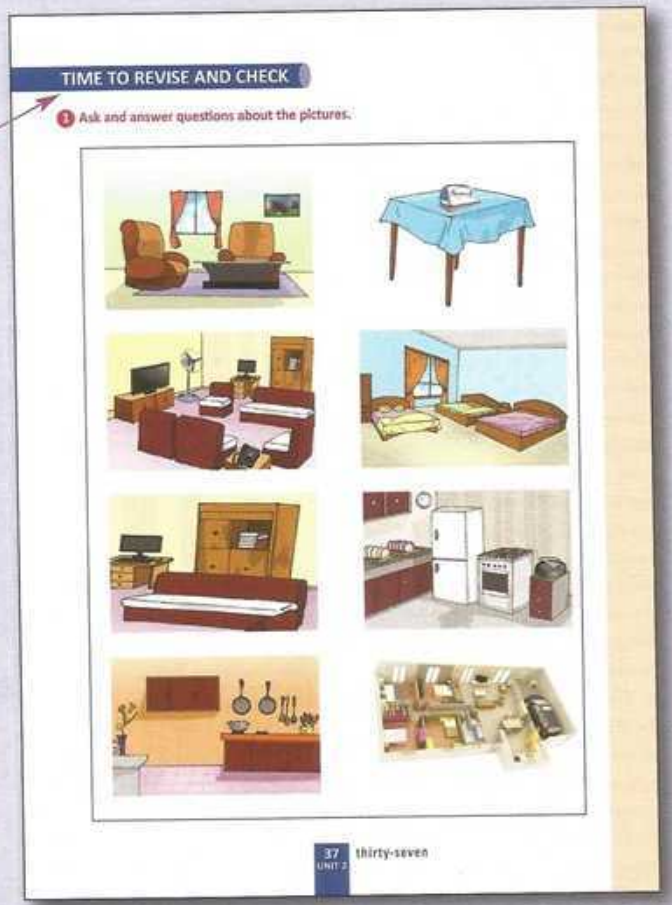
5 Copy the dialogue below. Then, listen to your teacher and complete it.

Mum : Where are you going, Mary?
Mary : ... .
Mum : And what are you wearing?
Mary : ... .
Mum : Is your sister going too?
Mary : Yes, Mum.
Mum : ...?
Mary : ... .
Mum : OK! But don't forget ... ... ?
Mary : At ... .
Mum : OK, take care.
Mary : ...!

76 seventy-six UNIT 3

TIME TO COMMUNICATE AND CHECK

Ce dernier bloc propose des exercices de synthèse pour amener l'apprenant à mobiliser les acquis de la leçon pour résoudre des problèmes de communication réelle ou simulée.



TIME TO REVISE AND CHECK

1 Ask and answer questions about the pictures.

37 thirty-seven UNIT 2

TIME TO REVISE AND CHECK

À la fin de la troisième leçon de chaque unité s'ajoute cette rubrique qui permet à l'apprenant de vérifier les acquis des trois leçons de l'unité. Il y en a huit (8) au total dans le manuel. Chaque TIME TO REVISE sera traité en une heure (1h).

1. What is the text about?
2. How many people can play the game?
3. Write down the aim of the game.
4. Is it a board game or a field game?
5. What must a player do to win the game?
6. How many tiles a player must draw from the bag?
7. What is the role of the blank tiles?
8. Write down three rules of the game.

TIME FOR FUN

1 Let's sing one of the following songs.



A The Body Song.

a) Learn and sing the song.

The Body Song

Head, shoulders knees and toes, knees and toes
Head, shoulders knees and toes, knees and toes
And eyes, and ears and mouth and nose
Head, shoulders knees and toes, knees and toes

b) How much do you know about parts of the body? Ask and answer questions.

A : Say three parts of the body that are in the song that we didn't learn in Unit 7.
B : ... . And you, what are the parts we learnt that are not in the song?
A : ... . What other parts of the body do you know?
B : ... .

TIME FOR FUN

Cette rubrique intervient à la fin de chaque deux unités. Il y en a donc quatre (4) au total. L'objectif de cette rubrique est de permettre à l'apprenant de se relaxer un tant soit peu après les efforts intenses fournis au cours des six (6) leçons de deux (2) unités. Ces activités ludiques, à traiter en une heure (1h), sont composées de jeux, de chansons, de poèmes, etc.

B The Hygiene Song.

This is the way we wash our face, wash our face, wash our face
This is the way we wash our face early in the morning.
This is the way we brush our teeth, brush our teeth, brush our teeth,
This is the way we brush our teeth early in the morning.
This is the way we comb our hair, comb our hair, comb our hair
This is the way we comb our hair early in the morning.
This is the way we wash our hands/we wash our clothes/etc.

2 Which expressions are correct on this list? Write them down in your copybook.

a) water pump	e) water drinking	i) tank water
b) pump water	f) drinking water	j) water tank
c) rain water	g) water mineral	k) tap water
d) water rain	h) mineral water	l) tapped water

3 Write the sentences in the simple past.

a) The goal-keeper is excellent. He catches all the penalty kicks.
b) The players are very sad. They do not win the cup.
c) My sister cries when her team loses a match.
d) Who scores the goals of the Elephants? Didier Drogba does.
e) Does Kopa Barry score goals? Yes, he does. In Malabo.
f) They have many good players, but they are not qualified.

4 Write the sentences in the simple future.

a) Kopa Barry is not on the Elephant's list for the next African Cup of Nations.
b) My parents taught me how to play Awalé.
c) Last year, she was very good at sports.
d) Who scores the goals of the Elephants? Didier Drogba does.
e) They have new good players and a new coach.
f) Sport is always good for your health.
g) Some games help you in your studies.

TIME FOR CLASS PROJECT

Your DRENET is organizing a school competition named "My Clean and Beautiful School". First, go round and list the environmental problems inside and around your school. Then, interview your parents, teachers, etc. to collect their solutions to solve these problems.

Now, in groups of six students, write a project to explain what your school is going to do to win the competition.

TIME FOR CLASS PROJECT

Tout comme TIME FOR FUN cette rubrique intervient à la fin de chaque deux unités.

Il y en a donc quatre (4) au total. L'objectif de cette rubrique est d'apprendre aux élèves à travailler en groupe, à faire leurs propres recherches afin de rédiger un projet commun à présenter à toute la classe sur des posters ou des supports de leur choix. Ils associeront pour ce faire Savoirs, Savoir-faire, et Savoir-être.

unit 1

AT SCHOOL (SPEAKING)





SPEAKING

LESSON 1

Good morning. How are you?

LESSON FOCUS

- Vocabulary related to greetings
- Asking and giving names
- Present simple of *to be*
- Subject pronouns: *I, you*
- Possessive adjectives : *my, your*

TIME TO FIND OUT

1 Listen and repeat the dialogues.







Dialogue 1

Teacher : Good morning, class.
Class : Good morning, Madam.
Teacher : My name's Mrs Kitan. What's your name?
Yapi : My name's Yapi.
Mrs Kitan : Nice to meet you, Yapi.
Yapi : Nice to meet you, too.

Dialogue 2

Yapi : Good afternoon, Eliane.
Zeinab : Good afternoon, Yapi.
Yapi : How are you ?
Zeinab : Fine, thanks. And you ?
Yapi : I'm fine, thank you.
Zeinab : Oh, there's the teacher! Let's go!

Dialogue 3

Mrs Kitan : Good evening, Mr Fofana.
Mr Fofana : Good evening, Mrs Kitan. How are you?
Mrs Kitan : Very well, thank you. And you?
Mr Fofana : I'm fine, thank you.
Mrs Kitan : OK. See you tomorrow.
Mr Fofana : Goodbye!

TIME TO PRACTISE AND CHECK

2 Work in pairs. Practise Dialogues 1, 2 and 3 with your partner.

3 Copy and complete dialogues a, b, c.



a)

A : Good ... , class.
B : ... ... , ...
A : My ... . What's ... name?
B : ... name's ... .
A : ... to ...you, ...
B : Nice to ...., ...



b)

A : Good ..., ...
B : ... morning, ...
A : How ... ... ?
B : Fine, ... and ... ?
A : I'm ..., ... you.
B : Oh, there's ... ...; ... go!



c)

A : Good ..., Yapi.
B : ... ... , Zeinab. ... ... You?
A : Very ..., ... you. And ...?
B : ... fine, thank ... .
A : OK. See ... .
B : Good... !

4 Work in pairs. Practise dialogues (a, b, c) with your partner.

5 Write the correct words in your copybook.

Example : f) oto → too

a) onrmgin
b) mean
c) cien
d) teme
e) tawh
f) oto
g) genevin

TIME TO COMMUNICATE AND CHECK

6 It's the English lesson. Greet and introduce yourselves.

LESSON 2

In the classroom

TIME TO FIND OUT

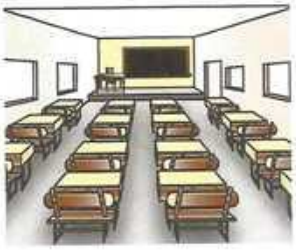
1 **Look, listen and repeat.**

LESSON FOCUS

- Vocabulary related to greetings: *Hello, Hi*
- Identifying people and things in a classroom
- *What's this/that? – Who's this/that?*
- Present simple of *to be*
- Subject pronouns: *he, she, it, we, they*
- Articles: *a/the*



a school



a classroom



a door



a window



the blackboard



a duster



a box of chalk



a chair



a desk



the teacher



pupils

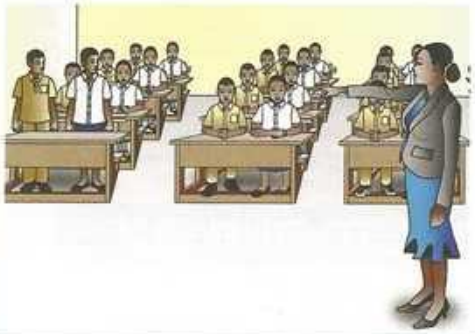


a girl a boy

2 Listen and repeat the dialogues.

Dialogue 1

Mrs Kitan : Good afternoon, boys and girls.
Pupils : Good afternoon, Madam.
Mrs Kitan : Class, listen. This is Koffi. He's a schoolboy. And that's Yolande. She's a schoolgirl. They're pupils.
Pupil : Are you a pupil, Madam?
Mrs Kitan : No, I am not. I am a teacher.



Dialogue 2

Suzy : Hello, Denis.
Denis : Hi, Suzy. How are you?
Suzy : I'm OK. Who's that?
Denis : It's the English teacher. And who's this?
Suzy : It's a pupil. And what's that?
Denis : That's the blackboard. Now, what's this?
Suzy : This is a chair. OK. What's this?
Denis : A window. And that?
Suzy : It's a door.



TIME TO PRACTISE AND CHECK

3 Work in pairs. Ask and answer questions.

Example 1:

A : Who's this/that?
B : It's a teacher

a teacher a pupil Mrs Kitan Mr Fofana Zeinab Yapi

Example 2: Look at the pictures on page 9.

A : What's this/that?
B : It's the blackboard.

the blackboard a box of chalk a door
a school a classroom a window

Example 3:

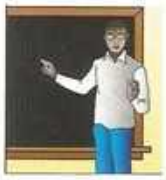
A : Is Eliane a boy or a girl?
B : A girl.

Zeinab/a boy/a girl; Yapi/a girl/a boy;
Mr Fofana/a pupil/a teacher; Mrs Kitan/a teacher/a pupil

4 Work in pairs. Ask and answer questions about the pictures.









TIME TO COMMUNICATE AND CHECK

5 Identify people and things in your classroom.

LESSON 3

Where's your English book?

TIME TO FIND OUT

1 Look, listen and repeat.

LESSON FOCUS

- Vocabulary related to school things
- Numbers from 1 to 20
- Articles: a/an
- Prepositions: from, to, in, on, under
- Plural nouns
- How many... are there? – There is/There are... .
- Where is/are... ? – It's/They're on/in... .

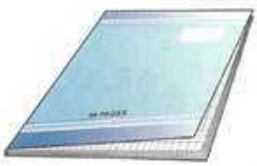
A



a schoolbag



a book



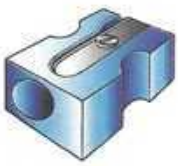
a copybook



a pen



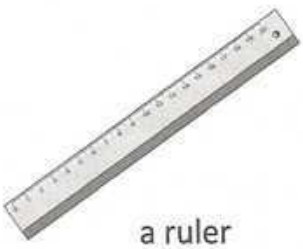
a pencil



a sharpener



an eraser



a ruler

B



The schoolbag
is on the table



The book
is under the table



The ruler
is in the schoolbag

C

1 one	2 two	3 three	4 four	5 five
6 six	7 seven	8 eight	9 nine	10 ten
11 eleven	12 twelve	13 thirteen	14 fourteen	15 fifteen
16 sixteen	17 seventeen	18 eighteen	19 nineteen	20 twenty

D



There is one schoolbag on the table.



There is one teacher in the classroom.



There is one ruler in the schoolbag.



There are sixteen pupils in the classroom.



There are three pencils and three rulers on the table.



There are two books on the table.

2 Listen and repeat the dialogues.

Dialogue 1

Mr Fofana : Class, Look ! What's this ?
Eliane : It's a pencil.
Mr Fofana : And what's this ?
Eliane : It's a book.
Mrs Kitan : Very good. It's your English book.

Dialogue 2

Mr Fofana : How many books are there on the table?
Yapi : There is one book.
Mr Fofana : And where are your pencils?
Yapi : In my schoolbag.
Mr Fofana : Where's your pen, Yapi?
Yapi : It's in my English book.

Dialogue 3

Mrs Kitan : How many schoolbags are there on the table?
Yapi : There is one schoolbag.
Mrs Kitan : And how many pupils are there in the classroom?
Yapi : There are sixteen.

TIME TO PRACTISE AND CHECK

3 **Ask and answer questions about the pictures.**

Example 1:

A : Where's the schoolbag ?

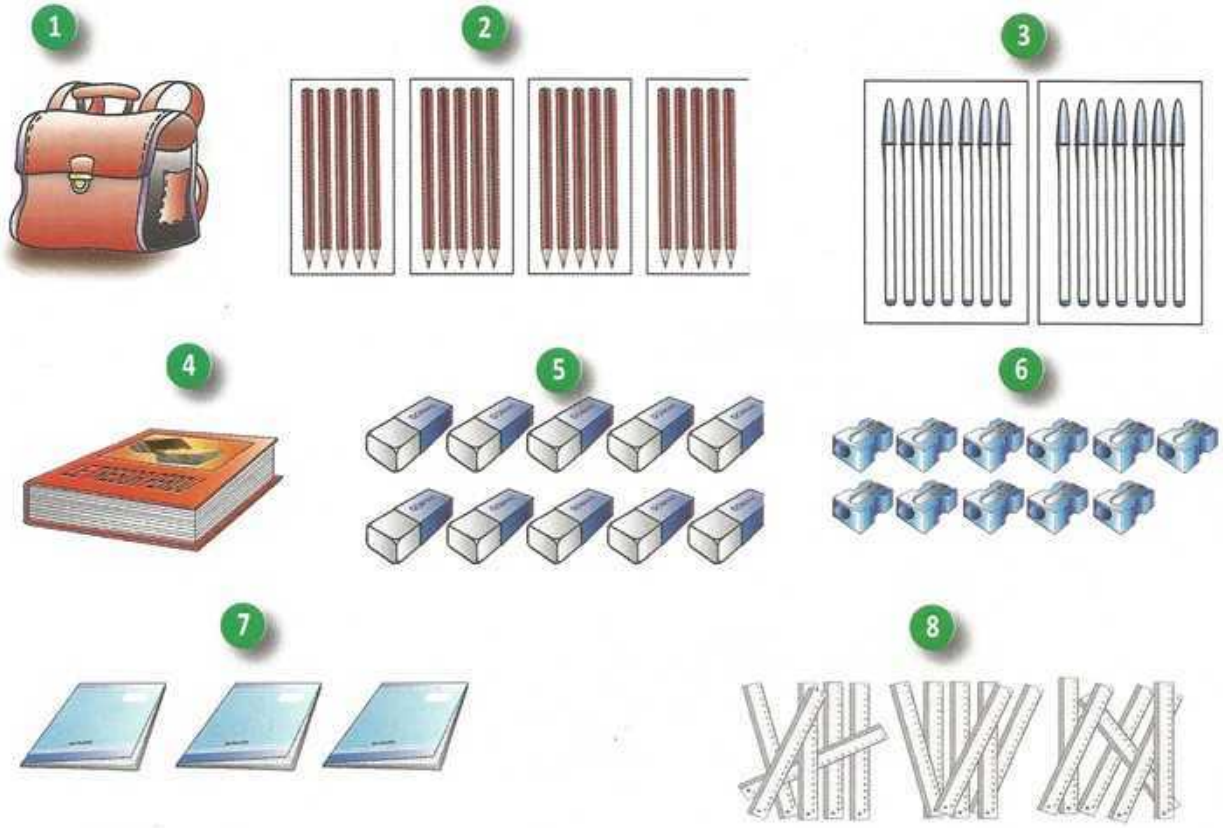
B : It's on the chair.



Example :

A : How many rulers are there in the picture?

B : There are 18.



TIME TO COMMUNICATE AND CHECK

5 **Ask and answer questions about your school things.**

TIME TO REVISE AND CHECK

1 Copy and complete the words.

Example:

k) t-m-r-o- → tomorrow

a) n-m-
b) n-c-
c) -e-t
d) f-n-
e) m--n--g
f) t--c--r
g) e--n--g
h) ---db-e
l) -h--ks
j) -f-e-n--n
k) t-m-r-o-

2 Make correct sentences.

Example: you/meet/to/I/pleased/am
→ I am pleased to meet you.

a) Adou/This/ is
b) to/Nice/ you/meet
c) the/Where/desk/is?
d) the/classroom/is/in/It
f) you/How/are?
g) you/fine/I'm/thank
h) a girl/Patrick/a boy/Is/or/?
i) is/boy/a/Patrick
j) you/meet/to/I/pleased/am

3 Match the pictures to the words in the box. Then, ask and answer questions.

Example: 1 = table **A** : What's picture 1? **B**: It's a table.

book pencil school ruler
bag chair desk eraser
blackboard table

1



2



3



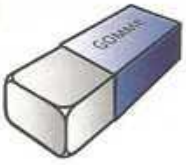
4



5



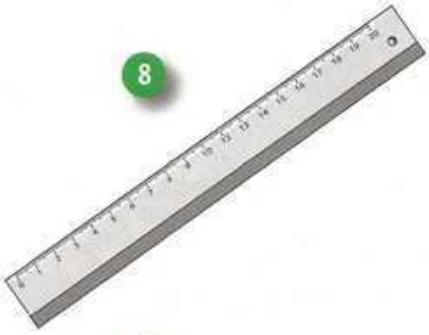
6



7



8



9



10



4 Complete this dialogue.

Soro : Good morning. My name's Soro. What's your ...?

Séa : I ... Séa.

Soro : ... to meet you, Séa.

Séa : Nice to meet you, ...

Soro : Who's your English ...?

Séa : It's Mrs Kitan. And ...?

Soro : It's ... Fofana.

Sea : Oh, ok. Goodbye.

5 Complete the paragraph with the words in the box.

name		twenty		boys
	school	teacher	what	English
pupils	there		schoolboy	

Example: 1-name

Hello! My (1)...is Débass. I am a (2)... . My (3)... is Lycée Moderne Leboutou. My English (4)...is Mrs Kitan. There are (5)... girls and fifteen (6) ... in my classroom. And you, (7) ... is the name of your (8) ... teacher? Are (9) ... many (10) ... in your classroom?

6 Change the names in the paragraph and write about your school.

7 You've just completed a unit. Sing the following song to relax.

Dialogue 1

A : Hello! What's your ...?
B : My name's is ... And you?
A : I'm ... . What class are you in?
B : I'm in 6^{e} ... . Are you in 6^{e}, too?
A : Yes. I'm in 6^{e}.... Who's your English teacher?
B : It's Mr Fofana.

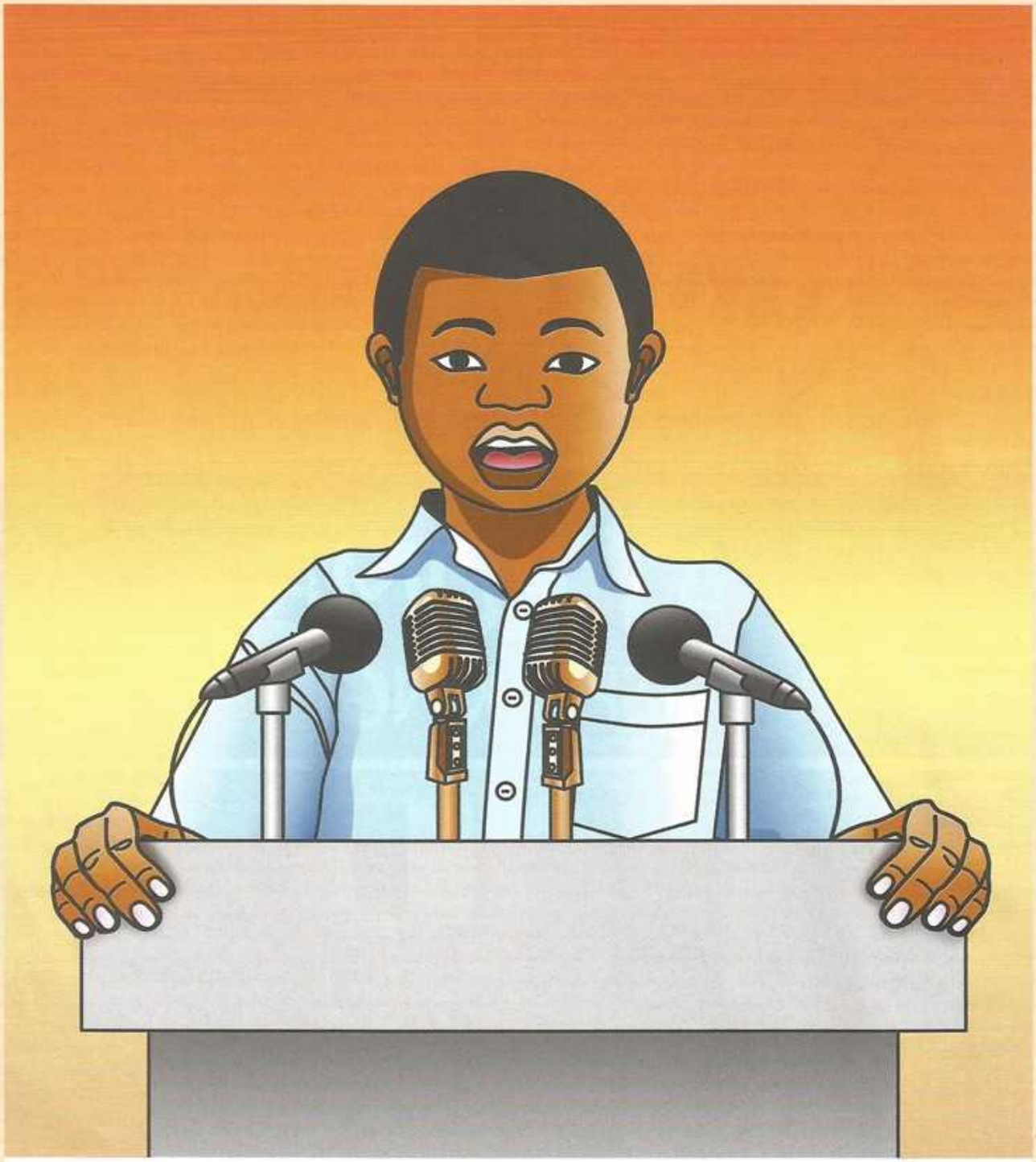
Dialogue 2

A : Hi, ...
B : Hello, ...
A : Who's that?
B : It's ... . She's a pupil in my class.
A : How many ... in your class?
B : There are ... pupils. And you?
A : There ... girls and ... boys.
B : Mm! It's a large class!
A : Yes, it is.

unit 2

AT HOME (SPEAKING)





SPEAKING

LESSON 1

My family

LESSON FOCUS

- Vocabulary related to family relations
- Numbers from 21 to 100
- Irregular plurals: man/men ... .
- I have got (I've got) ... .
- How old are you?
- I am 10 years old.

TIME TO FIND OUT

1 Look, listen and repeat.

A



Mr Kitan
a man
a husband
a father

Mrs Kitan
a woman
a wife
a mother

parents



Patrick Kitan
a son
a brother

Chantal Kitan
a daughter
a sister

children

B

21 twenty-one	22 twenty-two	23 twenty-three	24 twenty-four	25 twenty-five
26 twenty-six	27 twenty-seven	28 twenty-eight	29 twenty-nine	30 thirty
40 forty	50 fifty	60 sixty	70 seventy	80 eighty
90 ninety		100 a hundred/one hundred		

2 **Listen and repeat the dialogues.**

Dialogue 1

A : Hello, my name's Patrick Kitan.
B : Hi, I'm Charles Lobé. What's your father's name?
A : My father's name is Albert Kitan. And you?
B : His name's Peter Lobé.
A : How many brothers and sisters have you got?
B : I've got one brother and two sisters. And you?
A : I haven't got a brother. I've got two sisters

Dialogue 2

A : Hi, Anna.
B : Hi, Carine. Tell me, how old are you?
A : I'm eleven years old. And you?
B : I'm ten. Is your sister also ten?
A : She isn't . She is seven years old.

TIME TO PRACTISE AND CHECK

4 **Work In pairs. Ask and answer questions.**

Example 1:

A : What's your father's name?
B : My father's name is ... .
A : How many brothers has he got?
B : He's got two brothers.

father mother sisters brothers

Example 2:

A : How old is your father?
B : He's 48 years old.
A : And how old is your mother?
B : She's 37.

father/48 sister/8 brother/14
sisters/13 and 22 mother/37

Example 3:

A : How many children have you parents got?
B : They've got five children.

children/parents
children/sister
brother/father
sisters/mother

TIME TO COMMUNICATE AND CHECK

5 **Complete the text. Then, tell the class about your family.**

Hi ! My name is ... . I'm ... years old. My mother's name is ..., and my father's name is ... . I've got ... brothers and ... . We live in ... . I love my ... .

6 **Prepare questions and answers about your families. Then, talk about your families.**

LESSON 2

My house

LESSON FOCUS

- Vocabulary related to different parts of a house
- Vocabulary related to house furniture and domestic appliances
- There is/are ... (revision)
- Where is/are (revision)
- Prepositions: *near, behind, in front of*

TIME TO FIND OUT

1 Look, listen and repeat.

A



a house



a sitting-room



a dining-room



a kitchen



a bedroom



a bathroom



a toilet



a garage



a garden

B



an armchair



a bed



a bookcase



a cupboard

C



a TV set



a radio



a cell-phone



a sofa



an iron



a fridge



a cooker



a fan

2 Listen and repeat the dialogues.



Dialogue 1

A : Wow ! This is a beautiful house!

B : How many bedrooms are there in the house?

A : There are four bedrooms.

B : And how many sitting-rooms are there?

A : There's one.

B : Is it small?

A : No, it's very big.

Dialogue 2

A : Where's the sofa?

B : It's in front of the bookcase.

A : And where's the fan?

B : It's near the TV set.

A : And is there a telephone?

B : Yes. it's between two armchairs.

A : Oh, I see. And the bookcase is behind the sofa, isn't it?

B : Yes, it is.



TIME TO PRACTISE AND CHECK

3 Work in pairs. Ask and answer questions.

Example 1:

A : How many bedrooms are there in your house?
B : There are three bedrooms.
A : Is there a sitting-room?
B : Yes, there is. OR No, there isn't.

Bedroom	kitchen
sitting-room	toilet
garage	dining-room
bathroom	garden

Example 2:

A : Look at the sitting-room. Where's the telephone?
B : It's between two armchairs.



telephone		fan
TV set	sofa	bookcase

Example 3:

A : Where's the clock?
B : It's behind the fridge.



clock	fridge
cooker	radio

TIME TO COMMUNICATE AND CHECK

5 Describe your house to the class.

LESSON 3

In the kitchen

LESSON FOCUS

- Vocabulary related to utensils, plates and dishes
- Vocabulary related to housework
- Present continuous

TIME TO FIND OUT

1 Look, listen and repeat.

A



a sauce pan



a frying pan



a cooking pot



a stove



a mortar



a pestle



a ladle



a sieve

B



a plate



a glass



a fork



a spoon



a tea spoon



a knife



a cup



a jug

2 Listen and repeat the dialogues.

A



A : What are you doing, Mum?
B : I'm cooking.



A : What is Eliane doing?
B : She is frying some fish.



A : What is Yapi doing?
B : He is pounding rice.



A : What is Mum doing?
B : Mum is opening the fridge.

B



A : What's Dad doing?
B : He's sweeping the kitchen.



A : What are they doing?
B : They're setting the table.



A : What are you doing?
B : We're washing the dishes.

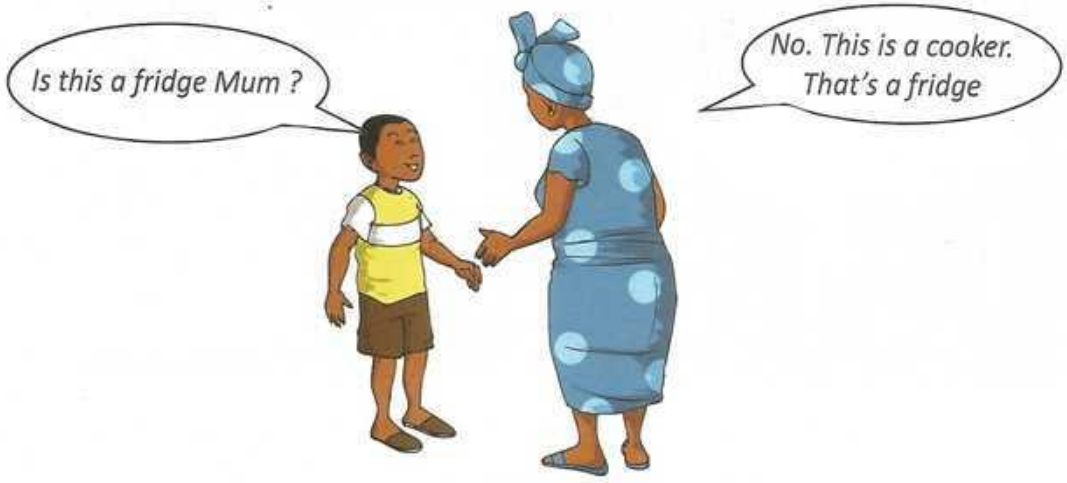


A : What's Jack doing?
B : He's cleaning the cooker.

TIME TO PRACTISE AND CHECK

3 **Look at the pictures. Then, complete the dialogue.**

Example:





Son : Is this a fridge, Mum?



Mum : No. This is a ① ... . That's the ②... .

Son : And what are these?



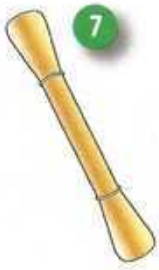




Mum : A ③..., a ④ ..., and a ⑤ .... .

Son : And this is the ⑥... and the ⑦... to pound rice?





Mum : Yes. Very good, my son. You're a big boy now!

4 **Find the correct words.**

Example: vetos → stove

a) vetos	g) cause nap
b) tepla	h) ujg
c) salgs	i) krof
d) opnos	j) fekin
e) ate opnos	k) gincoko top
f) ucp	

5 **Work in pairs. Ask and answer questions.**

A : Where's your mother?	mother/kitchen/sweep the floor
B : She's in the kitchen.	the children/kitchen/wash the dishes
A : What's she doing?	your sister/bedroom/open the windows
B : She's sweeping the floor.	Mrs Kitan/kitchen/cook rice
	Yapi and Zeinab/dining-room/set the table
	Dad/sitting-room/clean the bookcase
	Yapo/kitchen/fry some fish
	Mr Fofana/kitchen/clean the cooker

TIME TO COMMUNICATE AND CHECK

6 **Prepare a dialogue with your partner about where people in your family are and what they are doing. Then, role play the dialogoue.**

TIME TO REVISE AND CHECK

1 Ask and answer questions about the pictures.

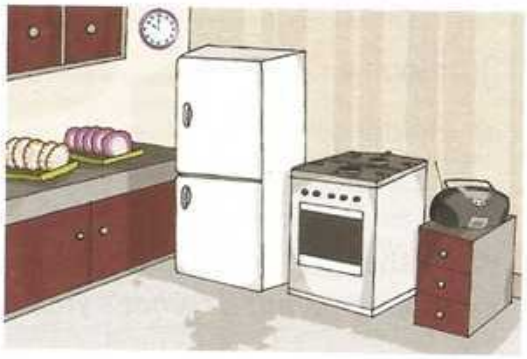
















2 Write the correct sentences.

Example: 1.This is my house.

1. my/This/house/is
2. sitting-room/There/one/is
3. in/bookcase/sitting-room/The/is/the
4. door/fridge/The/behind/is/the
5. your/chairs/How/in/are/there/many/house?
6. four/in/are/classroom/There/chairs/the
7. is/the/between/TV/The/the/fan/bookcase/and

3 Write the numbers in words.

Example: a.→ thirty

a) 30:
b) 43:
c) 49:
d) 55:
e) 61:
f) 87:
g) 90:
h) 95:
i) 100:

4 Find the words and the plurals.

A Find the correct words.

Example: a→ father

a) tafrhe
b) orbterh
c) atneprs
d) tehrom
e) tirses
f) monew
g) heldrinc

B Find the plurals.

Example: a→ women

a) woman
b) teacher
c) man
d) parent
e) sister
f) child
g) wife

5 Write the questions for these answers.

Example: a. What is/What's your name?

a) My name is Habib.
b) I have got six brothers.
c) I am six years old.
d) Fatim is nine years old.
e) They have got two brothers and one sister.
f) My parents have got three children.
g) My mother's name is Mary.

6 Find the mistakes. Then, write the correct sentences.

Example: 1. Mum is washing the plates.

1. Mum is wash the plates.
2. Ben and Nella is taking the bus.
3. I is sweeping the sitting room.
4. Yapi, Eliane, and Nella am eating rice.
5. What are Mum do in the kitchen?
6. Dad are frying fish.
7. What is your sisters do in the kitchen?

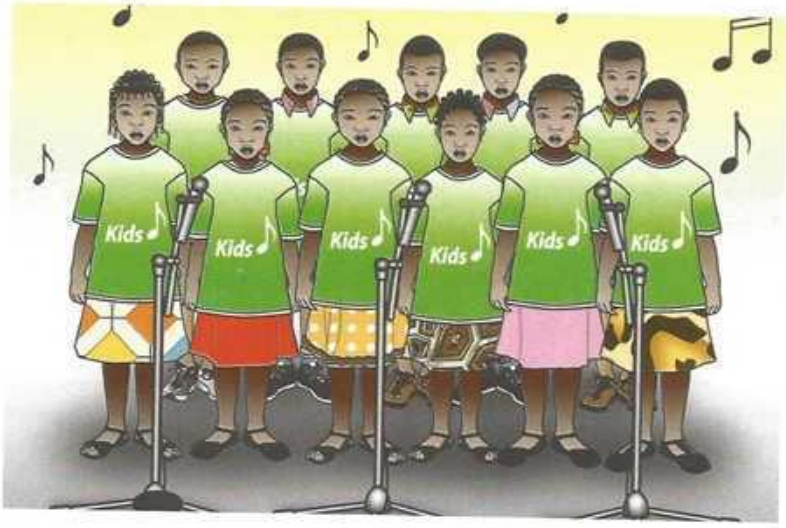
TIME FOR FUN

1 Speaking competition (Elevator Pitch).

In 15 seconds say something about yourself and a pupil in your classroom.

2 The English alphabet

A Sing the Alphabet song with your teacher.



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

Now I know my ABC,
Next time will you sing with me?

B Ask, give and spell your names in pairs.

Example:

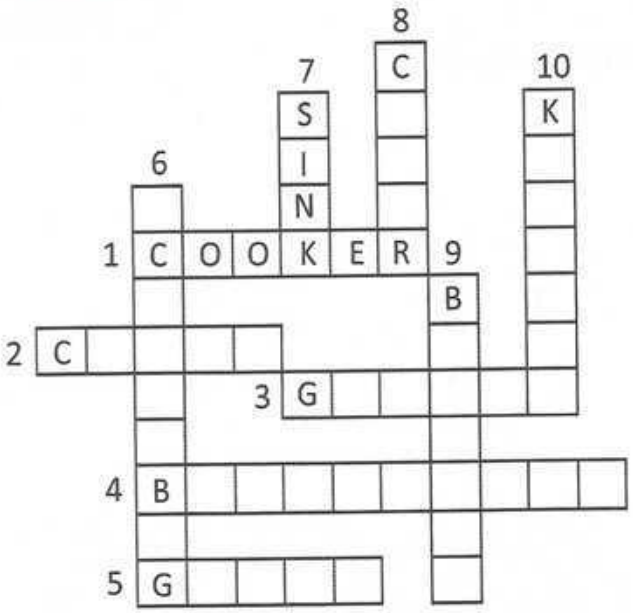
A : What's your name?

B : Bouazo.

A : How do you spell it, please?

B : B-o-u-a-z-o.

3 Do the crosswords puzzle.



Across :

1. My mum cooks on a ... .
2. Look at the ...! It's time to go home.
3. We've got a beautiful ... behind our house.
4. The teacher is writing on the ... with a piece of chalk.
5. I'm thirsty. Give me a ... of water, please.

Down :

6. My copy-books, pens, books and pencils are in my ... .
7. Go to the kitchen and wash the dishes in the ... .
8. Put my English book on the ..., please.
9. I have a big bed in my ... .
10. At home, we've got two fridges: one in the dining-room, and one in the ... .

TIME FOR CLASS PROJECT

My Dream House

In groups of four pupils, draw your dream house on a poster. Then, present it to the class.

– How many rooms are there?
– Is there a garden?
– Is there a garage?
– What is there in the different rooms?

unit

3

TIME AND DATE (WRITING)







WRITING

LESSON 1

The date

TIME TO FIND OUT

LESSON FOCUS

- Vocabulary related to days of the week, months, years
- Ordinals
- Talking about birthdays
- Asking and giving the date

1 **Look, listen and repeat.**

A

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

B

JANUARY

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JULY

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

C



1st first	2nd second	3rd third	4th fourth	5th fifth
6th sixth	7th seventh	8th eighth	9th ninth	10th tenth
11th eleventh	12th twelfth	13th thirteenth	14th fourteenth	15th fifteenth
16th sixteenth	17th seventeenth	18th eighteenth	19th nineteenth	20th twentieth
21st Twenty-first	22nd twenty-second	23rd twenty-third	24th twenty-fourth	30th thirtieth

D

1914 nineteen fourteen	1918 nineteen eighteen	1960 nineteen sixty	1993 nineteen ninety-three
1999 nineteen ninety-nine	2000 two thousand	2002 two thousand and two	2015 two thousand and fifteen

2 Listen and repeat the dialogues.

Dialogue 1

Teacher : What day is today?
Adou : Today is Monday.
Teacher : Boli, what is the month?
Boli : It is October.
Teacher : Very good.
Adou : Sir, what is the date today?
Teacher : Today is Monday, October 16th 2015.

Dialogue 2

Teacher : When's your birthday, Boli?
Boli : My birthday's on the fifth of May. And you, Sir.
Teacher : It's on the tenth of June.

TIME TO PRACTISE AND CHECK

3 **Find the days and the months.**

Example: a) Friday

a) Fyardi	h) doMnya
b) draSauty	i) tocrebO
c) naarJuy	j) ruhTyads
d) adnSyu	k) eynsadWed
e) yeTuads	l) aurbryeF
f) tAgusu	m) lArip
g) mebrecDe	

4 **Write how we say the dates.**

Example: a) Monday 12/16/2015 → Monday, December the sixteenth, two thousand and fifteen.

a) Monday 12/16/2015
b) Wednesday 01/22/2015
c) Saturday 03/31/2014
d) Tuesday 06/25/2017
e) Friday 09/23/2015
f) Sunday 02/30/2019
g) Thursday 04/04/2020

5 **Complete the dialogues. Then, practise them with your partner.**

Example 1:

Nella : What day is today?
Freddy : Today is ... .
Nella : And what is the month?
Freddy : It is ... .
Nella : So, what is the date today, Freddy?
Freddy : Today is ... .

Example 2:

Nella : When's your birthday, Freddy?
Freddy : My birthday is on ... . And you?
Nella : It's ... .

TIME TO COMMUNICATE AND CHECK

6 Write a paragraph about yourself.

A First complete the sentences.

- The Independence Day of Côte d'Ivoire is on ... .
- I am ... years old.
- My name is ... .
- On ... I celebrate Christmas with my family.
- I ... from Côte d'Ivoire.
- My birthday is on ... .

B Secondly reorder the sentences into a paragraph.

My name is ... .

7 Write five dates that are important for you and Côte d'Ivoire.

8 Make meaningful sentences about these dates.

7th August 1960

7th December 1993

1914-1918

1939-1945

1999

2002

February 2015 in Malabo

LESSON 2

What's the time?

TIME TO FIND OUT

1 **Look, listen and repeat.**

LESSON FOCUS

- Vocabulary related to the time
- Vocabulary related to daily activities
- Asking and telling the time
- Why ...? because ...
- The future with *to be going to.*



a clock



a watch



nine o'clock



ten fifteen/
a quarter past ten



eleven thirty/
half past eleven



eight forty-five/
a quarter to nine



twelve o'clock
/midday



sixteen hours



eighteen hours
forty four



twenty hours
o five



twenty-two
hours fifty



Twenty-four hours
/midnight

2 **Listen and repeat the dialogues.**

Dialogue 1

Teacher : Hello, Adou, what's the time?

Adou : It's ten o'clock.

Teacher : What time do you go home on Mondays?

Adou : I go home at seventeen hours.

Teacher : And what do you do on Saturdays?

Adou : From nine to eleven thirty, I do English and Mathematics. And at sixteen hours, I play football.

Dialogue 2

Boli : I'm going out now.

Adou : Why?

Boli : Because it's ten thirty. It's time for a break.

Adou : OK. What are you going to do?

Boli : I'm going to buy a pencil.

Adou : And you, Prisca?

Prisca : I'm going to copy my lesson.

TIME TO PRACTISE AND CHECK

3 **Work in pairs. Ask and answer questions about the times in the boxes.**

Example:

A : What's the time in box 1

B : It's twelve past six. OR It's six twelve.

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 19:23

4 Ask and answer questions.

Example 1:

A : What's Yapi going to do tomorrow?

B : He's going to have a shower.

Yapi/tomorrow/go to school
Mum/at 10:00/cook lunch
Dad/12:15/set the table
Nella/after class/wash the dishes
the pupils/at 10:30/have a break
You/this weekend/visit my friends
Your sister/on Monday/to the village

Example 2:

A : Are you going to sweep the classroom now?

B : Yes, I am. OR No, I'm not.

you/sweep the classroom now
Dago/go home at 12:00
Charles/go to bed at 19:30
we/have an English test today
the teacher/give us zero
you/correct the test now

5 Write meaningful sentences.

Example: a) is/plantains/going to/tomorrow/some/pound/Adou.

—> Adou is going to pound some plantains tomorrow

a) is/plantains/going to/at sixteen hours/some/pound/Adou.
b) fry/Zeinab/fish/going to/at twenty hours/is.
c) going to/cook/What/are/this evening/you?
d) play/Patrick/is/football/this afternoon/going to.
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/going to/ are/our/have/.

6 **Ask and answer questions. Use why and because.**

Example:

A : Why is Mum in the kitchen?

B : Because she's going to cook a meal.

Mum/in the kitchen/cook a meal
Dad/in the sitting room/set the table
Ben/near the sink/wash the dishes
students/outside/play football

teacher/open the book/read a text
Boli/wash a glass/drink some water
Charles/hold a broom/sweep his bedroom
Adou/study hard/have a test tomorrow
Eliane/get dressed/go to school
your friend/go out/buy a pen
you/wash your hands/have lunch

TIME TO COMMUNICATE AND CHECK

7 **Write about things you are going to do next Sunday.**

What time are you going to do them? Why are you going to do them?

LESSON 3

My school subjects

TIME TO FIND OUT

1 **Look, listen and repeat.**

LESSON FOCUS

- Vocabulary related to school subjects
- Vocabulary related to holidays
- Simple present + Adverbs of frequency: *every day, always, sometimes, never*
- How often ...?
- Prepositions of time: *at, on, after, before*

A

TIMETABLE (6e A)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
07:30-08:25	English	French		Maths	
08:25-9:20	Maths	History	Civics		Maths
09:20-10:15		Physical Education	Maths	Geography	English
10:15-10:30	BREAK				
10:30-11:25	French		English	Biology	French
11:25-12:20	Geography		French	Chemistry	
AFTERNOON					
14:00-14:55	Art	Biology			
14:55-15-50		Physics			Music
15:50-16:05	BREAK				
16:05-17:00					Physical Education (P.E.)
17:00-17-55					

B

Christmas	Easter	Summer holidays	Independence Day
25th December	In April	From June to September	7th August

TIME TO REVISE AND CHECK

1 Write down A's part in this dialogue.

Example:

A : What is the first month of the year?

B : The first month of the year is January.

1. A : ...?
   B : The first month of the year is January.
2. A : ...?
   B : It's April.
3. A : ...?
   B : July.
4. A : ...?
   B : August and September.
5. A : ...?
   B : February and June.
6. A : ...?
   B : May, October and December.

2 Write the time in words.

1. 03:11 eleven past three/three eleven
2. 10:50 ...
3. 06:15 ...
4. 09:44 ...
5. 12:00 ...
6. 16:30 ...
7. 06:25 ...

3 Find the school subjects.

Example: 1. French

1. rechnF
2. paogyhrge
3. ilEsnhg
4. tasmh
5. cimsu
6. olgioby

4 Complete the sentences with *at, on, always, never, every day* and *sometimes*.

1. I ...speak English in class. → *I always speak English in class.*
2. My mother sweeps the room ... .
3. I have English ...Mondays.
4. We go to school ...a quarter to seven.
5. The English teacher ...speaks French in class.
6. I ... cook rice at home.

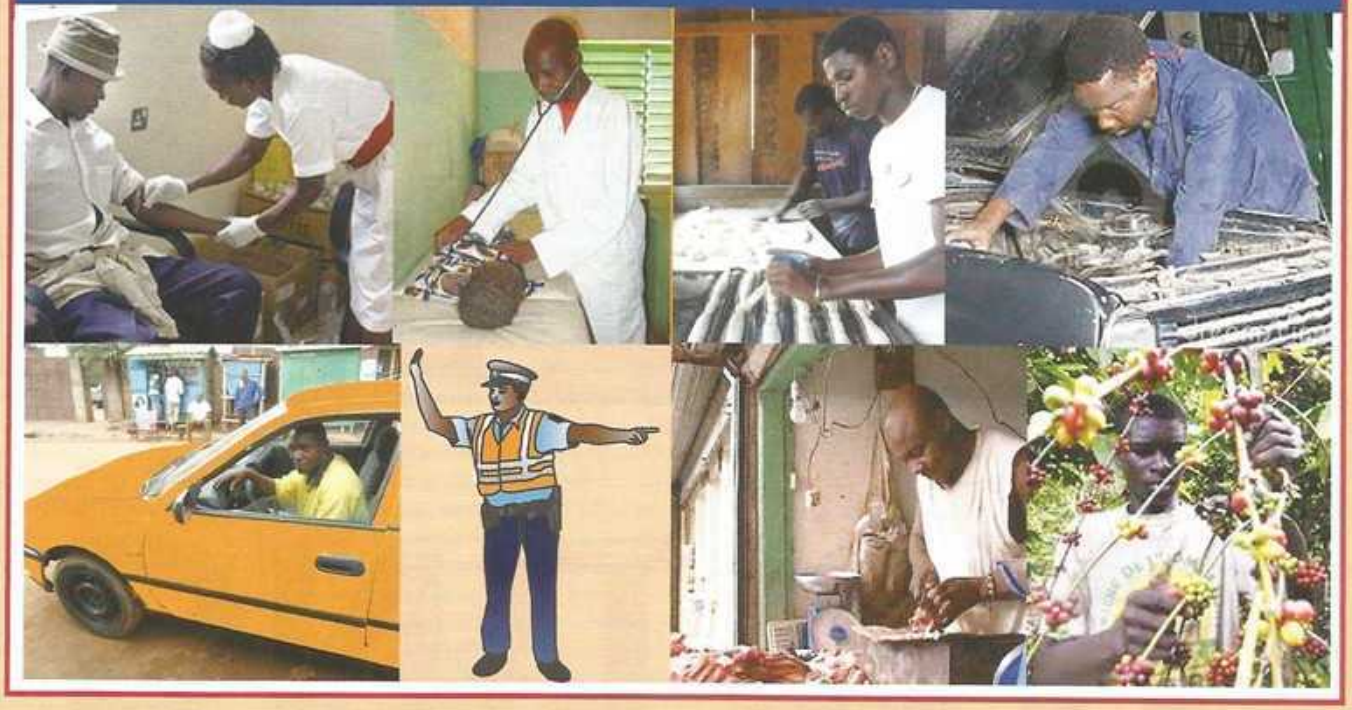
5 Write the questions for these answers.

1. Because she's going to cook. → *Why is she in the kitchen?*
2. Because we are going to play football
3. Because they are going to wash the dishes.
4. Because she's going to drink some water.

unit

4

JOBS AND OCCUPATIONS (WRITING)





WRITING

LESSON 1

What's your father's job?

LESSON FOCUS

- Vocabulary related to jobs and occupations
- What does he do?/What's his job?
- He's a policeman
- Present simple (Revision): He directs the traffic.
- Possessive adjectives: his, her, its, hour, their

TIME TO FIND OUT

1 Look, listen and repeat.

A



a headmaster



a secretary



a doctor



a nurse



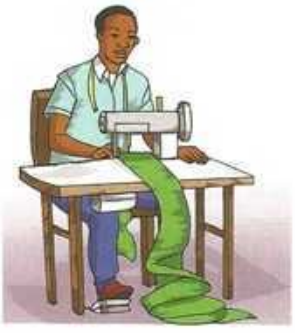
a policeman



a policewoman



a hairdresser



a tailor

B



a taxi driver



a photographer



a butcher



a farmer



a mechanic



a carpenter



a painter



a shoe repairer

2 Listen and repeat.

A

1. **My** sister is a nurse.
2. **Your** father is a butcher.
3. **His** mother is a doctor.
4. **Her** sister is a secretary.
5. **Its** rooms are very big.
6. **Our** parents are farmers.
7. **Their** father is a headmaster.

B

Questions	Answers
	A nurse gives people injections.
	A policeman directs the traffic.
	A butcher sells meat.
What does a nurse do?	A doctor examines people.
OR	A taxi driver drives a taxi.
What is a nurse's job?	A hairdresser does women's hair.
	A tailor makes clothes.
	A farmer works on a farm.
	A mechanic repairs cars.
	A carpenter makes chairs and tables.
	A painter paints houses.
	A shoe repairer repairs shoes.

TIME TO PRACTISE AND CHECK

3 Find the words.

Example: a- nurse

a) n---e	f) --i--r
b) ca-pe-t-r	g) f---e-
c) d---o-	h) h----r----r
d) --t---r	i) p--t--ra--e-
e) p---c---n	j) -ai-te-

4 Complete the dialogue with: *my, his, her, your, our,* and *their*.

Example: 1- Her

Willy : Look, Jack. This is the photo of my family. This is my sister. (1) ... 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. (7) their school is very far from town.

Jack : Oh, I see! But anyway, (8) parents have got a good job.

5 Work in pairs. Practise the dialogue.

Example:	Sally/nurse
	Badi/policeman
A : What's Sally's job?	Koffi/farmer
B : She is a nurse.	Koné/mechanic
A : A nurse! What does a nurse do?	Fatou/photographer
B : She gives people injections.	Nokan/butcher
A : Oh, I see.	Aya/hairdresser
	Kacou/doctor
	Yobo/tailor
	Aba/taxi driver

TIME TO COMMUNICATE AND CHECK

6 You are going to write a paragraph about your partner's family.

a) Ask him or her some questions about what people in her family do.

b) Write down all his answers.

c) Write a paragraph with his answers. Start like this:
"My partner's name is ... . His father is a ... ."

LESSON 2

Work tools

TIME TO FIND OUT

1 Look, listen and repeat.

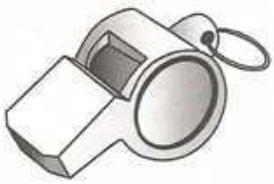
LESSON FOCUS

- Vocabulary related to work tools
- What does he do with a ...?
- Whose ... is this/are these?
- The possessive 's': this is my sister's comb.

A



a syringe



a whistle



a knife



a stethoscope



a comb



a pair of scissors



a saw

B



a camera



a hammer



a paint brush



a hoe



a machete



a computer



a needle

2 Listen and repeat.

A

Questions		Answers
What does a	nurse do with a syringe?	She gives sick people injections.
	policeman do with a whistle?	He directs the traffic.
	butcher do with a knife?	He cuts meat.
	doctor do with a stethoscope?	He/She examines people.
	taxi driver do with a taxi?	He drives people.
	painter do with a paint brush?	He paints houses.
	hairdresser do with a comb?	She does women's hair.
	tailor do with scissors?	He cuts clothes.
	carpenter do with a saw?	He cuts wood.

B

Question	Answer
Whose camera is this?	It is Sophie's. She's a photographer.
(hammer)	It is Badi's. He's a carpenter.
(hoe)	It is Bléou's. He's a farmer.
(computer)	It is Mado's. She's a secretary.
(paint brush)	It is Zamblé's. He's a painter.
(needle)	It is Soro's. He's a tailor.
Whose brushes are these?	They are Richard's. He's a painter.
(scissors)	They are Etri's. He's a tailor.
(combs)	They are Erica's. She's a hairdresser.
(machetes)	They are Beda's. He's a farmer
(stethoscopes)	They are Aka's. He's a doctor.

TIME TO PRACTISE AND CHECK

3 Find the names of the work tools.

Example: 1) ohe→hoe

1. ohe
2. finek
3. was
4. copetsoshot
5. bomc
6. listhew
7. amacre
8. mahamre
9. sorscics
10. rinygse
11. phomocrine

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

Example: 1. comb → g) hairdresser A hairdresser uses a comb to do women's hair.

A		B	
1	comb	a	photographer
2	scissors	b	carpenter
3	paintbrush	c	farmer
4	syringe	d	butcher
5	whistle	e	tailor
6	camera	f	painter
7	machete	g	hairdresser
8	stethoscope	h	nurse
9	knife	i	doctor
10	saw	j	policeman

5 Practise the dialogue. Use the jobs and the work tools in the box.

Example:

Aba: Whose combs are they?
Badi: They're Aya's.
Aba: What does she do with them?
Badi: She works with them.
Aba: What's her job?
Badi: She's a hairdresser.
Aba: Oh, I see.

Aya/hairdresser/combs
Sally/nurse/syringes
Koffi/farmer/hoe
Jackson/painter/paint brushes
Nokan/butcher/knife
Yobo/tailor/scissors and needles
Corine/policewoman/whistle
Salam/shoe repairer/hammer and needles
Kodjo/carpenter/saw and hammer

6 **Write meaningful sentences.**

Example: A doctor examines people with a stethoscope.

policeman	give injections to people	stethoscope
butcher	direct the traffic	computer
tailor	cut meat	hoe/machete
doctor	examine people	comb
secretary	write letters	syringe
painter	paint houses	camera
hairdresser	comb women's hair	whistle
carpenter	cut cloths	saw
farmer	cut wood	paint brush
nurse	work on his farm	knife
photographer	take photographs	scissors

TIME TO COMMUNICATE AND CHECK

7 **Read this paragraph about Koffi's family. Then, write a similar paragraph about your family.**

... In my family people have different jobs. My father is a carpenter. He makes chairs and tables. He works with a saw and a hammer. My brother Jackson is a painter. He has got many paint brushes to paint people's houses. My mother is a nurse in a public hospital. She has got a lot of syringes. She gives injections to sick people...

LESSON 3

Work places

LESSON FOCUS

- Vocabulary related to work places
- Where does a secretary work?
- She works in/at ...
- Adjectives

TIME TO FIND OUT

1 Look, listen and repeat.

A



a hospital



a police station



a market



an office



a bakery



a butcher's shop



a farm



a workshop

B



a restaurant



a shop



a cybercafé



a photo studio



a bank



a post office



a lorry park



a radio station

2 Listen and repeat the sentences.

1. The hospital is clean.
2. The police station is very busy.
3. The market is a noisy place.
4. The headmaster's office is tidy.
5. This bakery is very old.
6. It's a small butcher's shop.
7. This farm is very big.
8. The workshop is not clean, it's dirty.
9. This is a new restaurant.
10. The shop is full of things.

3 Listen and repeat the dialogue.

A : Is the hospital dirty?
B : No, it isn't. It's clean.
B : Is the workshop dirty?
A : Yes, it is.

TIME TO PRACTISE AND CHECK

4 Match the jobs in A with the work places in B. Then, write correct sentences in your copy-book.

Example: 1-c *A doctor works at a hospital.*

A	B
1. A doctor	a) at a bakery
2. A farmer	b) at a photo studio
3. A policeman/policewoman	c) at a hospital

4. A nurse 5. A secretary 6. A baker 7. A headmaster 8. A mechanic 9. A butcher 10. A teacher 11. A photographer	d) at a butcher's shop e) on a farm f) at a police station g) in a workshop h) in a school i) in an office j) in a medical centre

5 Work in pairs. Ask and answer questions.

Example: bedroom/dirty/clean

A : Is the bedroom dirty? B : No, it isn't. It's clean.

bedroom/dirty/clean headmaster's office/untidy/tidy bakery/old/new butcher's shop/big/small	police station/busy/calm market/noisy/quiet classroom/empty/full house/old/new

6 Complete the text. Use the words from the list.

Example: 1- pupil.

bakery	**pupil**	**nurse**	**quiet**	**noisy**	**school**	**baker**	**hospital**

My name's Ben. I'm a (1)... I go to (2)... at St Pierre. My father is a (3).... He works in a small (4)... . My mother is a (5)... . She works in a public (6)... . My father's work place is (7).... but my mother's is always(8)... .

TIME TO COMMUNICATE AND CHECK

7 Anwser the questions.

1. What's your name?
2. What's your father's job?
3. What's your mother's job?
4. Where do your parents work?
5. Where are you going to work in the future? Why?

8 Now, write a paragraph with your answers.

TIME TO REVISE AND CHECK

1 Write correct sentences.

Example: 1- A photographer takes photographs.

1. ... takes photographs.
   a. A butcher b. A carpenter c. A hairdresser d. A photographer
2. ... examines people.
   a. A mechanic b. A doctor c. A baker d. A taxi driver
3. ... sells meat.
   a. A butcher b. A nurse c. A hairdresser d. A policewoman
4. ... repairs cars.
   a. A farmer b. A carpenter c. A baker d. A mechanic
5. ... directs the traffic.
   a. A hairdresser b. A tailor c. A policeman d. A nurse
6. ... makes bread.
   a. A baker b. A butcher c. A taxi driver d. A shoe repairer
7. ... works on a farm.
   a. A hairdresser b. A farmer c. A mechanic d. A policeman
8. ... works with a computer.
   a. A secretary b. A trader c. A hairdresser d. A taxi driver
9. ... does women's hair.
   a. A shoe repairer b. A butcher c. A farmer d. A hairdresser
10. ... gives people injections.
    a. A baker b. A tailor c. A nurse d. A mechanic

2 Make sentences to describe what these people do.

Example:

1. A nurse works in a hospital. He or she gives injections to people who are sick.

1. a nurse
2. a farmer
3. a policeman
4. a shoe repairer
5. a mechanic
6. a doctor
7. a secretary
8. a baker
9. a butcher
10. a tailor
11. a hairdresser
12. a taxi driver

3 Ask and answer questions about the timetables of these people.

Example 1

A : What time do farmers go to the farms?

B : At six o'clock.

farmers/go to the farms/at six o'clock
teachers/go to work/at 7:00
a mechanic/go to his workshop/at 8:00
butchers/go to market/at five o'clock
nurses/go to work/ at eight thirty
taxi drivers/start work/at 4:00
your parents/go to work/ early in the morning

A : What time do farmers go back home?

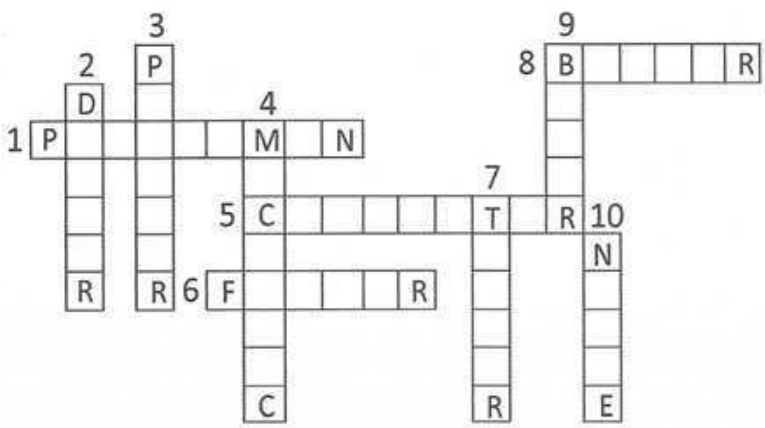
B : Late in the evening.

farmers/go back home/late in the afternoon
teachers/ go back home /I don't know
a mechanic/ go back home/at night
taxi drivers/ go back home/very late at night
your parents/go back home/ at 5:30

TIME FOR FUN

1 CROSSWORD PUZZLE. Find the names of the jobs.

Example: 1- POLICEMAN



2 GUESSING GAME. Guess the jobs your partner describes.

Example:

A : He teaches in the primary school.
B: It's a school master.

A : He teaches in the primary school. B : .... A : She teaches in the primary school. B : ... A : He or she works in a hospital. B : ... A : He works at a bakery. B : ... A : He drives a bus. B : ... A : He or she examins patients. B : ...	A : They work on the farm. B : ... A : They do women's hair. B : ... A : This person directs the traffic. B : ... A : They make people's clothes. B : ... A : They repair people's shoes. B : ... A : They make chairs, beds and tables. B : ...

3 Learn the poem SEPTEMBER and say it to the class.

S chool,
E ffort, and
P lay.
T rying your best
E ach hour of the day,
Making new friends,
B eing good as you can.
E xciting discoveries,
R eading books with a friend.

Boni Fulgham



TIME FOR CLASS PROJECT

What jobs do your school subjects prepare you for?

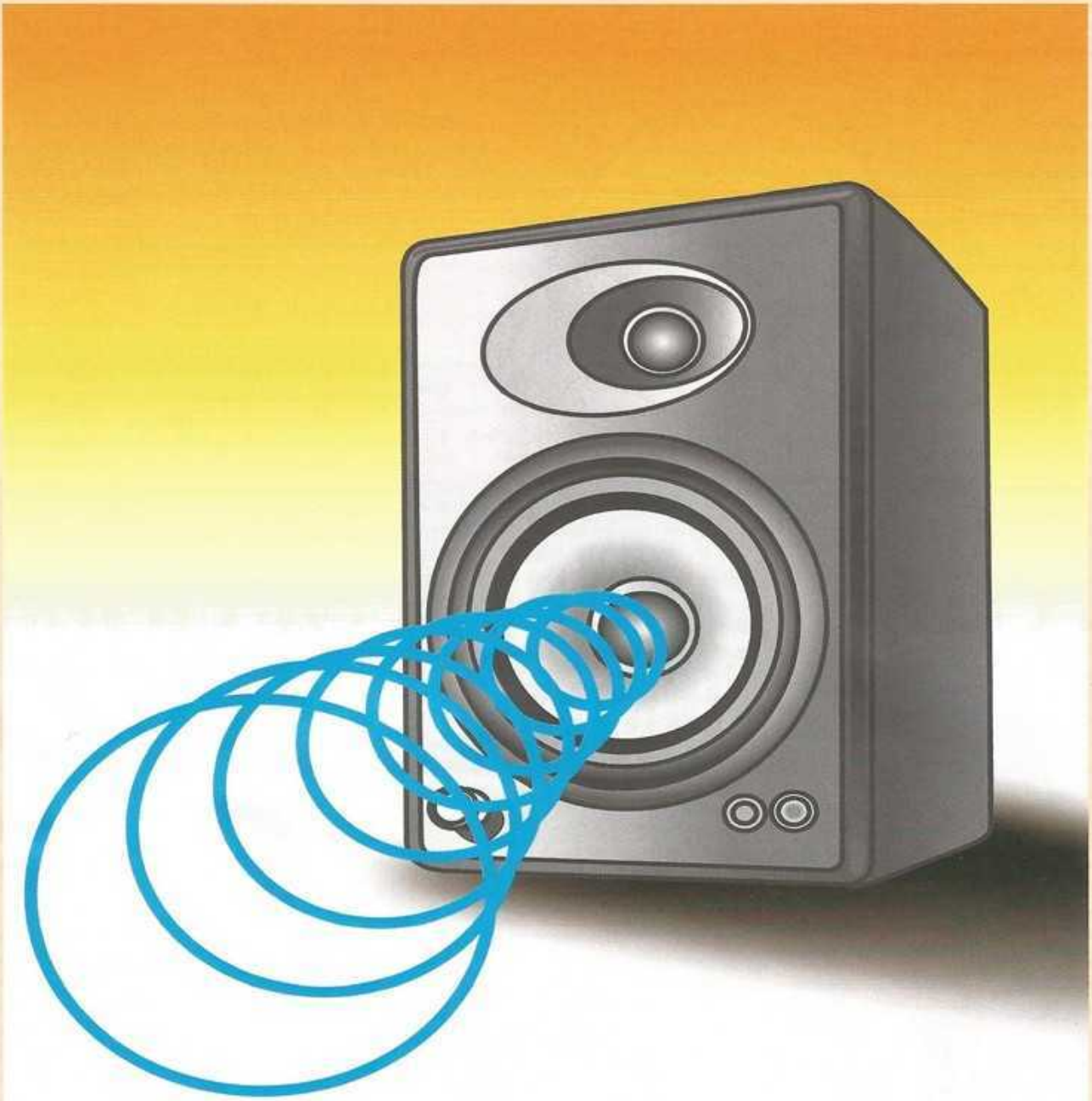
- Ask your teachers and your parents to help you do this project.
- Work in groups of five or six.
- Make posters and diagrams to explain the jobs your school subjects lead to.
- Prepare yourselves for a class presentation.

unit

5

CLOTHES AND COLOURS (LISTENING)





LISTENING

LESSON 1

What is she wearing?

TIME TO FIND OUT

1 **Look, listen and repeat.**

LESSON FOCUS

- Vocabulary related to articles of clothing
- What's he wearing?
- He's wearing a shirt.
- Is she wearing a dress?
- Yes, she is OR No, she isn't.

A



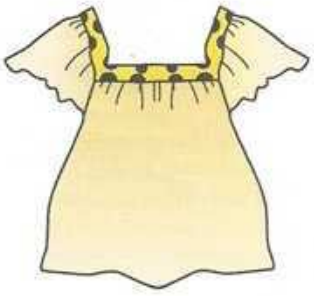
a skirt



a dress



a shirt



a blouse



a suit



a tie



a wrapper



a cap

B



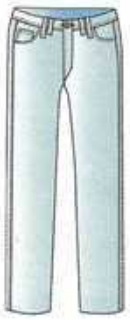
a pair of shoes



trousers



socks



jeans



shorts



glasses



clothes

2 Listen and repeat the dialogues.

A

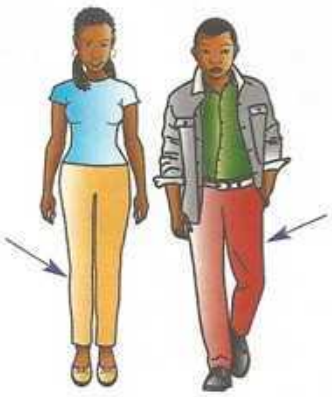
		
A : What is Affia wearing? B : She is wearing a blouse and a skirt.	A : What is Habib wearing? B : He is wearing a shirt.	A : What is Grandpa wearing? B : He is wearing glasses.

B

A : Is Affia wearing a dress?

B : No, she isn't. She's wearing a blouse and a skirt.

C

		
A : What are the boys wearing? B : They are wearing khaki uniforms.	A : What are the man and the woman wearing? B : They are wearing trousers.	A : What are they wearing? B : They are wearing jeans.

D

A : Are the boy and the girl wearing trousers?

B : Yes, they are.

TIME TO PRACTISE AND CHECK

3 Complete the words.

Example: 1. s-o-s →shoes

1. s-o-s	7. sk--t
2. -lou--	8. d-e-s
3. h-t	9. -la-s-s
4. -u-t	10. --o-ts
5. je--s	11. --e
6. -r-p-er	12. -a-

4 Look at the pictures. Ask and answer questions.

A : What's the girl wearing?

B : She's wearing a skirt and a blouse.

LESSON 2

What colour is the shirt?

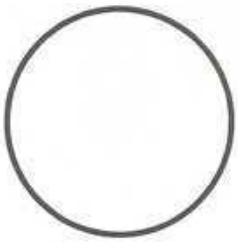
TIME TO FIND OUT

1 Look, listen and repeat.

LESSON FOCUS

- Vocabulary related to colours
- Talking about colours: a green dress
  What colour is the dress? – It's green
- Talking about likes and dislikes:
  What colour do you like? – I like blue

A


white


red


black

yellow


khaki


blue


green

B


purple


beige


pink


orange


brown


grey

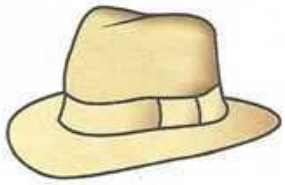
C



This is a pink wrapper



This is a purple dress



This is a beige hat



These are grey trousers



These are brown shoes



These are orange socks



These are brown and white shorts

2 Listen and repeat the dialogues.

Dialogue 1



A : What colour is Affia's blouse?

B : It's green.

Dialogue 2



A : What colour are the boys' shorts?

B : They're khaki.

Dialogue 3

A : What colour do you like?

B : I like blue.

TIME TO PRACTISE AND CHECK

3 **Ask and answer questions about colours.**

Example 1:

A : what colour is Amy's dress?

B : It's yellow

Example 2:

A : What colour are Janet's shoes?

B : They're blue.



Amy/dress



Janet/shoes



the woman/wrapper



Paul/trousers



Mary/uniform



Patrick/jeans

Example 3:

A : What colour do you like?

B : I like ... .

Example 4:

A : Do you like black ?

B : No, I don't like black. I like ... . OR Yes, I do.

TIME TO COMMUNICATE AND CHECK

3 Listen to the teacher and write the names of the people in your copybook.

a 

b 

c 

d 

e 

f 

4 Listen again to your teacher and answer the questions in your copybook.

1. Which teachers are at the party?
2. What are they wearing?

LESSON 3

How much is it?

TIME TO FIND OUT

1 Look, listen and repeat.

LESSON FOCUS

- Numbers : from 100 ...
- Talking about prices:
  - How much is the shirt ?
  - It's three thousand (3,000 francs/CFA)
- Comparing: • It's cheaper than ... .
  - It's more expensive than ... .

A

100 one hundred/ a hundred	150 one hundred and fifty	200 two hundred	300 three hundred	400 four hundred
500 five hundred	600 six hundred	700 seven hundred	800 eight hundred	900 nine hundred

B

1,000 one thousand	1,500 one thousand five hundred	2,000 two thousand	2,300 two thousand three hundred	3,000 three thousand
4,550 four thousand five hundred and fifty	5,500 five thousand five hundred	6,725 six thousand seven hundred and twenty-five	10,875 ten thousand eight hundred and seventy-five	20,000 twenty thousand

2 **Listen and repeat the dialogues.**

Dialogue 1

A : How much is the blue skirt ?
B : It's five hundred (500) francs.
A : And what's the price of the black shoes?
B : They're eight hundred and fifty (850F).
A : Give me the skirt, please.
B : No problem.

Dialogue 2

A : How much is the red cell phone?
B : It's not expensive. It's only fifteen thousand francs.
B : Fifteen thousand? That's not cheap! It's more expensive than my friend's phone.
A : So, take this blue phone. It's cheaper.

TIME TO PRACTISE AND CHECK

3 **Write the questions for these answers in your copybook.**

Example: a) How much is this brown cap?

a) It's 300F.
b) This T-shirt is 500 francs.
c) These shoes are 600F.
d) 550F.
e) No, they aren't 700F. They're 900 francs.
f) They're 800 francs.
g) This dress? It's only 400F.

4 **Copy and complete the table with comparatives.**

A

Adjectives	Comparatives
(A) sweet clean long short small tall old cheap cold loud rich poor	...sweeter than...
(B) big fat hot thin	...bigger than...
(C) noisy pretty happy lazy easy heavy lucky dirty	...noisier than...

B

Adjectives	Comparatives
difficult interesting beautiful delicious colourful intelligent comfortable polluted	...more difficult than...

5 Copy the dialogue. Then, listen to your teacher and complete it.



Son : Mum, I want the blue shirt, please.
Mum : Excuse me. (1) ... ?
Seller : It's only 10,000 francs.
Mum : You see! It's (2) ... than my blouse, son.
Son : But it's beautiful and I like it.
Seller : What about the green shirt? It's (3) ... and (4) ....
Mum : How much is it?
Seller : (5) ... .
Mum : I've got (6) ... .
Seller : Ok, give the money.
Son : Thanks, Mum. It's cool!

TIME TO COMMUNICATE AND CHECK

6 Copy the dialogue between a client and a seller. Then, listen to your teacher and complete it.

At the market.

Seller : Nice shoes, nice clothes. Very cheap today! Come and buy!
Client : Excuse me. (1) ... are the jeans?
Seller : (2) ... .
Client : And the black T-shirt?

Seller : (3) ... . It's only 1,500.
Client : 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're my (9) ... client. Take them.
Client : (10) ... . Here's the money.

7 Now role-play the dialogue with your partner.

TIME TO REVISE AND CHECK

1 Make sentences with the comparatives.

Example : 1. A pestle is longer than a ladle.

1. a pestle/a ladle/long
2. Maths/Physics/difficult
3. A suit/a shirt/expensive
4. A tea-spoon/a spoon/small
5. A cap/a tie/cheap
6. English/French/easy
7. The kitchen/the bathroom/clean
8. A book/a copy-book/heavy
9. Music/P.E./interesting
10. Blue/black/beautiful
11. A sitting-room/a bedroom/big

2 Ask questions for these answers.

a) I like red and blue.
b) Our national colours are orange, white and green.
c) No, it isn't. It's a white shirt.
d) They are not yellow, they are beige.
e) Marina is wearing a white blouse and a blue skirt.
f) She likes yellow.

3 Put the sentences in order.

a) wearing/My/is/suit/father/a.
b) wearing/Aya/trousers/Is/?
c) blue/wrapper/is/Mother/and/a/green/wearing
d) wearing/are/Ali/Aya/What/and/?
e) is/teacher/What/wearing/?

4 Copy and write the numbers in words.

a) 123
b) 2014
c) 850
d) 930
e) 2002
f) 1960
g) 1918

5 Circle the number you hear. Then, write it in words.

13	14	15	16	17	18	19
30	40	50	60	70	80	90

unit

6

FOOD AND DRINKS (LISTENING)





LISTENING

LESSON 1

Meals and drinks

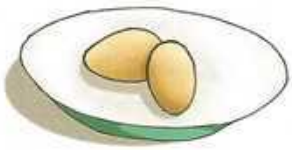
TIME TO FIND OUT

1 Look, listen and repeat.

LESSON FOCUS

Vocabulary related to meals, drinks and dishes
- What do you have for breakfast/lunch/dinner?
- What time do you have breakfast?
- I have breakfast at 7:00
- Adverbs of frequency (*usually, often*)

A



eggs



bread and butter



porridge



sugar



coffee



tea



chocolate



milk

B



fried rice and fish



fried yams and chicken



pounded plantains and peanut sauce



attiéké and fish



fried potatoes and meat

C



water



ginger juice



sorrel juicę



orange juice



lemon juice

2 Listen and repeat the dialogues.

Dialogue 1

A : What time do you have breakfast?

B : I have breakfast at 6:30.

A : And what do you have for breakfast?

B : I have bread and butter.

Dialogue 2

A : What time do you have lunch/dinner?

B : At 12:30/20:00

A : And what do you have for lunch/dinner?

B : I usually/often eat boiled yam and fish.

A : And what do you drink?

B : I usually have lemon juice. But I drink water when I'm thirsty.

TIME TO PRACTISE AND CHECK

3 Write the correct words.

Example: 1. toteleme → omelette

1. toteleme
2. klim
3. tooclache
4. degorpir
5. rabed
6. tubert
7. gesg
8. fefcoe
9. eat
10. ragus

4 Ask and answer questions.

Example 1:

A : What do you have for breakfast?
B : I have bread and omelette. And you?
A : I eat porridge.

bread and omelette
porridge
coffee, milk and sugar
bread and butter
bread and chocolate
bread, tea and milk

Example 2:

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.

attiéké and fish
boiled plantains
boiled yams
fried potatoes and fish
fried rice and meat
rice and sauce
pounded plantains and peanut sauce

water
lemon juice
sorrel juice
ginger juice
orange juice

5 Copy the table below. Then, listen to your teacher and complete it.

	Father	Mother	Brother and sister	Habib
Breakfast	– – butter – coffee	– – tea	– attiéké –	–
Lunch	– –	– pounded yam –	–	– pounded plantains
Dinner	– – –	– –	–	– –

TIME TO COMMUNICATE AND CHECK

6 Copy the table. Then, listen to your teacher and tick 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	

7 Listen again to your teacher and complete the sentences.

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 beer and 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.

LESSON 2

Fruit and vegetables

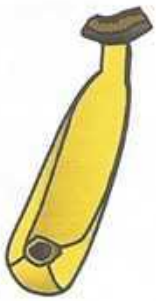
TIME TO FIND OUT

LESSON FOCUS

- Vocabulary related to fruit and vegetables
- *Some, Any, No ... .*
- *Much, Many, A lot of*

1 Look, listen and repeat.

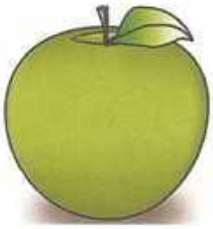
A



a banana



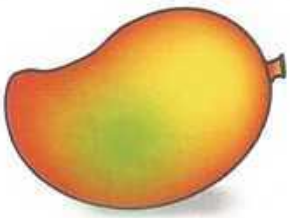
an orange



an apple



an avocado



a mango



a pineapple



a coconut

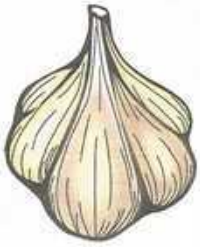


a papaya

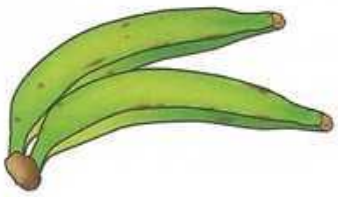
B



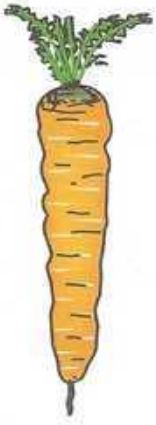
a tomato



garlic



plantains



a carrot



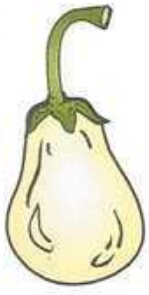
okra



a potato



a cassava



an aubergine



lettuce



an onion



a chilli



cabbage

2 Listen and repeat the dialogues.

Dialogue 1

Mum : What's there in the basket, Susy?

Susy : There are some oranges, some bananas and mangoes.

Mum : Are there any apples in the fridge?

Susy : There are no apples and no papayas left.

Mum : OK. Go and buy some, please.

Dialogue 2

Aunty : What vegetables are there in the fridge, Akoua?

Akoua : There are some onions, some carrots and a lot of tomatoes.

Aunty : Are there any chillis and aubergines?

Akoua : No, Aunty. There aren't any. And there's no cabbage.

Aunty : Look in the freezer. Is there any fish and meat?

Akoua : There's some meat, but no fish left.

Aunty : Oh, Dear! There are many things to buy, and I haven't got much money now.

TIME TO PRACTISE AND CHECK

3 Copy the table and the list below.

a) Listen and circle the names of fruit and vegetables you hear.

b) Classify the words in the list in the table.

FRUIT	VEGETABLES
– ...	– ...

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

4 **Copy and complete the sentences using *some, many, a lot of*.**

1. There are ... chairs in the sitting room.
2. I've got ... coconuts in my basket.
3. Mum is buying ... bananas at the market.
4. ... people like fruit.
5. We've got ... fruit and vegetables in our school garden.
6. There's ... rice left Mum.
7. There's ... coffee left in the cupboard.
8. There's ... garlic left in the kitchen.

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

6 **Copy the dialogue below. Then, listen to your teacher and complete it with *some, no, any, many, much* or *a lot of*.**

Mum: Are there (1)... vegetables in the fridge, Jémima?

Jémima: No, Mum. There are not (2)..., but there are (3)... fruit.

Mum: Is there (4)...garlic?

Jémima: No, there's (5)... garlic, but there's (6) ... okra.

Mum: What about ginger juice? Is there (7) ...?

Jémima: Yes, there is. And there is (8) ... orange juice, too.

TIME TO COMMUNICATE AND CHECK

7 **You're spending the summer holidays in a Ghanaian family in Accra. The mother is asking you to go and buy things at the market.**

a) Listen to your teacher and make the shopping list.

b) Listen again to your teacher, and complete the table with the prices and quantities of the things to buy.

Shopping list

– *some oranges*	*500 cedis*
–	
–	

LESSON 3

My mother's recipes

TIME TO FIND OUT

1 Look, listen and repeat.

LESSON FOCUS

- Vocabulary related to recipes and ingredients
- Talking about cooking: Show me how to cook rice
- Describing a process using: *first, secondly, then, after that, finally,* etc.
- Giving and understanding instructions

A



pepper



salt



mayonnaise



vinegar



chilli powder



oil

B



fire



to boil



to fry



to cover



to pound



to grind



to cook



to mix

C



to peel the yam



to clean the fish



to cut up the meat



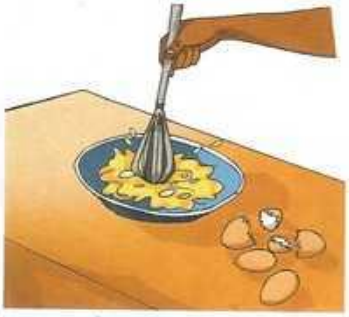
to break the eggs



to pour water



to add some salt



to beat the eggs



to press the lemon

2 Listen and repeat the dialogues.

Dialogue 1

A : Show me how to cook rice.
B : It's easy. Wash some rice. Boil some water. Put the rice into the water, and let boil.

Dialogue 2

A : Mum, I'm hungry, I want some omelette.
B : Can you make an omelette?
A : Give me the recipe, please, Mum.
B : *First*, cut up some onions and tomatoes. *Secondly*, break the eggs. *Then*, add some salt.
A : And after that?
B : *After that*, beat the eggs, ok?
A : Yes, Mum, I'm doing it.
B : *Now*, pour some oil into the frying pan, and leave it on the fire for one minute.
A : What's next?
B : *Next*, fry the onions and tomatoes.
A : Yes, Mum, I'm frying them.
B : Right. *Finally*, pour the eggs into the pan and let fry for one minute.
A : Look Mum! It's ready!
B : Very good, you're a big girl now!

TIME TO PRACTISE AND CHECK

3 Find the words for these definitions.

1. You use it to fry yams. It's in a bottle.
2. You use it to make salad. It's in a bottle. It begins with "v".
3. You use it to make salad. You also put it in bread. It begins with "m".
4. You put it in your food like salt. It begins with "p" and ends with "r".
5. It boils water and cooks food. It begins with "f".

4 How do you make salad? Use the words in the box and write a recipe.

RECIPE FOR SALAD		
Ingredients	**Verbs**	**connectors**
Lettuce *Oil* *Vinegar* *Salt* *Onions* *Tomatoes*	to wash to cut up to put to mix to add	secondly finally first after that next

5 **Copy the dialogue below. Them, listen to your teacher and complete it.**

A : What ingredients do we need for today's breakfast, Mum?

B : Hum, let me see. We need ……,……,……, …..and … .

A : And for dinner?

B : For today's dinner, we need ……,……and… .

6 **Ask and answer questions.**

A : Show me how to cook boiled plantains.

B : Cut up the plantains into pieces.
Put the pieces in the pot. Add water and let boil.

A : Wow! It's easy.

boiled plantains
boiled yams
fried potatoes
rice
pounded cassava

TIME TO COMMUNICATE AND CHECK

7 **Listen to your teacher and complete the recipe.**

a) What recipe is it?

b) What are the ingredients for the recipe?

c) Explain the recipe to the class.

Recipe for …

– 1.
– 2.
– 3.
– 4.
– 5.
– 6.

TIME TO REVISE AND CHECK

1 **What do they like for breakfast, lunch and dinner? Copy the table. Then, listen to your teacher and complete it.**

	Kwassi	Djéné	Afwé
Breakfast			
Lunch			
Dinner			

2 **Copy the numbers below. Then, listen to your teacher and write the correct words.**

In my family, people drink water, tea, ① *milk*, coffee, fruit juice and ② … .
My father likes ③ … and ④ …, but he doesn't like ⑤ … . My mother likes ⑥ … and ⑦ … . My brother and my sister like ⑧ … and ⑨ … .The children in my family have three meals a day. My parents don't like ⑩ … .

3 **Copy and put the food items in the right box.**

coconut, aubergine, apple, onion, garlic, avocado, banana, okra, orange, mango, carrot, yams, tomato, plantains, chilli, rice, bread, cassava, beans, potato, papaya.

FRUIT	VEGETABLES

4 **Make six correct sentences with *some, no, any, many, much* or *a lot of*.**

5 **Work in pairs. Copy and complete the dialogue.**

A : .....?

B : No, I don't. I prefer bread and coffee for breakfast.

A : .....?

B : I have breakfast at 7:30 every morning.

A : .....?

B : I like fried rice for dinner.

A .....?

B : Usually, I have dinner at 20:30.

6 **Roleplay the dialogue in 5.**

TIME FOR FUN

1 **Write down the names of fruit and vegetables.**

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

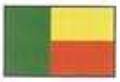
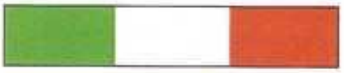
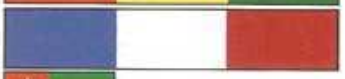
2 **How many words can you find in this band? Write them down in your copybook.**

wrapperbluehundredmangotwentyshirtpineappleblouseninetytiecabbagenecklacepeppersuitshortsthirtyone

3 **Match the flags to the countries..**

Example: 1c → The flag of Côte d'Ivoire is Orange, White, Green.

1. The flag of Côte d'Ivoire is .
2. The flag of Niger is
3. The flag of France is
4. The flag of Guinea is
5. The flag of Mali is
6. The flag of Italy is
7. The flag of Benin is
8. The flag of Togo is

a) 
b) 
c) 
d) 
e) 
f) 
g) 
h) 

4 **Vocabulary competition: In three minutes write the names of clothes. The winner is the one who finds a maximum of words.**

Example: i → skirt

a) repawrp
b) nesja
c) risth
d) luboes
e) koscs
f) slesgas
g) tocehsl
h) tsoshr
i) ksitr
j) tah
k) sourters

TIME FOR CLASS PROJECT

Your School English Club is organizing a cooking competition.

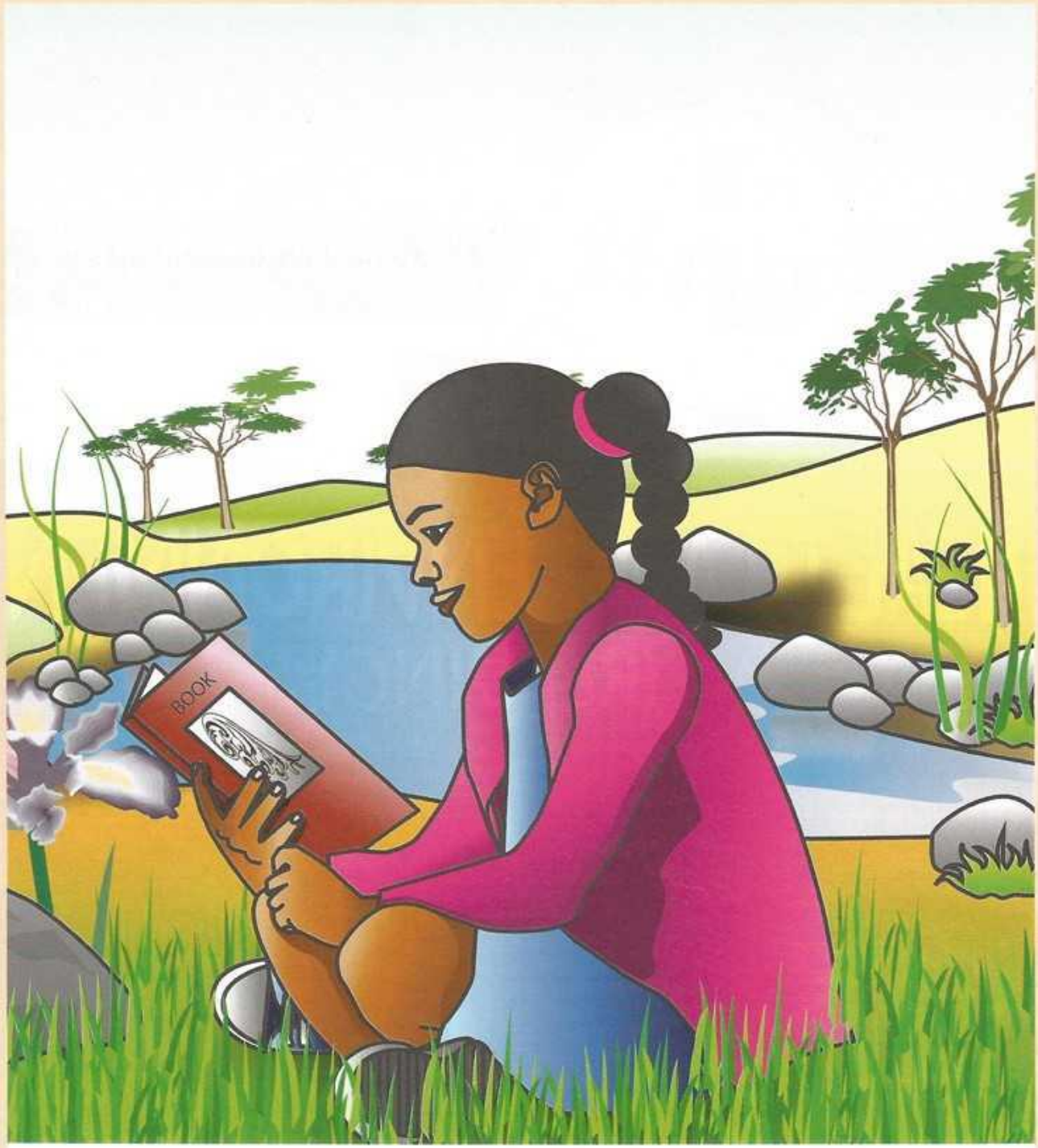
Collect information about a common dish in your area that you want to cook during the competition.

In groups of six, prepare the recipe. Then, make a poster and explain your recipe to the class.

unit 7

HEALTH AND ENVIRONMENT (READING)





READING

LESSON 1

Body hygiene

LESSON FOCUS

- Vocabulary related to the parts of the body
- Vocabulary related to body hygiene
- Expressing obligation with *must/mustn't*

TIME TO FIND OUT

1 Look, listen and repeat.

A



a head



an ear



a nose



an eye



a mouth



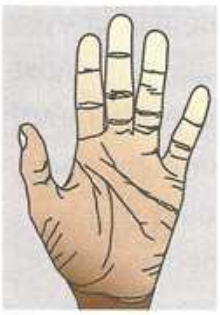
teeth



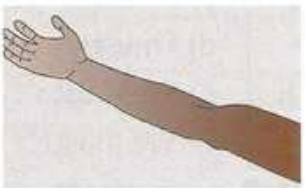
a finger



a nail



a hand



an arm



a leg



a foot

B



wash my face



brush my teeth



take a shower



cut my nails



wash my clothes



wash my hands

C



put my finger in my nose



put my finger in my mouth



put my finger in my ear



eat with dirty hands

2 Listen and repeat the sentences.

A

a) We must brush our teeth every day.
b) I must wash my face in the morning.
c) You must take a shower to go to school.
d) You must wash your hair.
e) You must comb your hair after you bath.
f) I must wash my hands before I eat.
g) I must wash my hands after I the toilet.
h) We must cut our nails.

B

a) I mustn't put my finger in your eyes.
b) I mustn't put your finger in my nose.
c) I mustn't put my finger in my mouth.
d) I mustn't put my finger in my ears.
e) We mustn't eat with dirty hands.
f) We mustn't pick up food and eat it.

TIME TO PRACTISE AND CHECK

3 **Ask and answer questions about hygiene. Use the expressions in the box.**

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 hands after I use the toilet

Example 2:

A: What mustn't you do to be healthy?
B: I mustn't eat with dirty hands.

eat with dirty hands
wear dirty clothes/dirty shoes
put my fingers in my mouth
put my fingers in my ears
put my fingers in my nose
wipe my mouth with my hands
pick up food and eat it

4 **Classify the instructions about body hygiene in the table below.**

YOU MUST	YOU MUSTN'T
– be clean and eat good food –	–... –

– put your fingers in your nose	– take a shower three times a day
– blow your nose with your hands	– brush your teeth before you go to bed
– put your fingers in your mouth	– wear clean clothes and shoes
– eat with dirty hands	– wash your hands after you use the toilet
– pick up food and eat it	– wipe your mouth with your hands
– wash your hands before you eat	– be clean and eat good food
– put your pen in your mouth	– wash your face when you wake up

5 **Read the paragraph and choose the correct answer.**

What is a magic machine?

a) my head b) my mouth c) my body

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 everything. My mouth gives food and drinks to the engine. It speaks, laughs, shouts and sings beautiful songs. And my nose gives oxygen to the engine.

6 **Read the text again and answer the questions.**

1. What is the engine of the machine?
2. What are the lights of the machine?
3. What gives oxygen to the engine?

TIME TO COMMUNICATE AND CHECK

7 **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 everything. My mouth gives food and drinks to the engine. It speaks, laughs, shouts and sings beautiful songs. And my nose gives oxygen to the engine.

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

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 bicycle. They help me play football, my favourite sport.

I must take good care of my magic machine.

1. What does the engine do?
2. What do the eyes do?
3. What informs me about everything?
4. What gives food and drinks to the machine?
5. Why do I love his hands?
6. Give three things the legs do
7. What's my favourite sport?
8. What must I do about my magic machine?

LESSON 2

Keep your Environment Clean

LESSON FOCUS

- Vocabulary related to dirty environment
- Vocabulary related to illnesses
- Asking and giving advice using *should/ shouldn't*

TIME TO FIND OUT

1 Look, listen and repeat.

A



a dustbin



garbage



stagnant water



mosquito net



sweep the floor



empty the dustbin



mop the bathroom



collect the garbage



clean the window



wash the clothes

B



She's ill /she 's sick



He has a headache



She has a stomachache



He has a toothache



She has flu



He has cholera



She has a cough



She has malaria
She has a fever



He has a
skin rash

2 Listen and repeat the sentences.

A	B
a) You should take some aspirin.	a) Pupils shouldn't stay at home.
b) She should go to hospital.	b) We shouldn't sleep in class.
c) You should see a doctor.	c) You shouldn't eat that. It's dirty.
d) We should empty the dustbin.	d) You should take a shower after sports.
e) We should mop the bathroom.	e) We shouldn't wear and dirty clothes.
f) You should wash the dishes now.	f) We shouldn't walk without shoes.
g) I should make my bedroom every day.	g) You shouldn't do that.
h) You should wash your hands.	h) We shouldn't sleep outside.

TIME TO PRACTISE AND CHECK

3 Work in pairs. Use the expressions in the box below to give advice.

Example 1:

A : I have a toothache. What should I do?

B : I think you should take some aspirin.

Example 2:

A : I have a stomachache. Should I take some asperin?

B : Yes, you should. OR No, you shouldn't. You should go to hospital.

take some aspirin
go to sleep
see a doctor
see the nurse
have a rest
see a dentist
go to hospital

4 Give advice to each other in the following situations.

Example:

The classroom's dirty. —> *I think you should sweep it.*

1. The classroom is dirty. (sweep)
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)
6. Your friend is wearing dirty clothes. (wash)
7. Two pupils are sleeping in the classroom. (do)
8. Your friend is sick and afraid of injections. (be afraid)

5 Read the text and do the activities.

A Read the text and choose the correct title.

The title of this text is:

a) Mosquito b) Malaria c) Prevention

Malaria is a very dangerous disease. It's common in Africa. The disease is transmitted by a mosquito. To treat malaria we need anti-malarial medicines.

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

Malaria is not dangerous. _F__

The disease is rare in Africa ____

A mosquito transmits malaria. ____

TIME TO COMMUNICATE AND CHECK

7 Read the text and do the activities below.

Malaria

Malaria is a very dangerous disease. It's common in Africa. The disease is transmitted by mosquitoes. To treat malaria we need anti-malarial 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 nets or spray the rooms before night.

A Are these sentences true (T) or false (F) according to the text?

1. To treat malaria we need anti-malarial medicines. ___
2. Malaria has only one symptom. ___
3. There's a vaccine for malaria. ___
4. Mosquitoes live in stagnant and dirty water. ___
5. Mosquito nets protect people against malaria. ___
6. To kill mosquitoes, we should spray the rooms. ___

B Complete the table with information from the text.

MALARIA			
Transmitted by	Symptoms	Treatments	Prevention
– stagnant water			
...	...	...	...

LESSON 3

Water and Health

TIME TO FIND OUT

1 Look, listen and repeat.

LESSON FOCUS

- Vocabulary related to sources of water
- Vocabulary related to the quality of water
- Vocabulary related to water pollution
- Expressing requests and offers using *'can'*

A



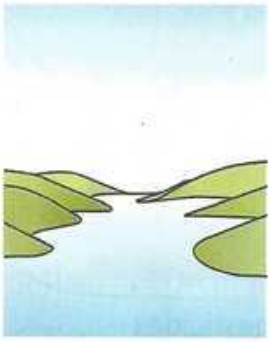
the rain



the sea



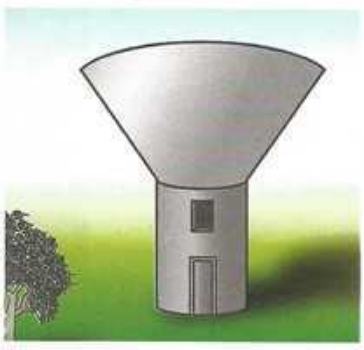
a lake



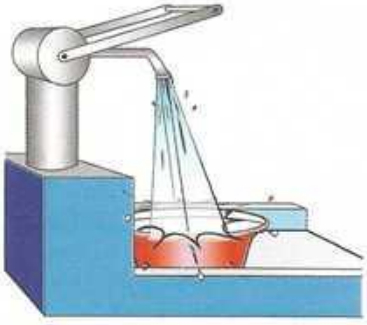
a river



a well



a water tank



a water pump

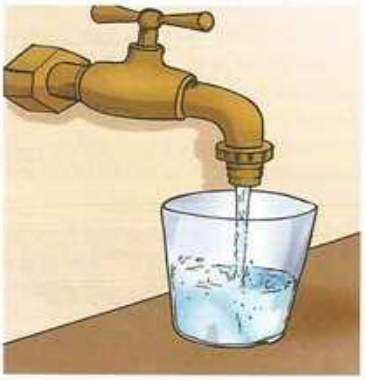


a tap

B



mineral water



drinking water



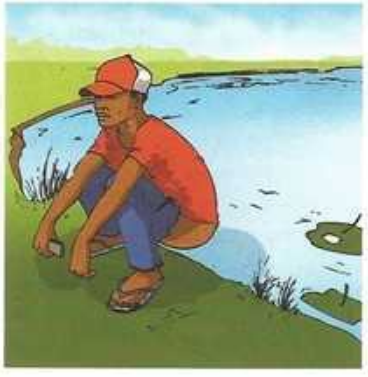
to filter



to boil water



to urinate



to defecate



to throw rubbish



to spray pesticides

2 Listen and repeat the dialogues.

Dialogue 1

A : Can I drink water from the sea?
B : No, you can't. It's not good for health.
A: And the water from a well?
B : Yes, you can. But you must boil it first.

Dialogue 2

A : Can I have some water, please ?
B: Sure.

Dialogue 3

A: Can I use your toilet, please?
B: Sure. Come this way.

TIME TO PRACTISE AND CHECK

3 Work in pairs. Ask and answer questions using the expression in the box.

Example 1:

A : A: Can I drink water from the river?

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

water from the river/boil
water from the lake/boil
water from the sea/not good for health
water from the well/filter
rain water/filter

Example 2:

A: Can I go to the bathroom, please

B: Sure. It's that way.

I/go to the bathroom/Go that way, please.
we/wash our hands/go to the kitchen, please.
I/have some mineral water/Here you are.
you/boil some water for me/OK, Mum.
you/empty the dustbin/No problem.

4 Tick (√) the actions that are good or bad for health.

		Good	Bad
1.	Urinate in the school yard		√
2.	Always use the toilet		
3.	Keep the rubbish in the house		
4.	Pour dirty water in the street		
5.	Wash your hands before eat		
6.	Filter water before you drink it		
7.	Drink water from a tap or a water pump		
8.	Wash your hands after using the toilet		
9.	Drink water from the river		
10.	Defecate near the river		

5 Read this paragraph and choose the correct answer.

The title of the text is

a) Life
b) Water
c) Rain

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.

6 Choose the correct letter to complete the sentences.

1. Water is	2. In countries where it doesn't rain,	3. In countries where it doesn't rain,
a) not important for life. b) very important for fife. c) dangerous for life.	a) people don't go far to get water. b) people go very far to get water. c) people get water everywhere.	a) lakes, rivers and wells have no water. b) there's water in the wells. c) lakes, rivers and wells have a lot of water.

TIME TO COMMUNICATE AND CHECK

7 Read the text 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 take a 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've got a lot of water to live, but they must take care of it because water is life.

1. 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

2. When there's no water in a country
   a) animals and plants die
   b) animals and plants live
   c) people take a shower

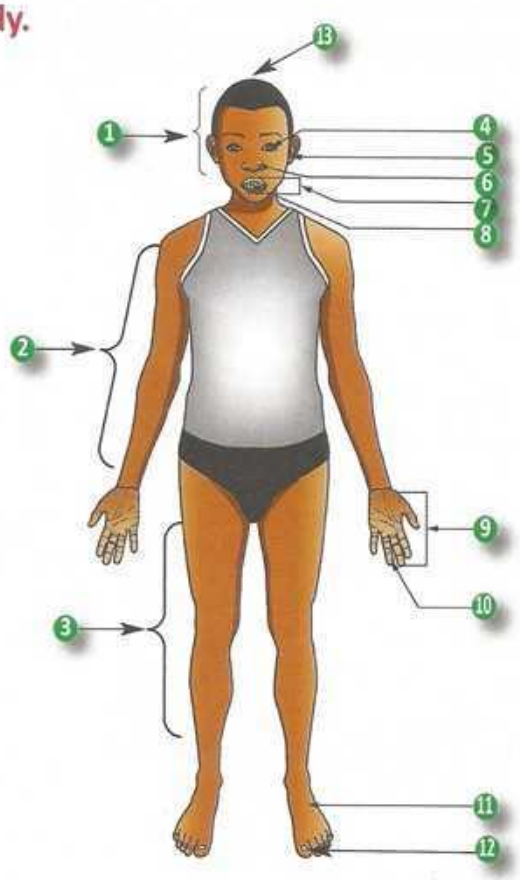
3. In countries where it rains
   a) people have no problems of water
   b) people get water everywhere
   c) animals and plants sometimes die

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

5. People must take care of water because
   a) water is for animals
   b) water is for plants
   c) water is life

TIME TO REVISE AND CHECK

1 Find the names of the parts of the body.



2 Crosswords puzzle. Find six illnesses and six sources of water.

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

3 Read the hygiene tips about Ebola fever, and complete the table.

- Be always clean.
- Keep your environment clean.
- Always wash your hands with soap and water.
- Always cook your food very well.
- Avoid[1] contact with sick people.
- Avoid contact with blood[2].
- Don't eat bush meat[3].

PREVENTION OF EBOLA FEVER	
We should	We shouldn't
–	–
–	–

1. Avoid = Éviter
2. blood = le sang
3. bush meat = viande de brousse

4 Read the text below and answer the questions.

Water, source of life, can also be source of illnesses. You cannot drink all sorts of water. Water from the river, the lake, the well and rainwater is not safe to drink. You can only take a shower and wash your clothes with this water. It is also good for animals and plants. To drink this water you should boil it or filter it.

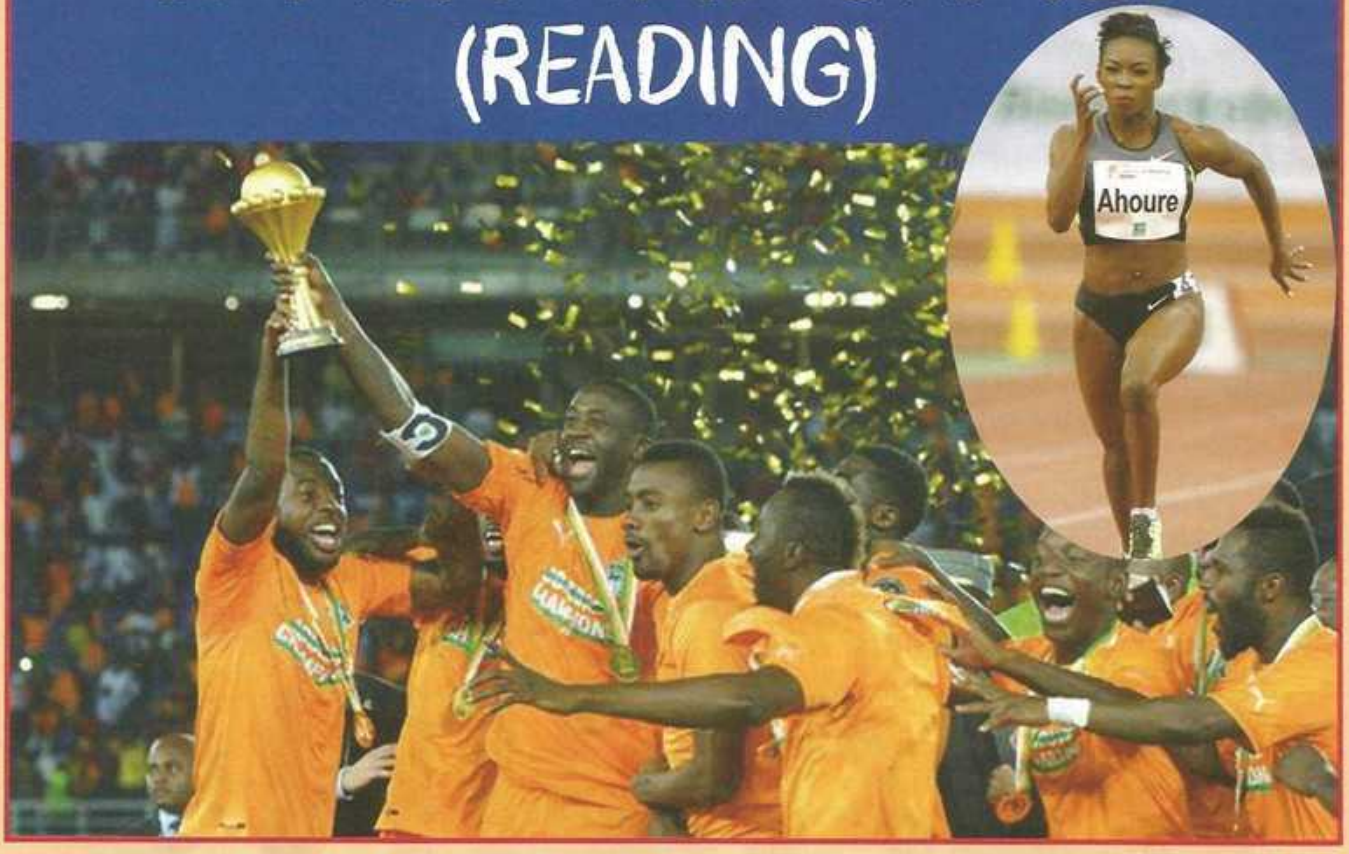
Unsafe water can give stomachache and cholera. To keep water clean in our environment, we must not urinate or defecate near a well, a river, or a lake.

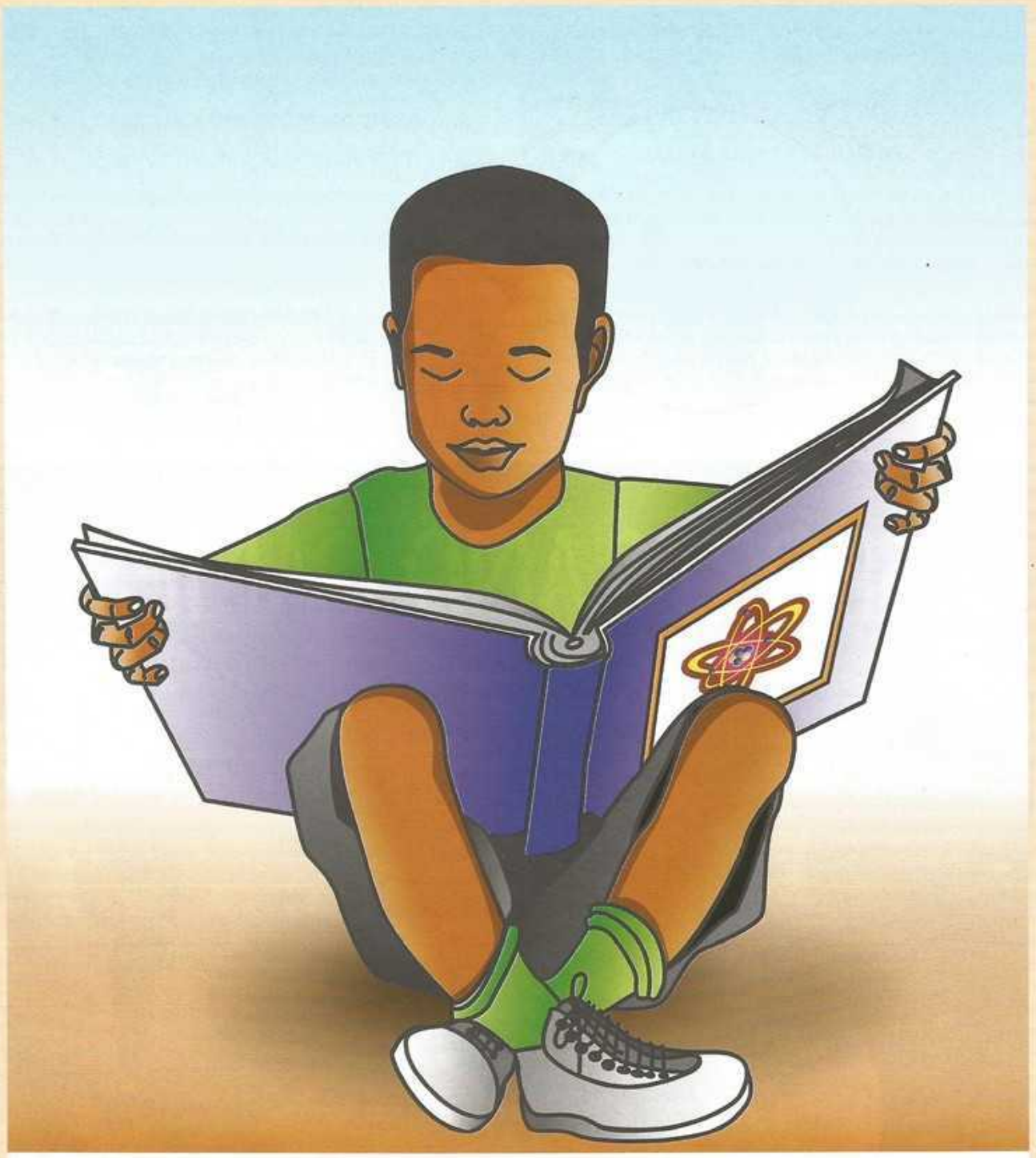
1. The text is about:
   a) water and health
   b) water, source of illnesses
   c) water and environment
2. Can you drink all sorts of water?
3. What sort of water is not safe to drink?
4. What can you do with water from the well or from the river?
5. What should you do before drinking rainwater?
6. What illnesses can dirty water give you?
7. Why mustn't you urinate or defecate near a source of water?

unit

8

SPORTS AND GAMES (READING)





READING

LESSON 1

Sports

TIME TO FIND OUT

1 Look, listen and repeat.

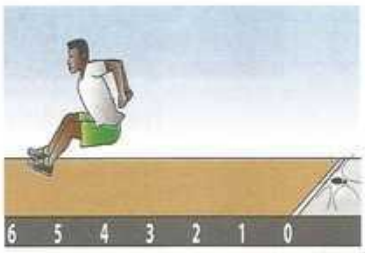
LESSON FOCUS

- Vocabulary related to sports
- What sport do you practise?
- What's your favourite sport?
- Can you play handball?
- Yes, I can OR No, I can't.

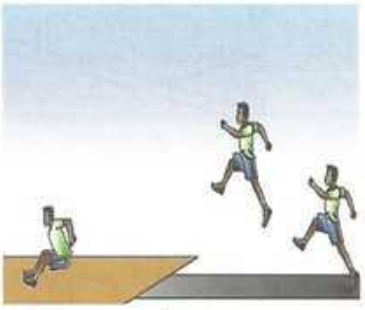
A



high jump



long jump



triple jump



running



javelin throw



cycling



gymnastics



judo



karate



boxing

B



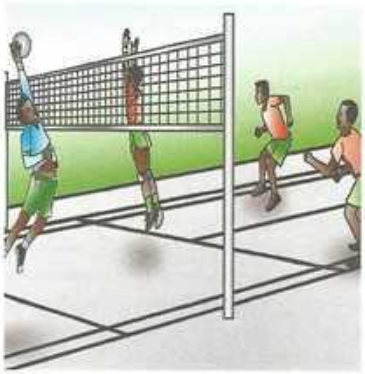
wrestling



tennis



table tennis



volleyball



handball



football



basketball



swimming



jogging

2 Listen and repeat the dialogues.

Dialogue 1

A : What sport do you practise at school?
B : I practise the high jump. And you?
A : I do the javelin.

Dialogue 2

A : What sport can you play?
B : I can play football. And you?
A : I can play basketball.

Dialogue 3

A : What's your favourite sport?
B : It's swimming. And you?
A : Wrestling.

Dialogue 4

A : Can you play golf?
B : Yes, I can. OR No, I can't.

TIME TO PRACTISE AND CHECK

3 Work in pairs. Ask and answer questions about the sports in the boxes.

Example 1:

A : What sports do you practise for PE?
B : I practise the long jump. And you?
A : I do gymnastics.

the long jump	the high jump
the triple jump	javelin throw
running	gymnastics

Example 2:

A : What's your favourite sport?
B : It's swimming. And you?
A : I like jogging.

cycling	boxing	judo
karate	swimming	jogging

Example 3:

A : What sports can you play?
B : I can play volleyball. And you?
A : I can play basketball.

Example 4:

A : Can you play tennis?
B : Yes, I can. OR No, I can't.

tennis		football
basketball		table tennis
golf	volleyball	handbal

4 Classify the sports in A and B in the table.

Combat sports	Individual sports	Team sports
–	–	*volleyball*
–	–	–

5 Read the text and choose the correct answser.

The text is about:

a) the importance of sport
b) sport at school
c) sport at home

6 Read the text again and answer the questions.

(1) What do doctors say about sport?

(2) What illnesses can you avoid in the future if you do sports?

TIME TO COMMUNICATE AND CHECK

Sport is important 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[1] from serious illnesses like diabetes, cancer, obesity and heart disease[2] in the future.

Sport can also contribute to children's education. It can improve[3] 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.

1. suffer: souffrir de, avoir.
2. heart disease: maladie du cœur.
3. improve: améliorer.

7 Read the text again and answer the questions.

1. What is the general idea of the second paragraph?

   a) Sport and education *b) Sport and children* *c) Sport and arithmetic*

2. What does sport improve in children?
3. Is sport good for reading and arithmetic?
4. What spirit does sport develop in children?
5. What is the general idea of the last paragraph?

   a) Sport and our personality *b) Sport and politics* *c) Sport and our health*

6. Choose the best title for the text.

   a) Children can do sports *b) The importance of sport*
   c) Sport is not good for children

LESSON 2

King football!

TIME TO FIND OUT

1 **Look, listen and repeat.**

A

LESSON FOCUS

- Vocabulary related to football
- The simple past of regular and irregular verbs
- What *did* you *do* yesterday?
- I watch*ed* a match on TV.
- I *wrote* an email to my friend.



a stadium



a football ground



the goal



the penalty spot



the corner spot



a ball



a jersey



a pair of gloves



a pair of boots

B



the referee



a team



the coach



a goal keeper



a (football) player



a midfield



a striker



a defender

C



to shoot the ball



to catch the ball



to tackle



to throw in the ball



to dribble



to score a goal



to win a match



to lose a match

2 Listen and repeat the dialogues.

Dialogue 1

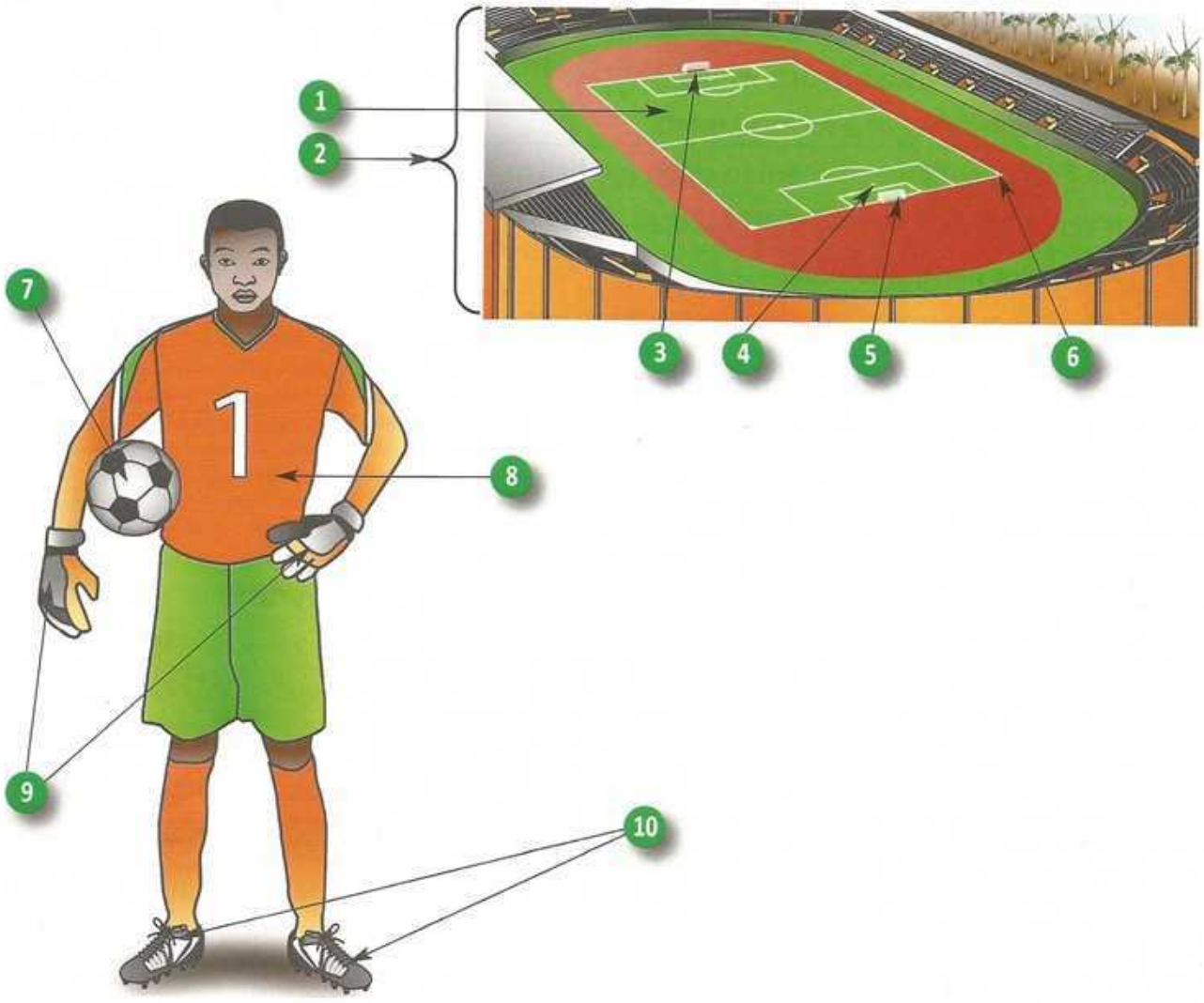
A : What did you do at the weekend?
B : I watched a football match on TV.
A : Who **won** the match?
B : Chelsea, by two nil.

Dialogue 2

A : Did you watch the African Cup final on TV?
B : Yes, I did. OR No, I didn't/did not.

TIME TO PRACTISE AND CHECK

3 Find the names.



4 Find the correct words.

Example: 1 – team

1. maet	5. resco	9. lakcet
2. birdleb	6. kriters	10. chatc
3. fimedild	7. chaco	11. wroth
4. peylar	8. drenfeed	

5 Read the definitions below and find the words.

Example: k= a striker

Definitions

a) Players kick it and goal-keepers catch it.
b) He keeps the goal.
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-keeper wears them to catch the ball.
g) It keeps the ball when a player scores a goal.
h) A shirt for playing football
i) The place where you put the ball to shoot a penalty.
J) The place where you put the ball to kick a corner.
k) His first role is to score goals.

6 Work in pairs. Ask and answer questions.

A Use the expressions in the box.

Example 1:

A : What did you do on Saturday?
B : I played basketball.

Regular verbs

play basketball	watch TV
cook dinner	wash my clothes
clean my room	pound some yams
score many goals	listen to music
repair my bicycle	talk with my friends

B **Answer the questions. Use the correct forms of the verbs and the expressions in the table.**

Example:

1. A : What did you make on Monday?
   B : I made a big cake.

1. A : What did you make on Monday? B : I...
2. A : What did you have from 8 to 9? B : We...
3. A : Where did she go yesterday? B : She...
4. A : Where were you this morning? B : I...
5. A : What did the Elephants win in Malabo? B : They...
6. A : Who did your sister meet? B : She...
7. A : What did she buy at the market? B : She...
8. A : Did you drink ginger juice at the party? B : No, I...
9. A : Did the Elephants lose the cup? B : No, they...
10. A : What shoes did you wear for the party? B : I...

Irregular verbs

Infinitive	Simple past	Object
to be	was/were	in the river
to buy	bought	English lesson
to do	did	at home
to drink	drank	fried rice
to eat	ate	a glass of coke
to go	went	my exercise
to have	had	a new shirt
to lose	lost	**a big cake**
to make	**made**	to church/the mosque
to meet	met	the English teacher
to run	ran	at eight o'clock
to see	saw	the African Cup of Nations
to swim	swam	a pair of boots
to wear	wore	a new book
to win	won	in my bedroom

7 Read the text below and answer the questions.

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.

d) What is the other name of football?

e) What do people do when the Elephants are going to play?

TIME TO COMMUNICATE AND CHECK

8 Read the text again and discus 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 Elephants 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, Equatorial Guinea. Like in Senegal 1992, the goal-keepers were the heroes: Gouaméné Alain in Dakar, and Kopa Barry 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 shoot-outs.

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

"WE ARE THE CHAMPIONS!"

a) What is the general idea of the second paragraph?
b) When did the Elephants win their second African Cup of Nations?
c) Where did the Elephants win their first African Cup of Nations?
d) Who was the Elephants' goal-keeper in Dakar?
e) Was there a winner at the end of the match?
f) Why were there penalty shoot-outs?
g) What did Kopa Barry do when the last Ghanaian player kicked the penalty?
h) Who scored the final goal?
i) What did everybody do when the Elephants won the cup?

LESSON 3

Games

TIME TO FIND OUT

1 Look, listen and repeat.

LESSON FOCUS

- Vocabulary related to games
- Expressing the future with *will:*
  We'll play ludo tomorrow.
- Expressing suggestions with *let us/let's:*
  Let's play cards.

A



cards



scrabble



a video game



baby-foot



crossword puzzle



marbles



draughts



ludo

B



leap frog



hide and seek



hopscotch



a sack race



a swing



blind man's buff

2 Listen and repeat the dialogues.

Dialogue 1

A : Let us play a game.
B : Yes, good idea.

Dialogue 1

A : Let's play ludo.
B : No. We'll do that tomorrow.
A : Let's play cards, then.
B : OK. Let's do that.

TIME TO PRACTISE AND CHECK

3 Classify the games in A and B in the table.

Field games	Board games
– leap frog	–

4 Complete the names of games.

a) –u-o → ludo
b) –rab-le
c) –a-ds
d) –ab-f-o-t
e) –w-n-
f) h-d- a-d s-e-k
g) m—bl-s
h) dr—gh--s
i) c-o—w-rd- p-z-l-

5 Work in pairs. Ask and answer questions. Use the words and expressions in the boxes.

Example 1:

A : Let us play a game.
B : Yes, good idea.

a game/Yes, good idea.
draughts /Right, let's go.
cards/It's fun.
draughts/Sure, let's start.
ludo/OK, if you want.
scrabble/I love it.
hopscotch/No, I don't like it.

Example 2:

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

TIME TO COMMUNICATE AND CHECK

6 Read the text on page 130 quickly and choose the correct answers.

The text is about:

a) a modern game
b) an African game
c) a popular game

7 Read the text again and answer the questions.

1. What do people call the game in Ghana?
2. What do people call the game in Nigeria?

8 Read the text again 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 the 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, I mean on a computer.

a) Is the game a new game?
b) What are the different names of the game?
b) What is the game made of?
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 wins the game?
h) If you can't play the game, who will teach you?
I) Can you play the game on the computer?

TIME TO REVISE AND CHECK

1 Which sports can you play with:

- a ball ?
- your hands ?
- your legs ?
- all your body ?

High jump	Triple jump	Swimming
Javelin throw	Running	Handball
Football	Volleyball	Basketball
Karate	Boxing	Judo
Gymnastics	Table tennis	Wrestling

2 Classify the games in the table below.

Scrabble	Cards	Ludo	Baby-foot
Hide and seek	Leap frog	Draughts	Marbles
Swing	Blind man's buff	Sack race	Crosswords puzzle
Awalé	Hopscotch		

Educational Games	Fun Games	Physical Games	Mind Games

3 Complete the table with the correct forms of the verbs.

INFINITIVE	SIMPLE PAST	SIMPLE FUTURE
1. to go home	a) I ... at twelve o'clock yesterday.	b) I ... at ten o'clock tomorrow.
2. to come to school	a) She ... at seven this morning.	b) She ... in the afternoon.
3. to watch the match	a) We ... on TV last night.	b) We ... at the stadium on Sunday.
4. to stop the match	a) The referee ... before the end.	b) The referee ... if it rains.
5. to see the teacher	a) We ... at the stadium last week.	b) We ... at school next week.
6. to play the final	a) The Elephants ... in February 2015.	b) The Elephants ... of the next Cup of African Nations.
7. to wear a new jersey	a) The team ... in Malabo.	b) The team ... for the next match.
8. to start the game	a) They ... on time.	b) They ... late.

4 Which expressions are correct on this list?

a) water pump	e) water drinking	i) tank water
b) pump water	f) drinking water	j) water tank
c) rain water	g) water mineral	k) tap water
d) water rain	h) mineral water	l) tapped water

5 Write the sentences in the simple past.

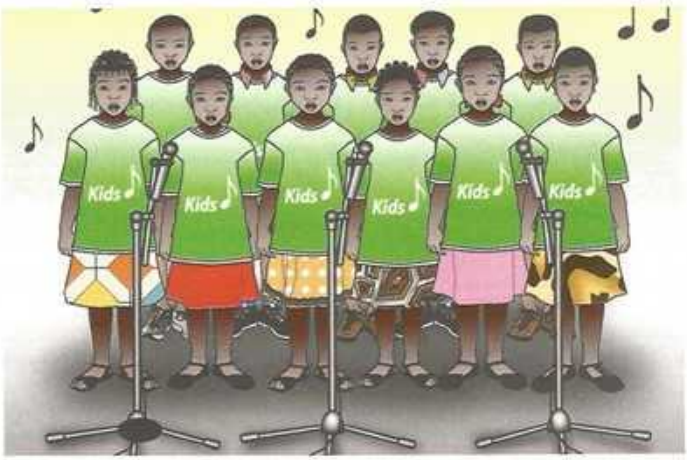
a) The goal-keeper is excellent. He catches all the penalty kicks.
b) The players are very sad. They do not win the cup.
c) My sister cries when her team loses a match.
d) Who scores the goals of the Elephants? Didier Drogba does.
e) Does Kopa Barry score goals? Yes, he does. In Malabo.
f) They have many good players, but they are not qualified.

6 Write the sentences in the simple future.

a) Kopa Barry is not on the Elephant's list for the next African Cup of Nations.
b) My parents taught me how to play Awalé.
c) Last year, she was very good at sports.
d) Who scores the goals of the Elephants? Didier Drogba does.
e) They have new good players and a new coach.
f) Sport is always good for your health.
g) Some games help you in your studies.

TIME FOR FUN

1 Let's sing one of the following songs.



A The Body Song.

a) Learn and sing the song.

The Body Song

Head, shoulders knees and toes, knees and toes
Head, shoulders knees and toes, knees and toes
And eyes, and ears and mouth and nose
Head, shoulders knees and toes, knees and toes

b) How much do you know about parts of the body? Ask and answer questions.

A : Say three parts of the body that are in the song that we didn't learn in Unit 7.
B : ... . And you, what are the parts we learnt that are not in the song?
A : ... . What other parts of the body do you know?
B : ... .

B **The Hygiene Song.**

This is the way we wash our face, wash our face, wash our face
This is the way we wash our face early in the morning.

This is the way we brush our teeth, brush our teeth, brush our teeth,
This is the way we brush our teeth early in the morning.

This is the way we comb our hair, comb our hair, comb our hair
This is the way we comb our hair early in the morning.

This is the way we wash our hands/we wash our clothes/etc.

TIME FOR CLASS PROJECT

HOW TO AVOID EBOLA?

1. Work in groups of five. Match the instructions (1-6) with the pictures. Draw the pictures on posters to have the SIX STEPS TO EFFECTIVE HAND-WASHING.
   1. Wet hands and apply soap. Rub palms together until soap is bubbly.
   2. Rub each palm over the back of the other hand.
   3. Rub between your fingers on each hand.
   4. Rub your hands with the fingers together.
   5. Rub around each of your thumbs.
   6. Rub in circles on your palms. Then rinse and dry your hands.








2. Mime the six actions of hand-washing in class.

IRREGULAR VERBS

ENGLISH			FRENCH
INFINITVE	SIMPLE PAST	PAST PARTICIPLE	
to be	was/were	been	être
to beat	beat	beaten	battre
to become	became	become	devenir
to begin	began	begun	commencer
to blow	blew	blown	souffler
to bring	brought	brought	apporter
to buy	bought	bought	acheter
to catch	caught	caught	attraper
to choose	chose	chosen	choisir
to come	came	come	venir
to cost	cost	cost	coûter
to cut	cut	cut	couper
to do	did	done	faire
to draw	drew	drawn	dessiner
to drink	drank	drunk	boire
to drive	drove	driven	conduire
to eat	ate	eaten	manger
to fall	fell	fallen	tomber
to feel	felt	felt	(se) sentir
to find	found	found	trouver
to forget	forgot	forgotten	oublier
to get	got	got	recevoir, obtenir
to give	gave	given	donner
to go	went	gone	aller
to grow	grew	grown	grandir, pousser
to have	had	had	avoir
to hear	heard	heard	entendre

to hide	hid	hidden	(se) cacher
to hold	held	held	tenir
to keep	kept	kept	garder
to know	knew	known	savoir, connaître
to lose	lost	lost	perdre
to make	made	made	faire, fabriquer
to meet	met	met	rencontrer
to pay	paid	paid	payer
to put	put	put	mettre
to read	read	read	lire
to ride	rode	ridden	aller à vélo, à moto
to run	ran	run	courir
to say	said	said	dire
to see	saw	seen	voir
to seek	sought	sought	chercher
to sell	sold	sold	vendre
to show	showed	shown	montrer
to sing	sang	sung	chanter
to sleep	slept	slept	dormir
to smell	smelt	smelt	sentir
to speak	spoke	spoken	parler
to stand	stood	stood	se tenir debout
to swim	swam	swum	nager
to take	took	taken	prendre
to teach	taught	taught	enseigner
to tear	tore	torn	déchirer
to tell	told	told	dire, raconter
to think	thought	thought	penser, croire
to understand	understood,	understood	comprendre
to wake (up)	woke	woken	se réveiller
to wear	wore	worn	porter (un habit)
to win	won	won	gagner
to write	wrote	written	écrire

MY DICTIONARY

A

a, an : un(e)
about : à peu près, environ
across : à l'horizontal, à travers
add (to) : ajouter
address : adresse
adjective : adjectif
afraid (to be afraid) : avoir peur
after : après
afternoon : après-midi
agree(to) : être d'accord
all : tout, tous, toute(s)
alphabet : alphabet
always : toujours
and : et
answer : réponse
apologize (to) : s'excuser
apple : pomme
appliance : appareil
arm : bras
armchair : fauteuil
article : article
ask (to) : demander
at : à, chez
athlete : athlète
athletics : athlétisme
aubergine : aubergine
aunt : tante

B

bag : sac
baker : boulanger, pâtissier
bakery : boulangerie, pâtisserie
ball : balle, ballon
banana : banane
bank : banque
basket : panier
basketball : basketball
bathroom : salle de bains
be (to): être
beat (to) : battre
beautiful : beau, belle, magnifique
because : parce que
become : devenir
bedroom : chambre à coucher
behind : derrière
bell : cloche
below : dessous, ci-dessous
between : entre
bicycle : bicyclette, vélo
big : grand(e)/gros(se)
birthday : anniversaire
black : noir(e)
blind : aveugle
blind man's buff : Colin-Maillard
blouse : camisole
blue : bleu(e)
board : tableau
boil : bouillir
book : livre
bookcase : étagère à livres, bibliothèque
box : boîte, cage
boxing : (la) boxe
boy : garçon
bread : pain
break (to) : casser, briser
breakfast : petit déjeuner
bring (to) : amener, apporter
broom : balai
brother : frère
brown : marron
brush (to) : brosser, se brosser
bucket : seau
but : mais
butcher : boucher
butcher's shop : boucherie
butter : beurre
by : par, de

C

cabbage : chou
calendar : calendrier
call (to) : appeler
camera : camera, appareil photo
can : pouvoir
cap : casquette
car : voiture
card : carte
carrot : carotte
carpenter : menuisier
cassava : manioc
catch : attraper, saisir
celebrate (to) : célébrer, fêter
cell-phone : téléphone cellulaire
chair : chaise
chalk : craie
champion : champion
change (to) : changer
cheap : bon marché, moins cher
check (to) : vérifier
check : vérification, évaluation
chicken : poulet

child (children) : enfant(s)
chilli : piment
chilli powder : poudre de piment
coach : coach, entraîneur
chocolate : chocolat
cholera : choléra
choose (to) : choisir
christmas : noël
class(room) : (salle de) classe
clean : propre
clean (to) : nettoyer
clothes : vêtements, habits
clock : horloge
close (to) : fermer
coconut : noix de coco
coffee : café
cold : froid
collect (to) : ramasser, collecter
colourful : colorié
cook (to) : cuisiner, préparer
cooker : cuisinière (à gaz)
cooking-pot : marmite
comb : peigne
come (to) : venir
comfortable : confortable
communicate (to) : communiquer
complete (to) : compléter
compare (to) : comparer
computer : ordinateur

copy (to) : copier
copybook : cahier (de cours)
corner : coin, angle
corner spot : point de corner
correct : exact(e), juste
country : pays
cover : couverture
cover (to) : couvrir
crosswords : mots croisés
cup : tasse, coupe
cupboard : placard
cut (to) : couper
cut up (to) : couper, découper
cybercafé : cybercafé
cycling (to do) : faire du vélo

D

daddy (Dad) : papa
dangerous : dangereux, dangereuse
date : date
day : jour
defecate (to) : déféquer, faire les selles
defender : défenseur
delicious : délicieux
desk : bureau (meuble)
dessert : dessert
difficult : difficile
dinner : dîner
dining-room : salle à manger
dirty : sale
disease : maladie
dish : plat
do (to) : faire
doctor : docteur, médecin
domestic : domestique
door : porte
down : en bas
draughts : jeu de dame
dress : robe
dribble (to) : contrôler (un ballon)
drink (to): boire
drinking water : eau potable
driver : chauffeur, conducteur
dry : sec, sèche
during : pendant, durant
dustbin : poubelle
duster : brosse à tableau, éponge

E

ear : oreille
Easter : Pâque
eat : manger
egg : œuf
empty : vide
empty (to) : vider
English : Anglais
environment : environnement
eraser : gomme
evening : soir
exercise : exercice
exercise (to) : faire de l'exercice
exercise-book : cahier
eye : œil

F

face : visage, figure
false : faux, fausse
fall (to) : tomber
family : famille
fan : ventilateur
farm : champ, plantation
farmer : fermier, paysan
fast : rapide, vite
fat : gros
father : père
favourite : favori, préféré
feel : se sentir
filter (to) : filtrer
find (to) : trouver
find out (to) :chercher à comprendre
fine : bien
finger : doigt
fire : feu
first : premier
fish : poisson
flag : drapeau

floor : sol, plancher
fly (to) : voler
follow (to) : suivre
following : suivant(e)
foot : pied
football : football
fork : fourchette
French : français
fresh : frais, fraîche
fridge : refrigérateur
fried : frit
friend : ami
from : de
fruit : fruit
fruit salad : salade de fruits
fry (to) : frire
frying-pan : poêle à frire
full : plein, rempli
fun : amusement, amusant, plaisant

G

game : jeu
garbage : poubelle
garden : jardin
garlic : ail
get (to) : obtenir, avoir
get up (to) : se lever
ginger : giigembre
ginger juice : jus de gingembre
girl : fille
give (to) : donner
glass : verre
glasses : lunettes
glove : gant
go (to) : aller
goal : but, cage de but
goal keeper : gardien de but
go out (to) : sortir
goodbye : au revoir
good morning : bonjour
grandfather : grand-père
grandmother : grand-mère
great : merveilleux, génial
green : vert
greet (to) : saluer
greeting(s) : salutation(s)
grey : gris
grind (to) : moudre
grow (to) : pousser
guava : goyave
guess (to) : deviner
gymnastics : (la) gymnastique

H

hair : cheveux
hairdresser : coiffeuse
hammer : marteau
hand : main
handball : handball
happy : heureux
hard : dur, difficile
have (to) : avoir
he : il
head : tête
headache : mal de tète
headmaster : directeur, proviseur, principal
health : santé
healthy : sain, en bonne santé
hear (to) : entendre
hello : salut, bonjour, bonsoir
help (to) : aider
her : la, elle, son, sa, ses
here : ici
hi : salut, bonjour, bonsoir
hide (to) : (se) cacher
hide and seek : cache-cache
high : haut
high jump : saut en hauteur
his : son, sa, ses
holiday : vacances
home : maison, chez soi
hope (to) : espérer
hopscotch : marelle
hospital : hôpital
hot : chaud
house : maison
how : comment
how many : combien
hungry : avoir faim
hurry up (to) : se dépêcher, se presser
husband : mari, époux

I

Identify (to) : identifier
ill : malade
in : dans
in front of : devant
independence : indépendance
interesting : intéressant(e)
into : dans
introduce (to) : présenter

J

javelin : (le) javelot
jersey : maillot
job : travail, occupation
jog (to) : faire du jogging
joy : joie
judo : judo
jug : carafe
juice : jus
jump (a) : un saut
jump (to) : sauter
just : juste

K

karate : karaté
khaki : kaki
kilo (gram) : kilo (gramme)
kilo (metre) : kilo (mètre)
square kilometre : km^2
kitchen : cuisine
knee : genou
knife : couteau
know (to) : savoir
knowledge : savoir, connaissance

L

ladle : louche
lake : lac
language : langage
last : dernier
late : en retard
leap frog : saute mouton
learn (to) : apprendre
left : gauche
leg : jambe
lemon : citron
lend (to) : prêter
lesson : leçon
lettuce : salade, laitue
life : la vie
like (to) : aimer
listen (to) : écouter
litre : litre
little : petit
live (to) : vivre, habiter
living-room : salon, salle de séjour
long : long
look (to) : regarder
lorry : camion, car
lorry park : gare routière
lose (to) : perdre
lots, a lot of : beaucoup de
love (to) : aimer
lucky : chanceux
ludo : (jeu de) ludo
lunch : déjeuner

M

machete : machette
madam : madame
make (to) : faire, fabriquer
malaria : malaria, paludisme
man : homme
mango : mangue
many : beaucoup
marble : bille
market : marché
match : match
maybe : peut-être
mayonnaise : mayonnaise
meat : viande
mechanic : mécanicien
meet (to) : rencontrer
midday : midi
midfield : milieu de terrain
milk : lait
mineral : minéral
mix (to) : mélanger
month : mois
mop (to) : essuyer
more : plus
mortar : mortier
mosquito : moustique
mosquito net : moustiquaire
mother : mère
mouth : bouche
mummy (Mum) : maman
my : mon, ma, mes

N

nail : ongle
name : nom
neck : cou
need (to) : avoir besoin de
needle : aiguille
never : jamais
new : nouveau, neuf
next : suivant
next to : à côté de
nice : agréable, gentil
night : nuit, soir
no : non
noisy : bruyant
nose : nez
now : maintenant, à présent
number : nombre, chiffre
nurse : infirmier, infirmière

O

of course : bien sûr
office : bureau
often : souvent
oil : huile
okra : gombo
old : vieux, vieille
on : sur
onion : oignon
open (to) : ouvrir
or : ou
orange : orange
other : autre
our : notre, nos

P

paint (to) : peindre
painter : peintre
pair : pair
papaya : papaye
park : parc, gare

partner : partenaire
part : part, partie
party : fête
peace : paix
peanut : arachide, cacahuète
peel (to) : éplucher, peler
penalty : peine
penalty spot : point de penalty
people : les gens
pepper : poivre
perfect : parfait
pesticides : pesticides
pestle : pilon
photographer : photographe
photo studio : studio photo
picture : image
pineapple : ananas
pink : rose
place : endroit
plant : plante
plant (to) : planter
plantain : banane plantain
play (to) : jouer
player : joueur
please : s'il vous plaît
policeman, policewoman : policier, policière
police station : commissariat
porridge : soupe, bouillie
possesive : possessif
post office : bureau de poste
potato : pomme de terre
pound (to) : piler
pour (to) : verser, renverser
powder : poudre
practise (to) : pratiquer, faire
prefer (to) : préférer
press (to) : presser
present : présent
primary school : école primaire
private school : école privée
project : (un) projet
pronoun : pronom
protect (to) : protéger
pump : pompe
purple : violet
put (to) : mettre

Q

quiet : tranquille, silencieux

R

race : course
rain : pluie
rain (to) : pleuvoir
rain water : eau de pluie
read (to) : lire
recipe : recette
red : rouge
referee : arbitre
relax : se détendre
related to : lié(e) à
religion : religion
repair (to) : réparer
repeat (to) : répéter
republic : république
rice : riz
right : droit
ring (to) : sonner
river : rivière
road : route
roof : toit
round : autour de
ruler : règle
run (to) : courir
running : (la) course, courir
runny nose : nez qui coule

S

sack : sac
salt : sel
sauce : sauce
sauce pan : casserole
saw : (une) scie
say (to) : dire
school : école
schoolboy, schoolgirl : élève
scissors : ciseaux
score (to) : marquer un but
scrabble : (jeu de) scrabble
sea : mer
season : saison
second : deuxième, deuxièmement
secretary : secrétaire
see (to) : voir
seek (to) : chercher
sell (to) : vendre
send (to) : envoyer
set the table (to) : faire la table
sharpener : taille-crayon
she : elle
shirt : chemise
shoe : chaussure
shoe repairer : cordonnier
shoot (to) : tirer
shop : magasin, boutique
short : court
shorts : culotte
show (to) : montrer
shower : douche
sieve : tamis
sing (to) : chanter
sister : sœur
sit (down) (to) : s'asseoir
skirt : jupe
sleep (to) : dormir
slow : lent

small : petit
smile (to) : sourire
soap : savon
socks : chaussettes, bas
sofa : canapé
sometines : parfois, quelquefois
son : fils
song : chant, chanson
sorrel : bissap
sorry : désolé
soup : soupe
spade : pelle à ordures
speak (to) : parler
spell (to) : épeler
sponge : éponge
spoon : cuillère
spray (to) : pulvériser
stadium : stade
stagnant water : eau stagnante
stand up (to) : se mettre debout
start (to) : commencer
stethoscope : stéthoscope
still : encore, toujours
stir (to) : remuer
stomachache : mal de ventre
stove : fourneau
striker : (un) attaquant
strong : fort
student : étudiant
subject : sujet
sugar : sucre
suit : (un) ensemble
summer holiday : grandes vacances
swear : jurer
sweep (to) : balayer
swim (to) : nager
swimmer : nageur
swimming : (la) nage
swing (to) : (se) balancer
swing : balance
syringe : seringue

T

table : table, tableau
table tennis : tennis de table
tackle (to) : attaquer
tailor : tailleur
take (to) : prendre
take care (to) : faire attention, être prudent
talk (to) : parler
tall : grand, haut
tap : robinet
taxi : taxi
tea : thé
teach (to) : enseigner
teacher : professeur
team : équipe
tee-shirt : T-shirt
television (TV) : télévision
tell (to) : dire
tennis : tennis
thank you, thanks : merci
that : cela, celle-là, celui-là
theatre : théâtre
then : puis, ensuite
they : ils, elles, eux
thing : chose
thirsty : soif
this : ceci, celle-ci, celui-ci
throw (to) : lancer
tie : cravate
time : temps, heure
timetable : emploi du temps
today : aujourd'hui
toilet : w.c., toilettes
tomato : tomate
tomorrow : demain
tool : outil
tooth : dent
toothache : mal de dent
touch (to) : toucher
travel (to) : voyager
treat (to) : traîter
tree : arbre
triple-jump : triple-saut
trousers : pantalon
true : vrai
try (to) : essayer

U

under : sous
up : en haut
useful : utile

V

vegetable : légume
verb : verbe
very : très
visit (to) : rendre visite à, visiter
vocabulary : vocabulaire
volleyball : volleyball

W

wait (to) : attendre
wake up (to) : se réveiller
wall : mur
wash (to) : laver
watch : (une) montre
watch (to) : regarder
water : eau
water tank : château d'eau
we : nous
wear (to) : porter
week : semaine
weekend : weekend

welcome (to) : accueillir
well : puits
what : quel, quelle
where : où
which : lequel, laquelle, lesquels, lesquelles
whistle : sifflet
white : blanc
who : qui
whose : à qui
why : pourquoi
wife : épouse, femme
win (to) : gagner
window : fenêtre
with : avec
woman : femme
wonderful : merveilleux
work (to) : travailler
workshop : atelier
world : monde
wrapper : pagne
wrestle (to) : lutter
wrestling : (la) lutte
write (to): écrire
wrong : faux, fausse

Y

yam : igname
year : année
yellow : jaune
yes : oui
you : tu, vous
young : jeune
your : ton, ta, tes, votre, vos
youth : jeunesse

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