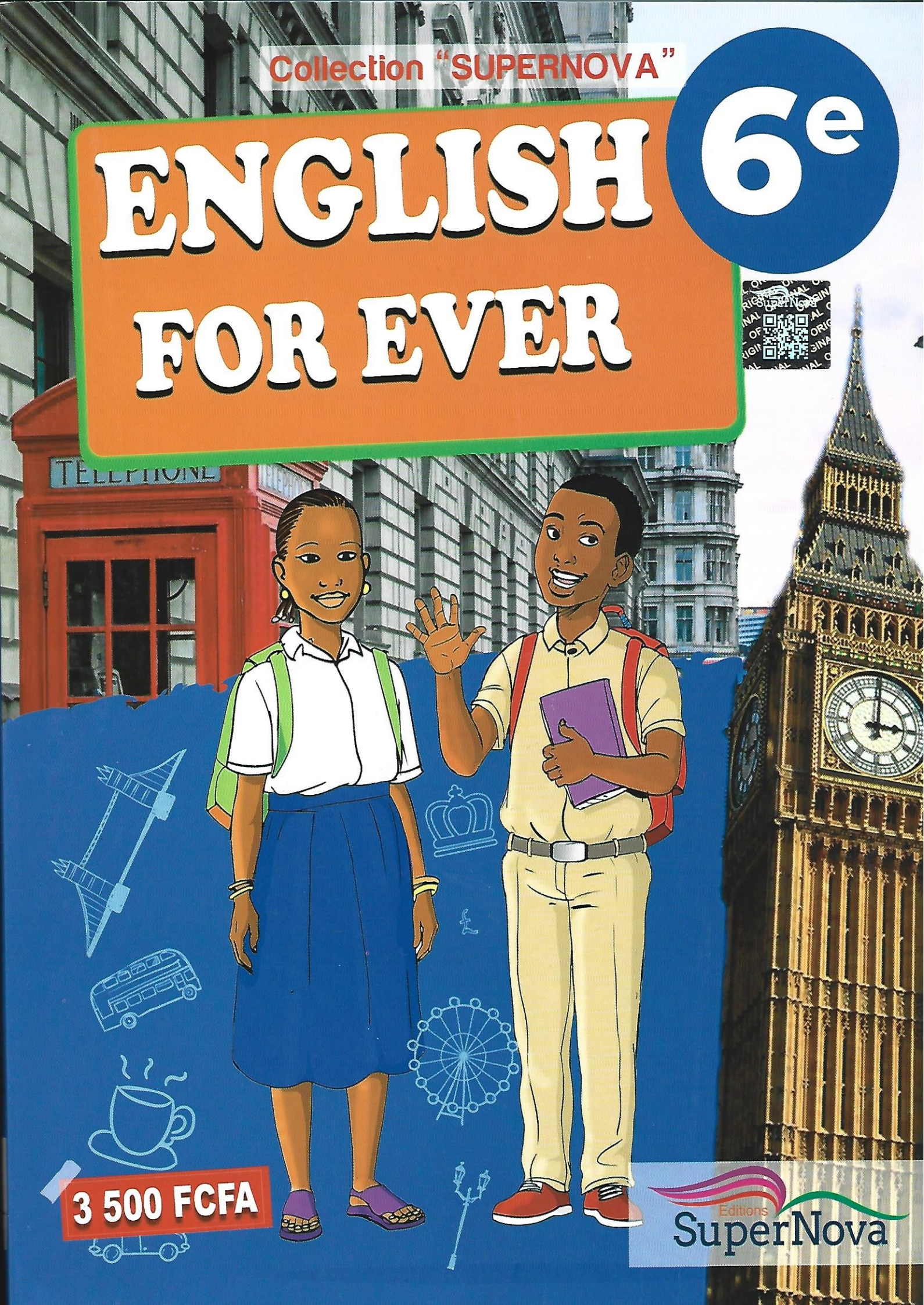
Collection "SUPERNOVA"

ENGLISH FOR EVER

6e



3 500 FCFA

Editions SuperNova

Collection "Supernova"

ENGLISH For Ever

6ÈME

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Editions SuperNova
L'innovation au service de la qualité

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MAQUETTE & MISE EN PAGE :

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L'innovation au service de la qualité

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AVANT-PROPOS

OBJECTIF DU MANUEL

Une éducation de qualité est le socle d'une nation forte, instruite et compétente. C'est dans cette optique que l'Etat Ivoirien a opté, depuis 2013 jusqu'à nos jours, pour l'enseignement par l'Approche Par les Compétences (APC). Cette méthode d'enseignement, bien que dérivée de la Formation Par Compétence (FPC), a une spécificité : elle commence obligatoirement par une situation d'apprentissage et se termine impérativement par une situation d'évaluation. Il est clair que l'élaboration de ces deux (2) parties essentielles représente une difficulté majeure pour bon nombre d'enseignants. C'est la raison pour laquelle nous proposons aux utilisateurs un manuel simple à utiliser et respectant la démarche APC ; ceci, en vue d'aider à l'amélioration des résultats scolaires.

A LA DECOUVERTE DE LA COLLECTION

Les manuels de la collection "ENGLISH For Ever" accompagnent les élèves dans l'apprentissage de l'Anglais de la 6è à la 3è. En parfaite adéquation avec les Programmes Educatifs et techniques pédagogiques disciplinaires, ils leur permettent d'acquérir et de développer progressivement leurs compétences linguistiques, tout en les préparant efficacement à l'examen du BEPC. A cet effet, ils offrent aux élèves une large diversité de textes, de dialogues et d'images sur des thèmes variés et d'actualité. Ces manuels sont conçus dans un design attrayant destiné à constituer une source de motivation supplémentaire à l'apprentissage de l'Anglais.

Les manuels de la 6è à la 3è sont composés de huit (08) unités constituées de trois (03) leçons chacune. Chaque leçon est divisée en trois (03) séances et comporte une situation d'apprentissage, des contenus d'enseignements, des exercices d'application, des exercices de consolidation et une situation d'évaluation. L'élève y trouvera une page ludique contenant des chants, des poèmes et des jeux en fin d'unité.

DESCRIPTION DES COMPOSANTES DE CHAQUE UNITÉ

- **SKILL :** la compétence linguistique développée dans l'unité
- **UNIT :** le thème de l'unité
- **LESSON :** le titre de la leçon
- **LEARNING CONTEXT :** un exemple de situation d'apprentissage par leçon, plaçant les élèves devant une situation de la vie réelle dans laquelle ils auront besoin d'utiliser les habiletés à installer.

Une case comportant le thème du vocabulaire, les fonctions langagières et les structures à étudier dans toute la leçon.

Une image, un texte ou un dialogue d'illustration de la leçon

- **SESSION :** le numéro de la séance de la leçon

Un tableau des contenus présentant les mots de vocabulaire, les fonctions langagières et les structures à étudier dans la séance.

- **Time to learn :** Phase d'installation des habiletés
  - **Look, listen and repeat :** des images, textes ou dialogues illustrant les mots de vocabulaire à étudier.
  - **Listen and repeat :** des phrases, des dialogues, de brefs textes illustrant les structures grammaticales à étudier, en relation avec la fonction langagière.

- **Time to practise :** phase d'exercices d'application de vocabulaire et de grammaire destinés à verifie les acquis.
- **Time to extend :** phase d'exercices d'approfondissement en vocabulaire et grammaire correspondan au renforcement des connaissances acquises.
- **MY OWN NOTEBOOK :** un carnet de notes se situant à la fin des séances 1 et 2 et comportant soit u petit lexique et/ou des expressions en rapport avec le thème de la leçon, soit des expression couramment utilisées en classe.
- **COMMUNICATION ACTIVITY :** une situation d'évaluation à la troisième séance, pour amener les apprenants à utiliser ce qu'ils ont appris au cours des deux premières séances de la leçon, dans une situation réelle de la vie courante.
- **UNIT SUMMARY :** à la fin de chaque unité, phase contenant un jeu, des exercices de consolidation portant sur toute l'unité, ainsi qu'un tableau et des indices permettant aux élèves de s'auto-évaluer. L'élève y trouvera aussi des chants et poèmes qui lui permettront de prendre plaisir à l'apprentissage de la langue.

AUX PARENTS

Vos enfants sont des cadeaux inestimables. Personne ne les connaît mieux que vous. Personne ne profitera mieux que vous de leur réussite. Il convient de vous exhorter à aider vos enfants dans leur apprentissage en vous intéressant à leur travail, en les félicitant quand ils font bien et surtout en collaborant avec leurs enseignants. C'est cela aussi les éduquer.

AUX APPRENANTS

Vous êtes l'espoir de vos familles et la relève de demain pour le pays. Montrez que vous êtes dignes de confiance de par votre comportement et votre travail. Respectez vos enseignants et écoutez-les attentivement. Aimez le travail bien fait. Travailler bien aujourd'hui, vous offrira le savoir qui vous permettra de parcourir une carrière dont le sentier sera inondé de lumière. Ce manuel est fait pour vous aider à aimer l'anglais et à le pratiquer. Faites votre part. Comme on le dit en anglais, "Practice makes perfect". Alors, faites toutes les activités, pratiquez les dialogues. Faites fi de la honte. Pensez à trouver un dictionnaire, un petit carnet de notes pour toujours noter de nouveaux mots. À cœur vaillant, rien d'impossible. Vous y arriverez donc si vous vous exercez régulièrement.

AUX ENSEIGNANTS

Chers collègues, il n'est pas donné à tous de devenir Enseignant, car c'est un métier contraignant mais noble. La noblesse de votre métier réside dans l'acquisition de la compétence. Et vous ne deviendrez compétents qu'en travaillant. Pour vous aider à mener à bien votre mission, vous avez ce manuel accompagné d'un guide de l'enseignant. Vous pouvez vous en servir pour enrichir vos fiches de leçons. N'oubliez pas qu'en APC, l'enseignant n'est pas le seul détenteur du savoir et que les apprenants doivent être au centre du processus d'enseignement-apprentissage. Faites donc l'effort de développer en eux les quatre (4) habiletés linguistiques que sont l'expression orale (Speaking), l'expression écrite (Writing), l'écoute (Listening) et la lecture (Reading) ; ce faisant, les objectifs de l'enseignement de l'anglais en Côte d'Ivoire pourrait être atteints.

LES AUTEURS

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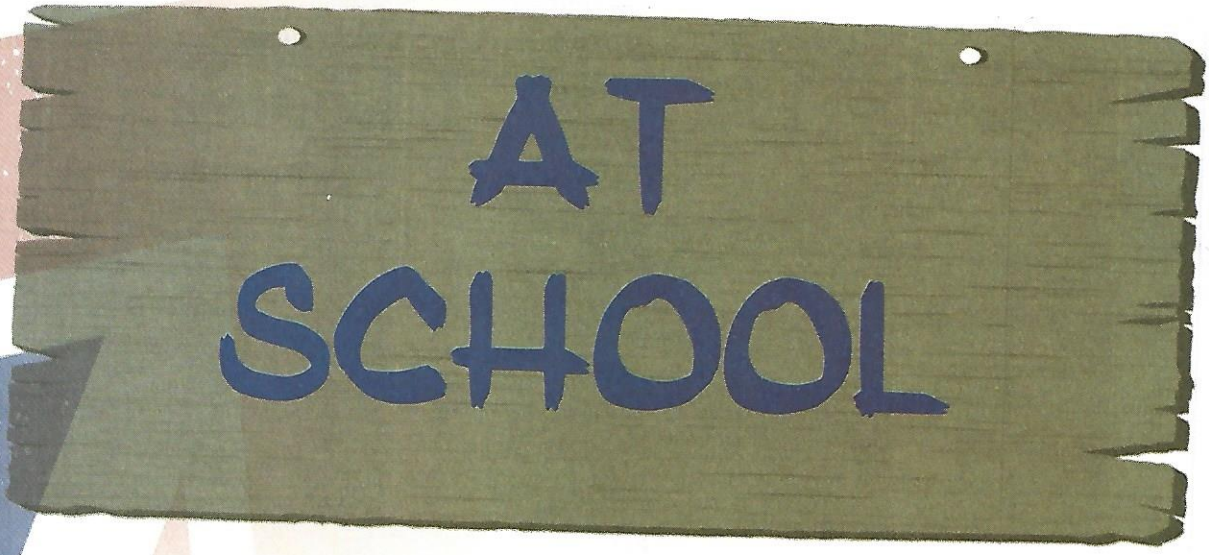
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		Using reflexive pronouns	They will enjoy themselves very well.	

SKILL : SPEAKING

UNIT 1



LESSON 1 GOOD MORNING, CLASS

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

Au premier cours d'anglais, les élèves de la classe de 6è 1 du Lycée Moderne 3 d'Agboville se saluent et se présentent les uns aux autres pour mieux faire connaissance.

Vocabulary related to greetings

Language function focus

- Greeting someone
- Introducing oneself

Everyday English

Good morning, sir.
My name is Yéo.

7:30



DIALOGUE 1

Teacher: Good morning , class.
Class: Good morning, madam.
Teacher: I am Mrs Boko. What's your name?
Yedo: My name's Yédo.
Mrs Boko: Nice to meet you, Yédo.
Yédo: Nice to meet you, too.
Mrs Boko: Look ! I'm writing my name.

14:30



DIALOGUE 2

Apie: Good afternoon, Moussa
Moussa: Good afternoon, Apie
Apie: How are you?
Moussa: I'm fine thanks. And you?
Apie: I'm very well, thank you.
Moussa: Ok, goodbye, Apie!
Apie: Bye , Moussa. See you tomorrow.

SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Greetings ; Morning ; Afternoon ; Evening ; Goodbye ; Name ; Nice to meet you (Too)	Greeting someone Introducing oneself	-Good morning / Good afternoon Good evening -**What is your name?** -**My name is** Binta. / **I am** Binta.

TIME TO LEARN

- **LOOK, LISTEN AND REPEAT**

Time	Greetings / Salutations
From 00:00 to 12:00	Good morning
From 13:00 to 18:00	Good afternoon
From 19:00 to 23:59	Good evening

- **LISTEN AND REPEAT**



- **LISTEN AND REPEAT**

Subject pronouns	Present simple of the verb "to be"
I	am
You	are
He	is
She	is
It	is
We	are
They	are

TIME TO PRACTISE

Activity 1: Look at the time and choose the appropriate option to greet your partner.
Example: A= good evening

A	B	C	D
22:45	10:00	14:30	6:30
Good morning Good evening Good afternoon	Good morning Good evening Good afternoon	Good morning Good evening Good afternoon	Good morning Good evening Good afternoon

Activity 2: Work in pairs. Complete the dialogue below and practise it with your neighbour.
Example : 1- afternoon

Ami: Good (1) ..... .
Bilé: Good afternoon
Ami: I (2).....Ami. What's (3).....name?
Bilé: (4).....name's Bilé.
Ami: Nice to (5).....you, Bilé.
Bilé: Nice to meet you,(6)..... .

16:00

TIME TO EXTEND

Choose the correct word in brackets.
a. I (**am/are**) Bilé.
b. What (**is/am**) your name?
c. Nice (**to/too**) meet you.
d. (**You/I**) are Zadi.

MY OWN NOTEBOOK

- Hi, how are you doing?
- Stand up!
- Sit down!

SESSION 2

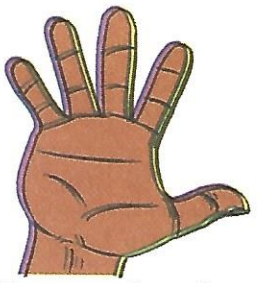
Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Hello ; Hi ; To shake hands ; To wave hand ; Good night ; Fine	Greeting someone Introducing oneself	-How are you? I'm fine, thanks. -See you tomorrow

TIME TO LEARN

- **LOOK, LISTEN AND REPEAT**



To shake hands



To wave hand

23 : 00



Good night

- **LISTEN AND REPEAT**





Moussa: Hello, Apie !

Apie: Hi, Moussa !

Moussa: How are you?

Apie: I'm fine, thanks. And you?

Moussa: I'm pretty well, thank you.

Apie: You're welcome. See you tomorrow.

Moussa: Goodbye !

TIME TO PRACTISE

Activity 1 : In pairs, match the greetings in column A with their answers in column B.
Example: 1. C

Column A	Column B
1. What's your name?	a. I'm fine, thanks.
2. Nice to meet you.	b. Hi !
3. How are you?	c. My name's Koffi.
4. Hello !	d. Goodbye !
5. See you tomorrow.	e. Nice to meet you, too.

Activity 2 : Work in pairs. Complete and practise the dialogue below with your neighbour.

tomorrow - fine - are - Hello - pretty well - thank

Example: 1- Hello
(1)....., Koffi!
B: Hi, Mariam!
A: How (2).....you?
B: I'm (3)....., thanks. And you?
A: I'm 4)....., (5)..... you.
B: Ok, see you (6).....
A: Goodbye!

TIME TO EXTEND

Complete the words about greetings with the missing letters.
Example : a. fine

a. f-n -
b. - o w
c. th - - k y - -
d. g - - d b - e

MY OWN NOTEBOOK

- Welcome sir!
- Have a nice day!
- Shake hands
- Wave hand

SESSION 3

COMMMUNICATION ACTIVITY

Après tes premiers cours d'anglais, tu rencontres Jackson, un jeune nigérian, de passa dans votre école. En vue de mieux faire connaissance, vous vous saluez et vous vo présentez l'un à l'autre. Ci-dessous se trouve la conversation que vous avez eue. Ton vois et toi,

- **complétez-la ;**
- **présentez-la au reste de la classe.**

Jackson: Good morning.
You: (1)... .
Jackson: How are you?
You: (2)..., ...And you?
Jackson: I'm pretty well, (3)... I am Jackson, What's your name?
You: (4)...
Jackson: Nice to (5) ...you.
You: Nice to meet you, (6)...
Jackson: Ok, see you (7) ...;
You: Goodbye!

LESSON 2

THIS IS MY CLASSROOM

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

Pendant le cours d'anglais au Collège Moderne du Plateau, les élèves de 6è2 décrivent une salle de classe pour se familiariser avec les objets et les personnes qui s'y trouvent.

Vocabulary related to things and people in a classroom

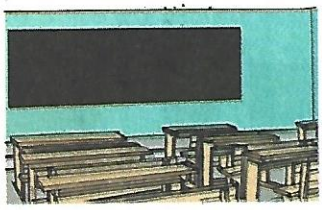
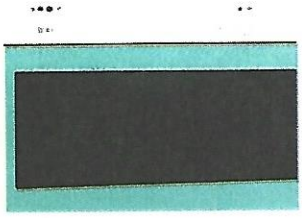
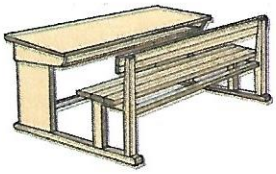
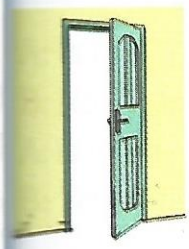
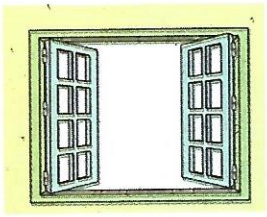
Language function focus

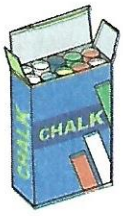
- Identifying things in a classroom
- Introducing someone

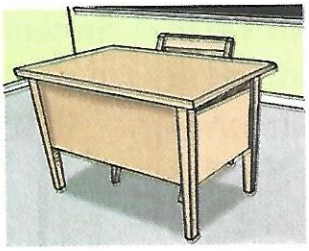
Everyday English

Good morning, sir.
My name is Yéo.













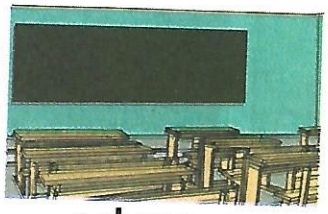

SESSION 1

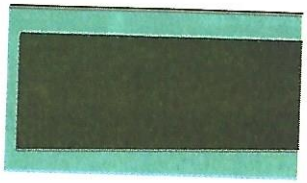
Learning points		
Vocabulary focus	**Language function focus**	**Structures**
A school ; A classroom ; A door ; A window ; A board ; A duster ; A box of chalk ; A desk ; A school bench ; A chair	Identifying things in a classroom	A: What is it? What's this / that? B: It's a chair. A: Is it a chair? B: Yes, it is. / No, it isn't. A: What are these/ those? B: They are chairs. A: Are these chairs? B: Yes, they are / No, they aren't they are school benches.

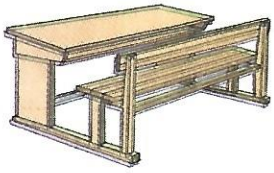
TIME TO LEARN

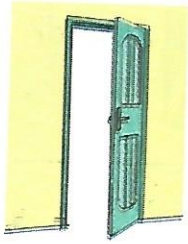


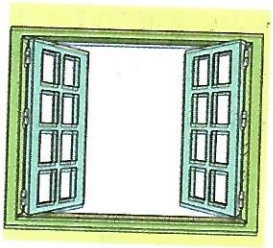
a school


a classroom


a board


a school bench

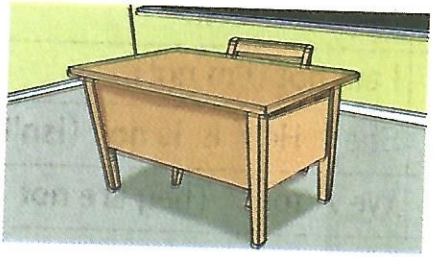

a door


a window


a chair

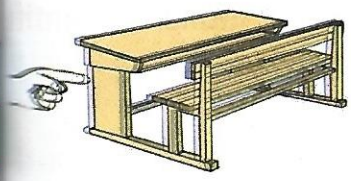


a box of chalk


a desk


a duster

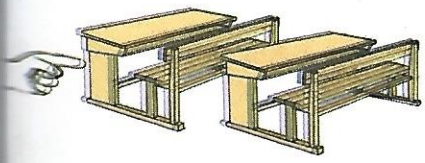
• LOOK, LISTEN AND REPEAT



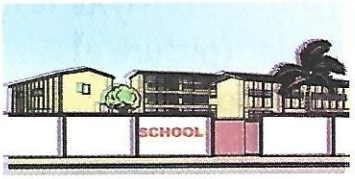
A: What is this?
B: It's a school bench.



A: What is that?
B: It's a school.



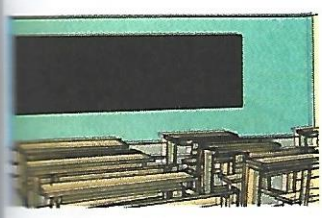
A: What are these?
B: They are school benches.



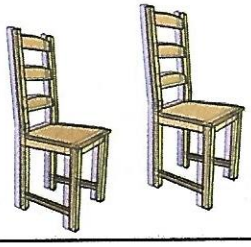


A: What are those?
B: They are schools.

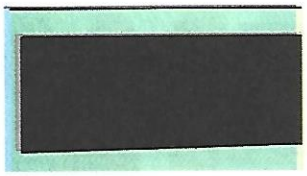
• LISTEN AND REPEAT



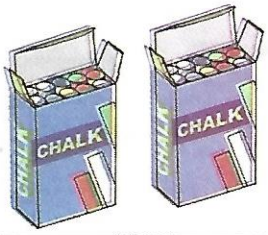
A: Is this a school?
B: No, it isn't.
A: Is this a classroom?
B: Yes, it is.



A: Are these doors?
B: No, they aren't.
A: Are these chairs?
B: Yes, they are.



A: Is this a window?
B: No, it isn't.
A: Is this a board?
B: Yes, it is.



A: Are these dusters?
B: No, they aren't.
A: Are these boxes of chalk?
B: Yes, they are.

• LISTEN AND REPEAT

Present simple of to be	
Affirmative form	Negative form
I am	I am not (I'm not)
She / He / It is	She / He / It is not (isn't)
We / You / They are	We / You / They are not (aren't)

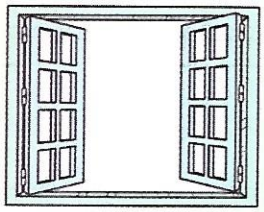
TIME TO PRACTISE

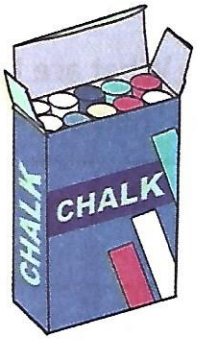
Activity 1 : Look at the objects in your classroom. Ask and answer questions to identify them. Do it with your neighbour.

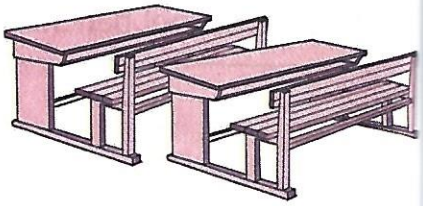
Example 1
A: What is this / that?
B: It's a school bench.

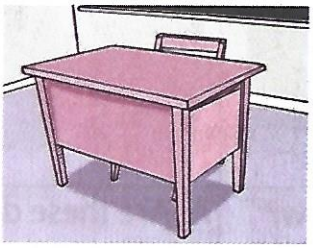
Example 2
A: What are these / those?
B: They are doors and windows

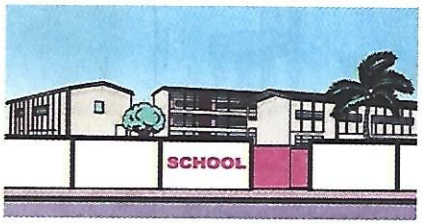
Activity 2 : With your neighbour, look at the pictures below, then ask and answer questions.
Example: (picture a)
A: is it a door?
B: No, it isn't.
A: Is it a window?
B: Yes, it is.

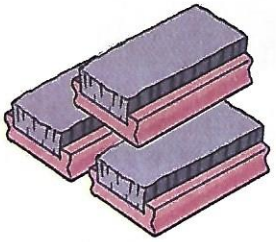
a 

b 

c 

d 

e 

f 

TIME TO EXTEND

Ask questions about the pictures in Activity 2. Then practise the conversations with a partner.

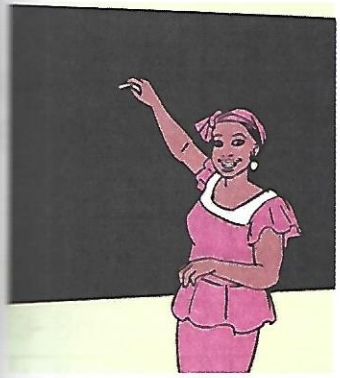
1- Picture a. Is this a school bench? No, it isn't. It is a window.
2- Picture b. .....? Yes, it is.
3- Picture c. .....? No, they aren't. They are benches.
4- Picture d. .....? No, it isn't. It is a desk.
5- Picture e. .....? Yes, it is.
6- Picture f. .....? No, they aren't. They are dusters.

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Teacher ; Pupils ; Schoolboy ; Schoolgirl ; Girl ; Boy	Identifying someone Introducing someone	**Who's** this boy? It's Koné. **This is** Affoué. **She** is a schoolgirl.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT



a teacher



a boy



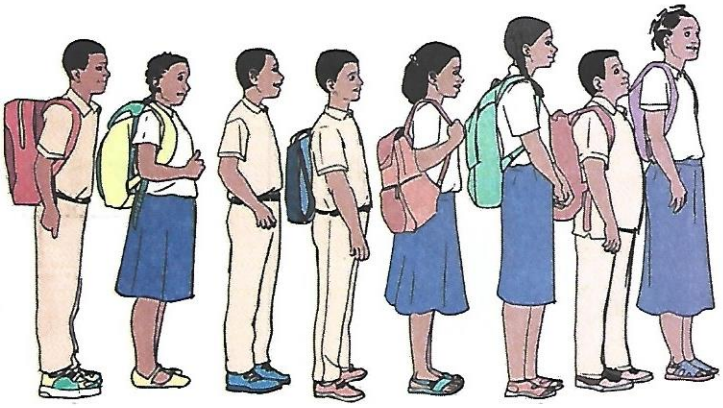
a girl



a school girl



a schoolboy



pupils

- LISTEN AND REPEAT

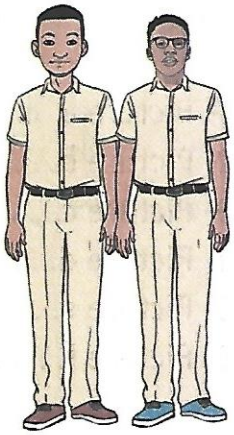
A: Who's this boy?
B: It's Koné. He's schoolboy.



A: Who's that girl?
B: That's Emi.



A: Who are these boys?
B: They are Moussa and Remi.



- LISTEN AND REPEAT



This is Affoué.
She is a schoolgirl.

That is Koné.
He is a schoolboy.

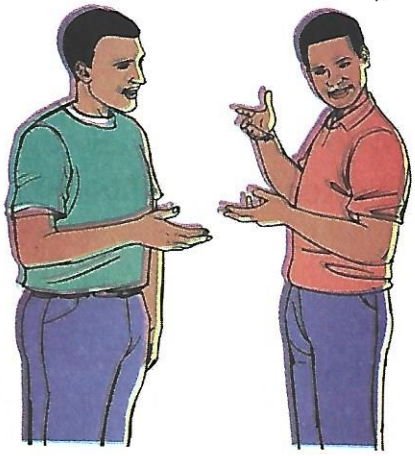


TIME TO PRACTISE

Activity 1 : Work in pairs. Ask and answer questions like in the examples.

Example (A)
A: Who's this?
B: It's Malika, she is a schoolgirl.

Example (B)
A: Who are these?
B: They are Jean and Adèle. They are pupils.

A. Malika / Schoogirl 	B. Jean and Adèle / Pupils 	C. Paul / boy 
D. Smith /schoolboy 	E. Mrs. Brown / teacher 	F. Dago and John / Boys 

Activity 2: Work in pairs. Complete and practise the dialogue below. Choose from the box.
Example: 1-class

schoolboy ; class ; madam ; schoolgirl ; this ; pupils ; that

Mrs Boko: Good afternoon (1.....).
Pupils: Good afternoon (2.....).
Mrs Boko: Class; listen. (3.....) is Ali. He's a (4.....).
And (5.....) is Affou. She's a (6.....).They are (7.....).

TIME TO EXTEND

Replace the underlined words or groups of words with the corresponding subject pronouns.
Example: 1- He

1- Bruno is my friend.	... is my friend.
2- Tatiana is a pupil.	... is a pupil.
3- Bruno and Tatiana are in 6è.	... are in 6è.
4- Bruno and I are boys.	... are boys.
5- "Collège Moderne Borotou" is a school.	... is a school.

MY OWN NOTEBOOK

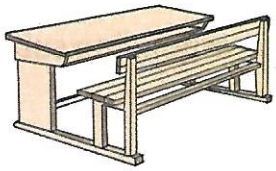
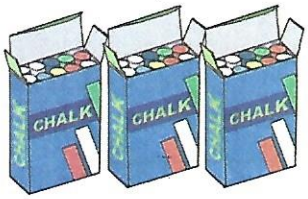
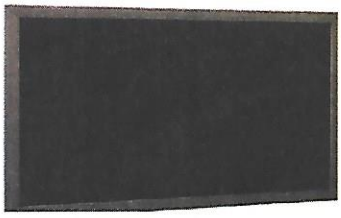
- Let's sing a song!
- Repeat after me!
- How do you spell the word.....?

SESSION 3

COMMMUNICATION ACTIVITY

Après deux semaines de cours d'anglais ; tu reçois Joe, ton ami Ghanéen, dans ta classe. I
te pose des questions pour identifier les objets et les personnes présents dans la classe.
Ci-dessous, se trouvent ces objets et personnes. Le Numéro 1 est un exemple.

- **Complétez-le dialogue ci-dessous dans votre cahier d'exercices ;**
- **Présentez-le au reste de la classe.**

1		**Joe:** What is this ? **You:** It is a school bench.
2		**Joe:** .....? **You:** .....
3	 	**Joe:** .....? **You:** .....
4		**Joe:** .....? **You:** .....
5	 	**Joe:** .....? **You:** .....
6		**Joe:** .....? **You:** .....

LESSON 3

MY BOOK IS IN MY SCHOOLBAG

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

Pendant le cours d'anglais au Collège Moderne de Céchi, les élèves de 6ème1 comptent et localisent leurs fournitures scolaires par des dialogues dans le but de démontrer leur connaissance.

Vocabulary related to school things and numbers from 0 to 20

Language function focus

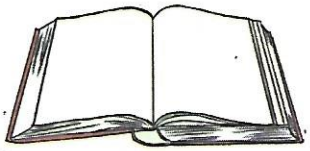
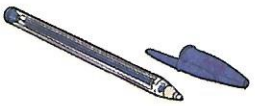
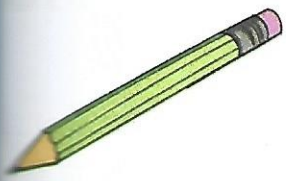
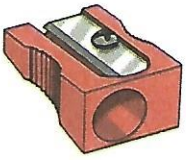
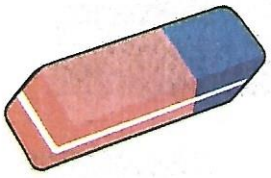
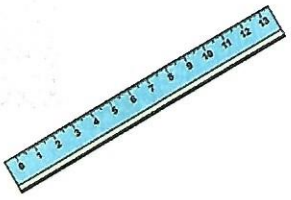
- Locating school things
- Talking about origins

Everyday English

Where is your English book?
I am from Lakota.

Classroom objects



0	1	2	3	4	5	6	7	8	9
zero	one	two	three	four	five	six	seven	eight	nine
10	11	12	13	14	15	16	17	18	19
ten	eleven	twelve	thirteen	fourteen	fifteen	sixteen	seventeen	eighteen	nineteen
20									
twenty									

SESSION 1

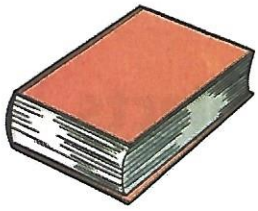
Learning points		
Vocabulary focus	**Language function focus**	**Structures**
schoolbag ; book ; copybook ; pen ; pencil ; sharpener ; eraser ; ruler	- Locating classroom objects - Talking about origins	A: **Where is** the English book? B: It's **in** my schoolbag. A: **Where are you from?** B: **I'm from** Lakota. A: **Where do you go to school?** B: **I go to** Lycée Départemental of Lakota.

TIME TO LEARN

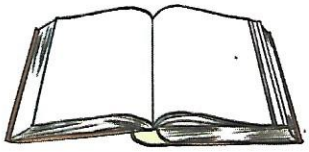
- LOOK, LISTEN AND REPEAT



schoolbag



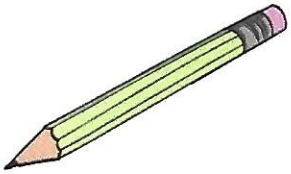
book



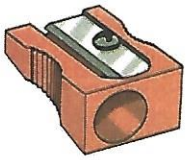
copybook



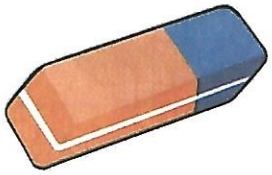
pen



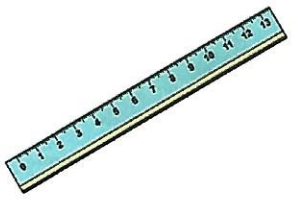
pencil



sharpener

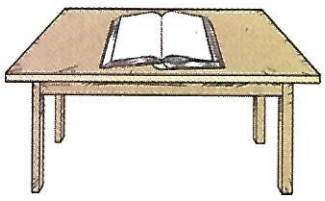


eraser



ruler

- LISTEN AND REPEAT



The copybook is **on** the table.



The book is **under** the table.



The books are **in** the schoolbag.

- **LISTEN AND REPEAT**

N'guetta: I am **from** Divo. **Where** are you from?
Soro: I'm **from** Korhogo. Where is Séry from?
N'guetta: He's from Issia.
Soro: Where do you go to school?
N'guetta: I go to Lycée Moderne Issia.

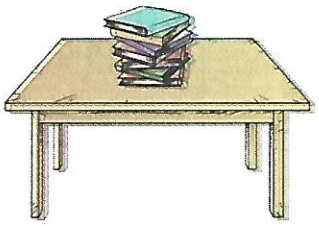
TIME TO PRACTISE

Activity 1: With your neighbour, ask and answer questions about the pictures.

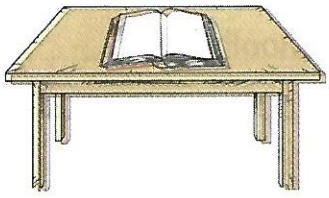
Example :

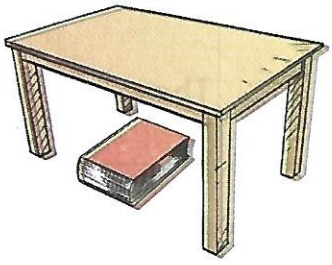
1. A: Where's the ruler?
B: It's in the schoolbag.

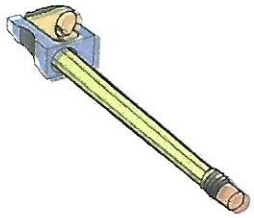
1. 

2. 

3. 

4. 

5. 

6. 

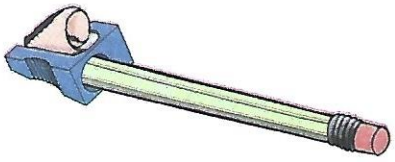
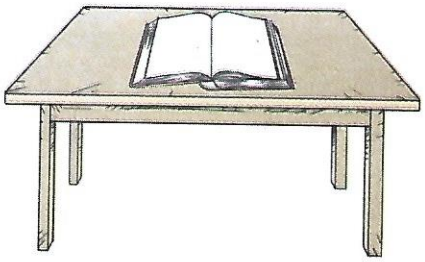
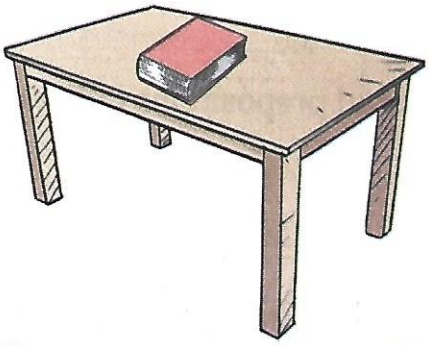
Activity 2: Find the names of seven (7) school things and prepositions in the grid below. An example is given to you.

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

TIME TO EXTEND

Say if the statements are true or false. Write (T) for true and (F) for false. If it is fals correct it.

Example : 1 - F The pencil is in the sharpener.

Pictures	Statements
1) 	The pencil is on the sharpener.
2) 	The copybook is on the table.
3) 	The ruler is under the schoolbag.
4) 	The book is on the table.

MY OWN NOTEBOOK

- How do you spell...?
- Excuse me, can you repeat that?
- It's true.
- It's false.

SESSION 2

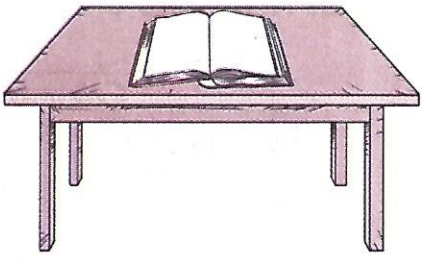
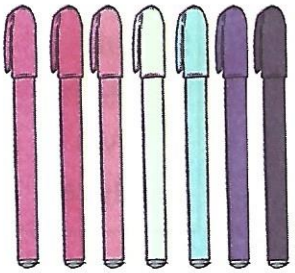
Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Numbers from 0 to 20 (zero; one ; two ; ... ; nineteen ; twenty)	Counting	A: **How many** books **are there** on the table? B: **There is** one book. **There are** six books.

TIME TO LEARN

- **LOOK, LISTEN AND REPEAT**

0	1	2	3	4	5	6	7	8	9
zero	one	two	three	four	five	six	seven	eight	nine
10	11	12	13	14	15	16	17	18	19
ten	eleven	twelve	thirteen	fourteen	fifteen	sixteen	seventeen	eighteen	nineteen
20									
twenty									

- **LISTEN AND REPEAT**

Koffi: Class, Look! **How many** copybooks **are there** on the table? Yao: **There is** one copybook.	
Camara: And **how many** pens **are there**? Dogo: **There are** seven pens.	

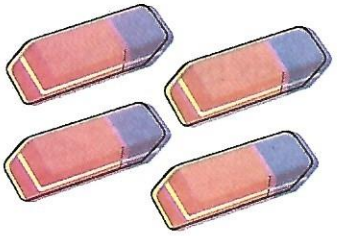
TIME TO PRACTISE

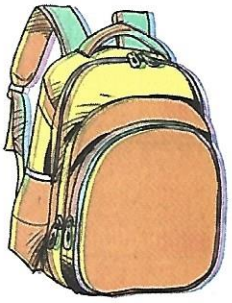
Activity 1: With a partner, ask and answer questions about the pictures.

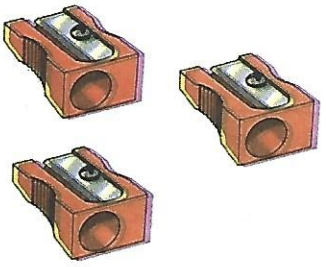
Example :

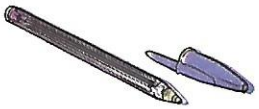
A: How many erasers are there in picture 1?

B: There are four erasers.

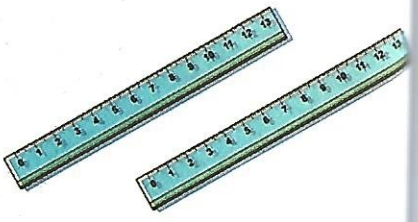
1 

2 

3 

4 

5 

6 

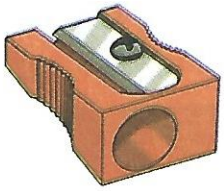
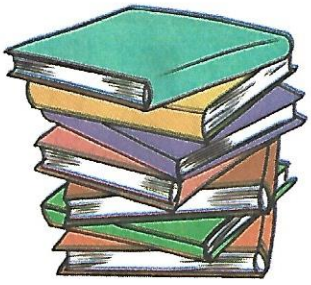
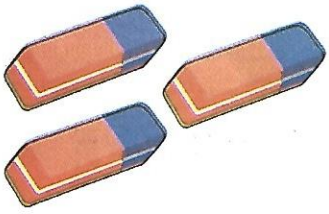
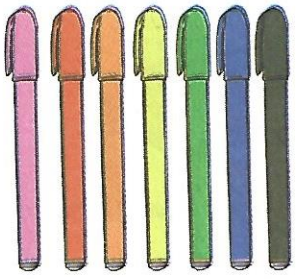
Activity 2: Match the following words in column A with the corresponding numbers i column B. Write your answers like this : 1 - d

Column A	Column B
1- Twelve	a. 3
2- Five	b. 1
3- Three	c. 2
4- Seventeen	d. 12
5- One	e. 11
6- Twenty	f. 17
7- Two	g. 5
8- Eleven	h. 20

TIME TO EXTEND

Say if the statements are true or false. Write (T) for true and (F) for false. If it is false, correct it.

Example : 1 - F There is one sharpener.

Pictures	Statements
1) 	There are three sharpeners.
2) 	There are four books.
3) 	There are three erasers.
4) 	There are seven pens.

MY OWN NOTEBOOK

- Please, sir! Can I go out?
- Excuse me, can you speak louder?

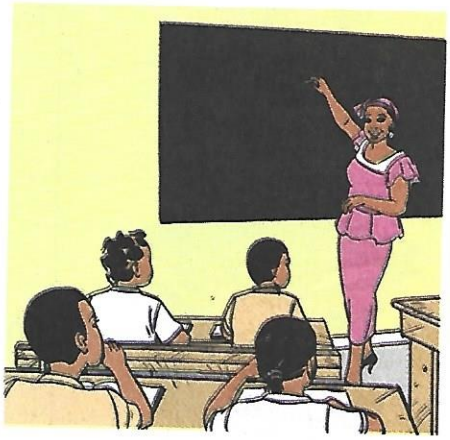
SESSION 3

COMMUNICATION ACTIVITY

Après les cours portant sur les fournitures scolaires, tu te retrouves avec ton ami de clas dans la cours de recréation. En vue de démontrer votre compréhension des cours reç vous engagez un dialogue en anglais. En suivant l'exemple donné dans le premier dialog

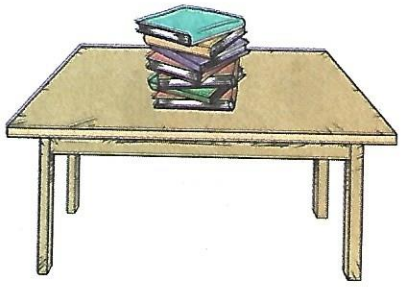
- complétez les deux autres ;
- présentez-les au reste de la classe.

1)



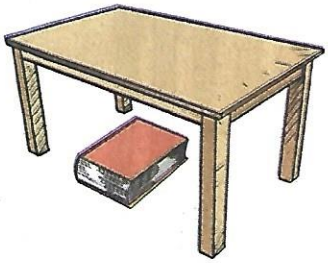
A: Where are the students?
B: They are in the classroom.
A: How many students are there?
B: There are four (4).

2)



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

3)



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

UNIT SUMMARY

• REVISION GAME

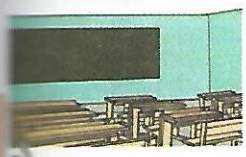
Read each description and guess what it talks about. Number 1 is an example.

1. I am a place where teachers give lessons: ...school..
2. I am an expression for greeting in the morning: .....
3. I am a word for greeting in the afternoon: .....
4. I clean the blackboard .....
5. I serve to write on the blackboard: .....
6. I am a number that comes before thirteen: .....

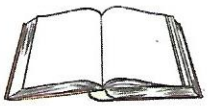
• REVISION ACTIVITIES

Activity 1: Write the name of each school object or thing below.

Example: 1) a classroom



1) .....



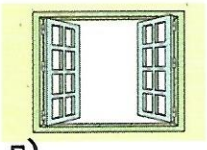
2) .....



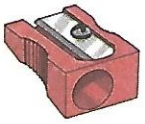
3) .....



4) .....



5) .....



6) .....

Activity 2: Match what Aya and Kassi say.

Example: 1-f

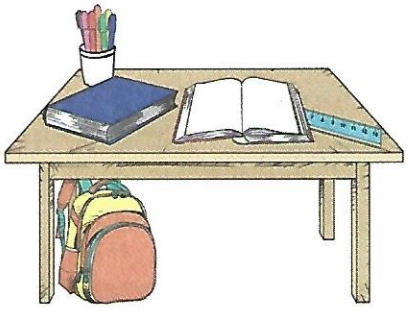
AYA	KASSI
1- Good morning, Kassi	a- It's an English book.
2- How are you?	b- Bye!
3- What is this?	c- I am fine thank you.
4- Nice to meet you.	d- My name is Kassi.
5- What is your name?	e- Nice to meet you too.
6- Good bye, Kassi!	f - Good morning, Aya.

Activity 3: Find the numbers in the crossword and write them in your exercise book.

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

Activity 4: Where are the school things? Tell the class.

Example: The pencils are in the box.



• WHAT I CAN DO

Did you do well in this unit?

Use a cross(X) to say what you can do and what you can't do.

		I can	I can't
1	greet people		
2	ask and give my name		
3	identify classroom objects and school things		
4	locate school things in a classroom		
5	talk about origins		
6	count from 0 to 20		
7	ask and give numbers		

• EVALUATION

Look through the unit and discuss the questions below with your neighbour.

1-Which exercises do you think were easy?

2-Which exercises do you think were useful?

3-Which exercises do you think were difficult?

SKILL : SPEAKING

UNIT 2



LESSON 1

MY FAMILY

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

Un élève de 6è1 du Lycée Moderne 1 de Man reçoit son ami libérien chez lui. En vue de mieux faire connaître les membres de sa famille, il les lui présente.

Vocabulary related to family relationships and numbers from 20 to 100

Language function focus

- Talking about family relationships
- Talking about age

Everyday English

What's your mother's name?
I've got two brothers and one sister.

My family members



Numbers

20	21	22	23	24	25	26	27	28	29
twenty	twenty-one	twenty-two	twenty-three	twenty-four	twenty-five	twenty-six	twenty-seven	twenty-eight	twenty-nine
30	40	50	60	70	80	90	100		
thirty	forty	fifty	sixty	seventy	eighty	ninety	a hundred / one hundred		

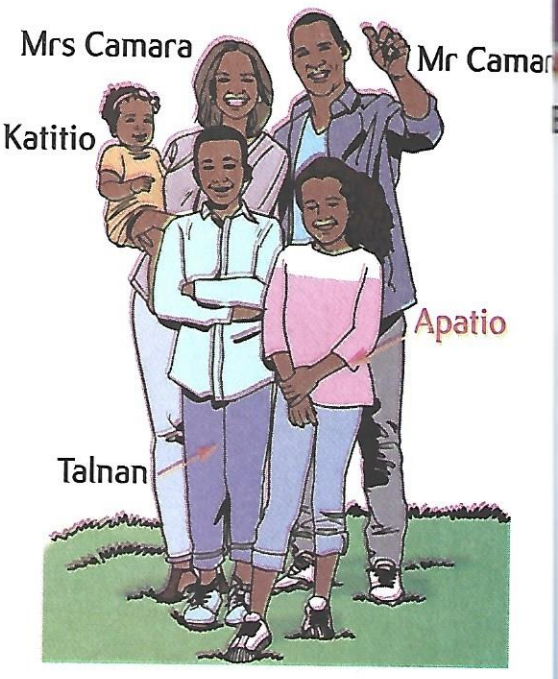
SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Parents ; Father ; Mother ; Children ; Son ; Daughter ; Brother ; Sister	- Talking about family relationships - Expressing irregular plurals	A: **What's your father's name?** B: **My father's name is** Tia. A: **How many** brothers **have yo got?** B: **I have got** one brother. **This is the father of Aya** or **Aya' father.** A child (Singular) = Children (Plura

TIME TO LEARN

• LOOK, LISTEN AND REPEAT

Apatio's family



My name is Apatio and this is my family. We are five **members** in the family. My **parents** are Mr and Mrs Camara. Mr Camara is my **father** and Mrs Camara is my **mother**. My parents have got three **children.** Talnan is my **brother** ; he is my parents' **son.** I am my parents' **daughter** and Katitio is my **sister**. I love my family.

• LISTEN AND REPEAT



Moussa: Hello, Apie.
Apie: Hi, Moussa.
Moussa: How many brothers and sisters have you got?
Apie: I've got one brother and one sister. How about you?
Moussa: I haven't got any brother. I've got two sisters.

• LISTEN AND REPEAT

Subject pronouns	Present simple of verb "to have" got		Possessive adjectives
	Affirmative	Negative	
I	have / 've got	haven't got	my
You	have / 've got	haven't got	your
He	has / 's got	hasn't got	his
She	has / 's got	hasn't got	her
It	has / 's got	hasn't got	its
We	have / 've got	haven't got	our
You	have / 've got	haven't got	your
They	have / 've got	haven't got	their

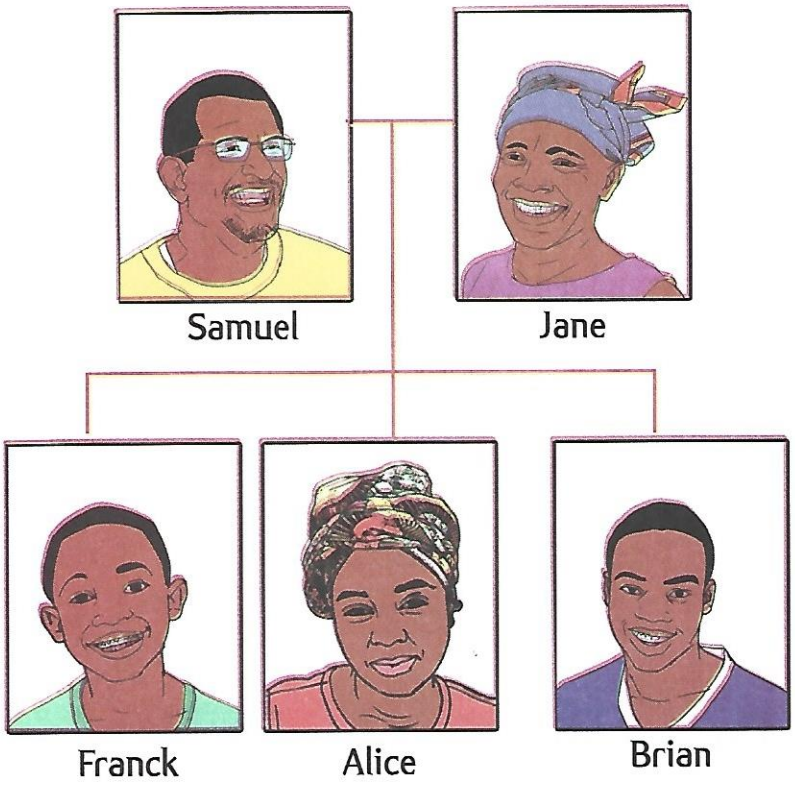
• LISTEN AND REPEAT

PAUL IS THE FATHER OF PATRICK. ⟶ PAUL IS PATRICK'S FATHER.

TIME TO PRACTISE

Activity 1: Look at this family tree and complete the sentences below.

Example : 1 - father.



1- I'm Franck. Samuel is my ..... and Jane is my ..... . They are my ..... .

2- I've got one ....., it is Alice. Brian is my..... .

3- Brian and me are the ..... of Samuel and Jane.

4- Alice is their only ..... .

Activity 2: Work in pairs. Use the words in the box below to ask and answer questions wi your neighbour. Do like in the example.

father	mother	sisters	brothers

Example

Stéphanie: What's your **father's** name?
Malika: His name is Traoré.
Stéphanie: How many **brothers** have you got?
Malika: I've got three brothers.

TIME TO EXTEND

Fill in the gaps with the correct options to make the paragraph meaningful.
Example: 1 - has

My name is Teby Adou. My family **(1-has / have)** five members. My mother **(2-have / ha** a husband, it is my father. My father **(3-has / have)** a daughter, she is my sister. My fathe and my mother live in our village. I **(4- has / have)** got a little brother. His name is Ya and he **(5-have / has)** a bicycle.

MY OWN NOTEBOOK

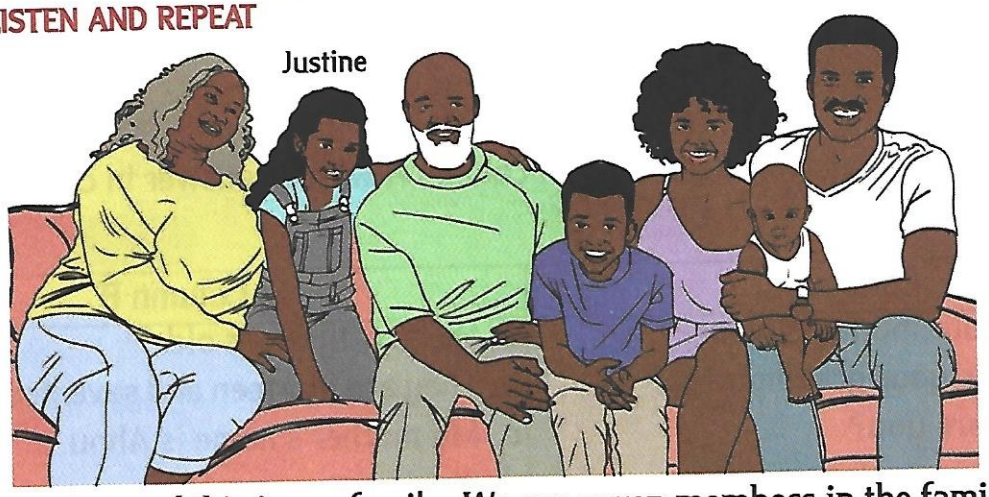
- Keep quiet!
- The teacher is coming.
- It is difficult.
- It is easy.

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Man ; Woman ; Grandparents ; Grandfather ; Grandmother ; Numbers from 21 to 100	Talking about age	A: **How old** are you? B: **I am** twelve **years old. / I'm** twelve. A: **How old** is your sister? B: **She is** ten **years old. / She's** ten.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT



My name is Justine and this is my family. We are seven members in the family. There are three men, three women and a boy child. My parents are Mr and Mrs Tia. Mr Tia is the husband of Mrs Tia, my mother. Pierre and Maguy are my grandparents. Pierre is my grandfather and Maguy, his wife is my grandmother.

20	21	22	23	24	25	26	27	28	29
twenty	twenty-one	twenty-two	twenty-three	twenty-four	twenty-five	twenty-six	twenty-seven	twenty-eight	twenty-nine
30	40	50	60	70	80	90	100		
thirty	forty	fifty	sixty	seventy	eighty	ninety	a hundred / one hundred		

- LISTEN AND REPEAT

Sara: Hello, Helena !
Helena: Hi, Sara. Tell me, **how old are you?**
Sara: **I'm eleven years old.** How about you?
Helena: **I'm ten.** Is your sister also ten?
Sara: No, she isn't. **She is seven years old.**
Helena: Thanks and bye !
Sara: Bye !

- LISTEN AND REPEAT

FAMILY MEMBERS' NAMES	
Familiar / affective names	**Full names**
Dad	Father
Mum	Mother
Grandma	Grand-mother
Grandpa / Grandad	Grand-father

Singular	Irregular plurals
A man	Men
A woman	Women
A child	Children

TIME TO PRACTISE

Activity 1: In pairs, match each question in column A with its answer in column B.
Example: 1. c

Column A	Column B
1. What's your mother's name?	a. He is forty years old.
2. How old is your grandmother?	b. They are fourteen and seventeen years old.
3. How old are you?	c. My mother's name is Ahou.
4. How old is your father?	d. She is sixty years old.
5. How old are your brother and sister?	e. I'm eleven years old.

Activity 2: Work in pairs. Use the information from the box to ask and answer questions with your neighbour.

father / 48	grandma / 88	brother / 14	sisters / 13 and 22
	mother / 37	grandad / 96	

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

TIME TO EXTEND

Find in the grid below words related to family members and numbers.
One is done for you as an example.

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

MY OWN NOTEBOOK

- Goodbye sir!
- Enjoy your meal!
- Go back to your place!

SESSION 3

COMMMUNICATION ACTIVITY

En visite chez ton ami libérien Taylor à Monrovia, tu échanges avec lui sur vos famille respectives. Ci-dessous se trouve votre dialogue. Ton voisin et toi ;
- complétez-le ;
- présentez-le au reste de la classe.

You: Hi, Taylor! Can you tell me about your family?
Taylor: Yes, of course. My father's name is Robertson and my mother's name is Sonia. I've got one sister, Alicia, and one brother, Godwill. How about you?
You: (1)..... .
Taylor: How many sisters and brothers have you got?
You: (2)....., and (3) ..... .
Taylor: What are their names?
You: (4) ..... .
Taylor: How old are they?
You: (5)..... .
Taylor: Thanks so much for visiting me.
You: (6) ..... .
Taylor: Goodbye, my friend! See you later !
You: Ok, Goodbye!

LESSON 2

WELCOME HOME

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

Un élève du Lycée Moderne 1 d'Adzopé reçoit un ami ghanéen à la maison familiale. Dans leur échange, il lui présente les pièces et les meubles de la maison en vue de les localiser.

Vocabulary related to rooms, furniture and domestic appliances in a house.

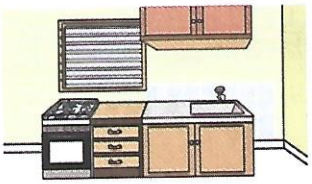
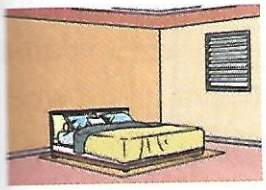
Language function focus

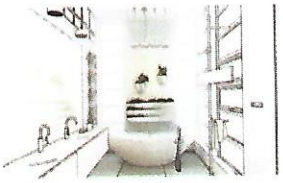
- Identifying parts and things of a house
- Locating things in a house

Everyday English

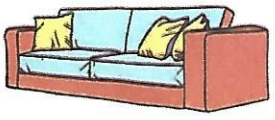
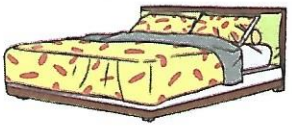
There are three bedrooms in my house.
The TV set is in front of the sofa.

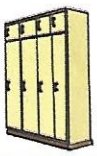
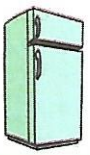










SESSION 1

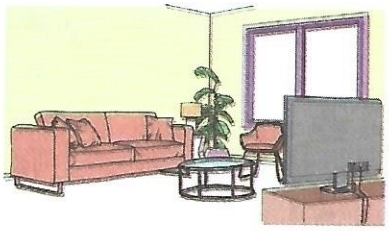
Learning points		
Vocabulary focus	**Language function focus**	**Structures**
A house ; A sitting room ; A dining room ; A kitchen ; A bedroom ; A toilet ; A bathroom ; A garage ; A garden.	Identifying parts of a house	A: **How many bedrooms are there?** B: There are **three** bedrooms. A: **Is there** a dining room in your house? B: **Yes, there is. / No, there isn't.**

TIME TO LEARN

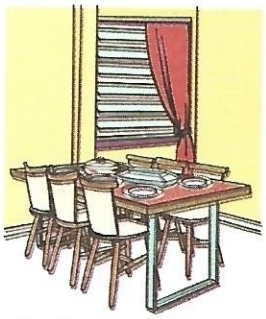
- **LOOK, LISTEN AND REPEAT**



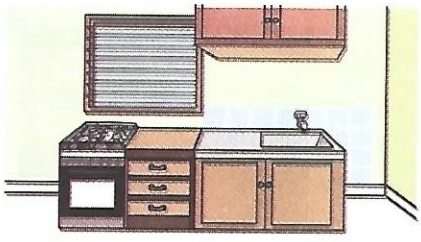
A house



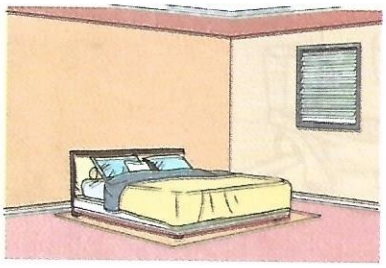
A sitting room



A dining room



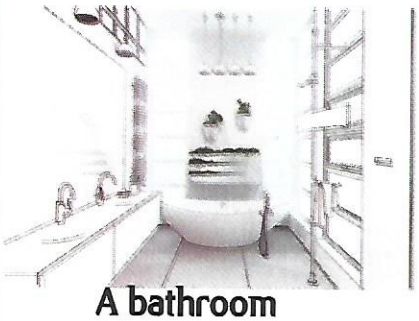
A kitchen



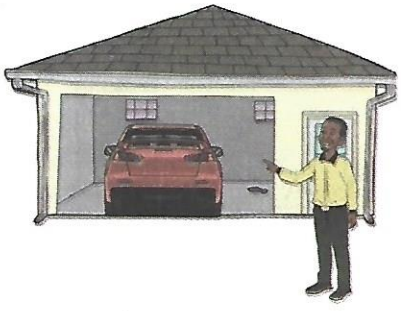
A bedroom



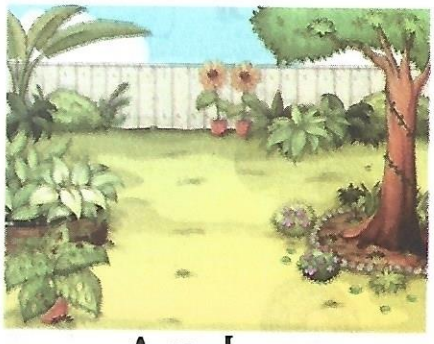
A toilet



A bathroom



A garage



A garden

• LISTEN AND REPEAT



Yannis: Wow! What a beautiful house!
Drissa: How many bedrooms are there in it?
Yannis: There are two bedrooms.
Drissa: And how many sitting rooms are there?
Yannis: There's one.
Drissa: Is there a garage?
Yannis: Yes, there is.

TIME TO PRACTISE

Activity 1: Put the letters into the correct order to form names of parts of a house.

Example : 1) Toilet

1) l-o-i-T-e-t
2) a-G-r-a-e-g
3) r-e-G-a-n-d
4) n-i-D-i-n-g m-o-o-r
5) n-i-c-h-t-e-K
6) m-o-o-r-t-h-a-B

Activity 2: Work in pairs. Use the words in the box to ask and answer questions with your neighbour about the picture.

Example:

A: How many bedrooms are there in this house?
B: There are two bedrooms.
A: Is there a sitting room?
B: Yes, there is. / No, there isn't.

Bedroom	Kitchen	Sitting room	Toilet
Garage	Dining room	Bathroom	Garden



COLLECTION "SUPERNOVA" / SIXIÈME

TIME TO EXTEND

Choose the best option between parentheses to complete the passage.

Example: 1- house

My house

My name is John. I live in Abidjan. I live in a beautiful **(1- toilet / house).** There **(2- are / is)** a dog in the house. There **(3- is / are)** a big door and there **(4-are / is)** four windows in the house. There **(5-are / is)** two bedrooms, a living room, a bathroom and a kitchen. But, there **(6-is /are)** no garage.

MY OWN NOTEBOOK

- Do me a favour please!
- How do you spell the word.....?

SESSION 2

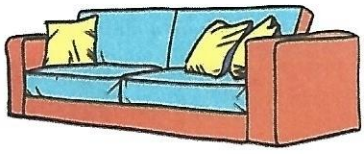
Learning points		
Vocabulary focus	**Language function focus**	**Structures**
An armchair ; A sofa ; A bed ; A bookcase ; A cupboard ; A fridge ; A cellphone ; An electronic iron ; A TV set ; A radio set ; A fan ; A telephone ; A cooker ; A lamp.	- Identifying things in a house - Locating furniture and appliances in a house	A: **Is there a TV set in your house?** B: **Yes, there is.** A: **Where** is the TV set? B: It's **in front of** the sofa. **Prepositions:** between; near / next to ; behind; in front of.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT



An armchair



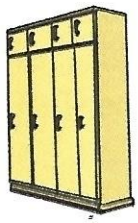
A sofa



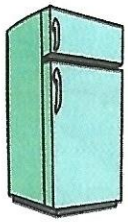
A bed



A radio set



A cupboard



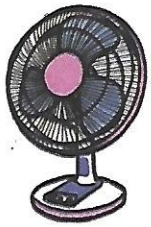
A fridge



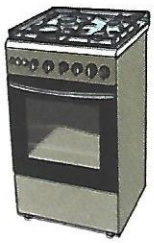
An electric iron



A TV set



A fan



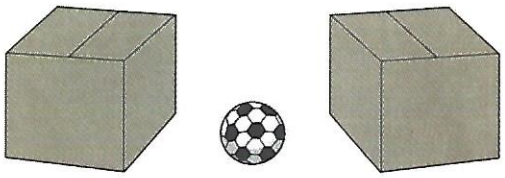
A cooker

• LISTEN AND REPEAT

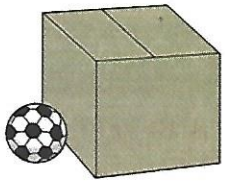
Malika: Where's the TV set?
Lamine: It's in front of the sofa.
Malika: And where's the armchair?
Lamine: It's near the sofa.
Malika: And is there a coffee table?
Lamine: Yes, it's between the TV set and the sofa.
Malika: Oh, I see! And the windows are behind the armchair, aren't they?
Lamine: Yes, they are.



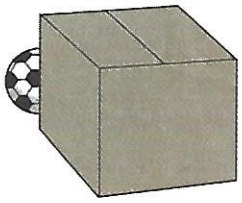
• LISTEN AND REPEAT



The ball is between the boxes.



The ball is near / next to the box.



The ball is behind the box.



The ball is in front of the box.

TIME TO PRACTISE

Activity 1: Complete with the missing letters to obtain words or groups of words related to furniture and appliances in a house.

Example : 1) Fan

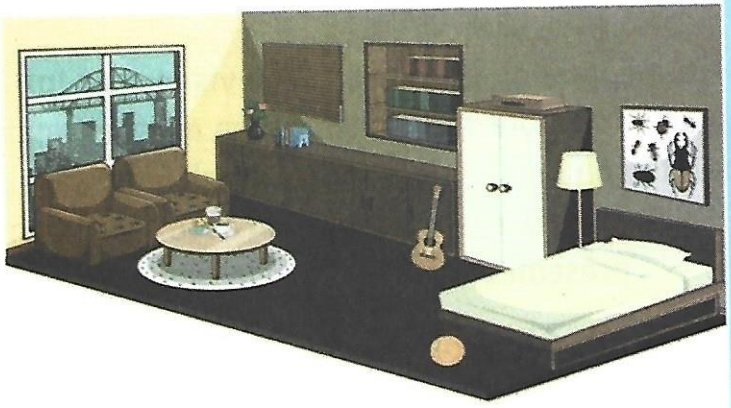
1) F-n
2) Ar-c--ir
3) C-p b--rd
4) E-ect--c -r--
5) R-d-- s-t
6) T-l-ph-n-

Activity 2:

A- Observe the picture below. Then complete the sentences below with the appropriate prepositions. Number one is an example.

Example: 1-near

1. The guitar is ..... the cupboard.
2. The lamp is ..... the bed and the bed.
3. The ball is ..... the bed.
4. The window is ..... the armchairs.
5. The coffee table is ..... the armchairs.



B- Work in pairs: With your neighbour, practise dialogues about the objects located in part A. Do like in the example.

Example: 1. A: Where's the guitar?
B: It's near the cupboard.

TIME TO EXTEND

Work in pairs. Find the questions for the answers below ; then practise the dialogue with your neighbour. Number 1 is an example.

1- A: How many bedrooms are there in your house?
B: There are four bedrooms in my house.

2- A: .....?
B: The fan is near the sofa.

3- A: .....?
B: There is one toilet in my house.

4- A: .....?
B: No, There isn't a garage.

5- A: .....?
B: The TV set is in front of the armchair.

MY OWN NOTEBOOK

- Let's sing a song!
- Repeat after me!

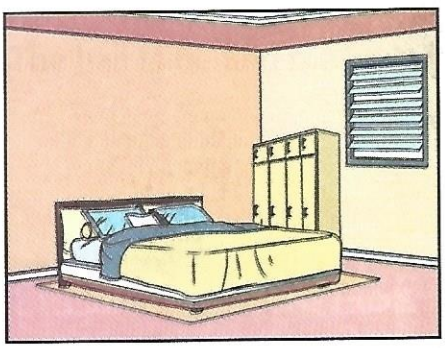
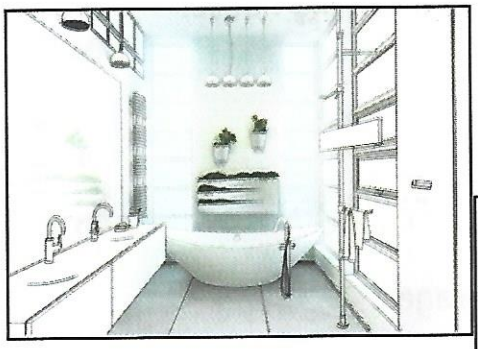
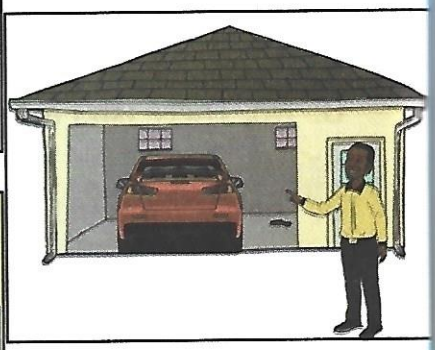
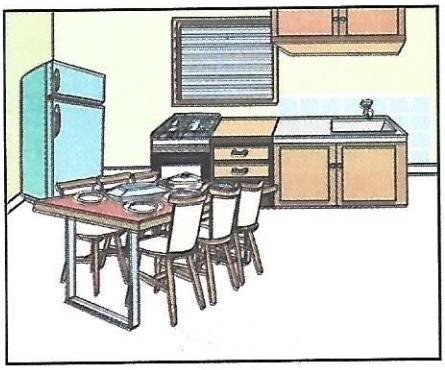
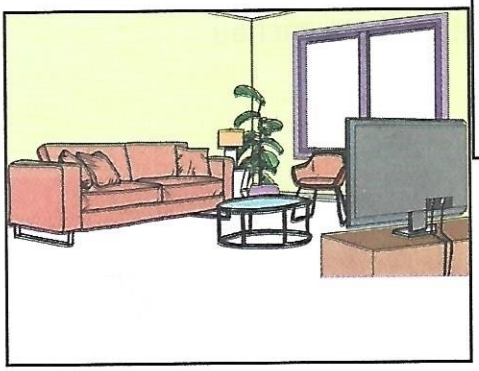
SESSION 3

COMMMUNICATION ACTIVITY

En préparation de ta prochaine visite chez ton Ami Ghanéen Osei à Accra, tu l'appelles au téléphone pour t'informer sur sa maison familiale. Ci-dessous se trouve la conversation. En t'appuyant sur les images du plan de la maison qu'il t'a envoyé,

- **complète la conversation avec ton voisin ou ta voisine dans ton cahier d'exercices ;**
- **présentez-la au reste de la classe.**

You: Hi, Osei. How are you?
Osei: Hi, buddy. I am fine. And you?
You: I am well, thanks. Tell me, is this the plan of your house?
Osei: **(1)** ..... .
You: Ok thank you. Please, can you list the rooms for me?
Osei: **(2)**..... .
You: Is there a garage in your house?
Osei: **(3)**..... .
You: What appliances and furniture are there in the living room?
Osei: **(4)** ..... .
You: Is there a fridge in the kitchen? Where is it?
Osei: **(5)**..... .

LESSON 3

HAVE A LOOK IN THE KITCHEN

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

A l'occasion de sa fête d'anniversaire, une élève de 6ème5 du Lycée Moderne de Korhogo, invite son amie libérienne pour l'aider dans les préparatifs. Pendant qu'elles font la vaisselle, elles échangent sur les ustensiles en vue de s'y familiariser.

Vocabulary related to utensils, plates, dishes and housework

Language function focus

- Identifying things in a kitchen
- Describing what people are doing

Everyday English

Is this a spoon?
No, this is a ladle. That is a spoon ;
Mum is cooking dinner.

Kitchen utensils



SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
A sauce pan ; A frying pan ; A cooking pot ; A mortar ; A pestle ; A ladle ; A sieve ; A plate ; A glass ; A fork ; A spoon ; Teaspoon ; A knife ; A jug ; A cup	Identifying things in a kitchen	A: **Is this** a fridge mum? B: **No, this is** a cooker. That's a fridge. A: And **what are these?** B: **A cooking pot, a knife and a fork.**

TIME TO LEARN

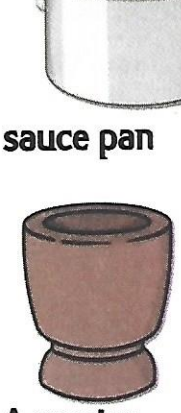
- LOOK, LISTEN AND REPEAT

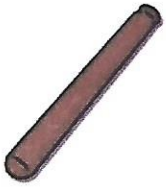

A sauce pan


A frying pan


A cooking pot


A stove


A mortar


A pestle


A ladle


A spoon


A plate


A glass


A fork

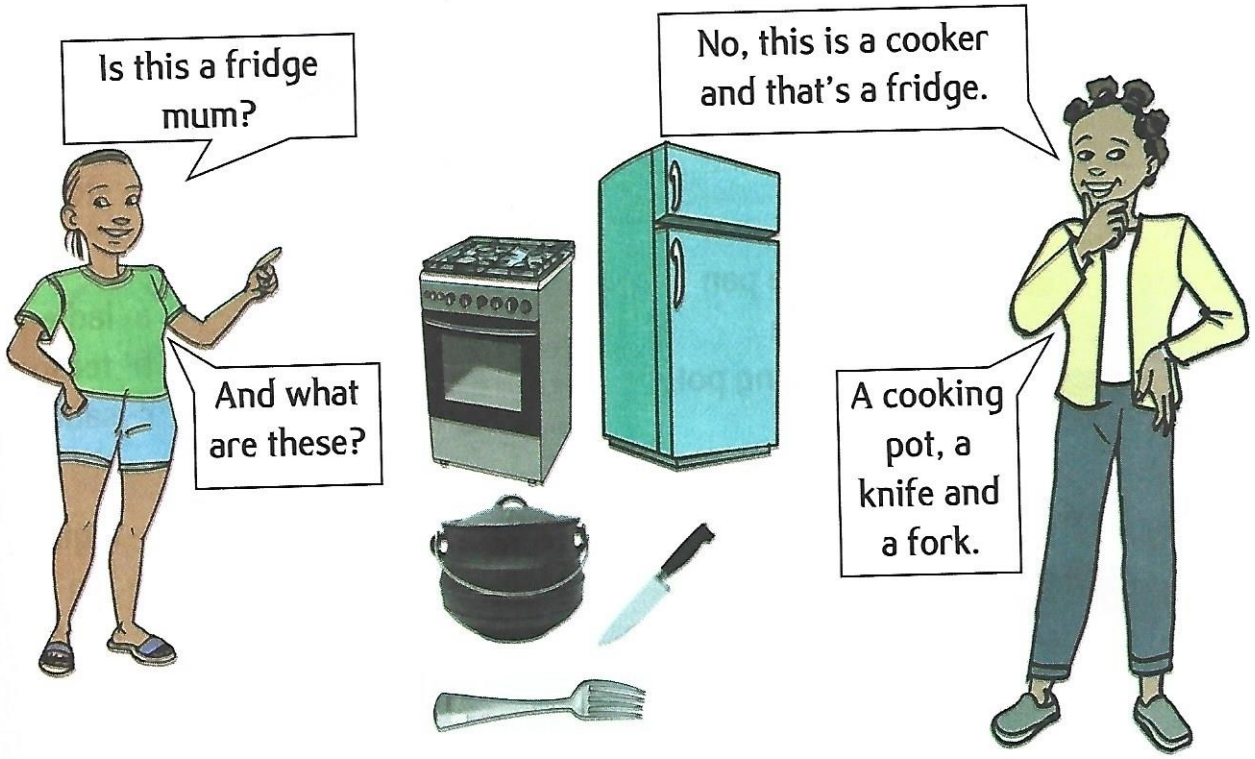

A jug


A teaspoon


A knife


A cup

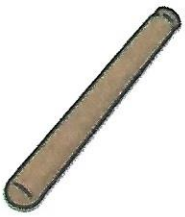
• LISTEN AND REPEAT



TIME TO PRACTISE

Activity 1: Look at the pictures. With your neighbour, ask and answer questions. Number 1 is an example.

Son: Is number 1 a mortar, mum?
Mum: No, it isn't. It's a pestle.


1


2


3


4


5

Activity 2: Write down the correct name of each picture below.

Example : 1 - c- cup.

1 

a-jug
b-glass
c-cup

2 

a-sauce pan
b-stove
c-cooking pot

3 

a-frying pan
b-sieve
c-plate

4 

a- mortar
b- pestle
c- stove

5 

a- ladle
b- teaspoon
c- sauce pan

6 

a- frying pan
b- jug
c- plate

TIME TO EXTEND

Say if the statements are true or false. Write (T) for true and (F) for false. If it is false, correct it.

Example : 1 - F It's a frying pan.

Pictures	Statements
1) 	It's a plate.
2) 	It's a ladle.
3) 	It's a knife.
4) 	It's a stove.
5) 	It's a mortar.

MY OWN NOTEBOOK

- Underline the correct answer.
- Find the intruder.

COLLECTION "SUPERNOVA" / SIXIÈME

SESSION 2

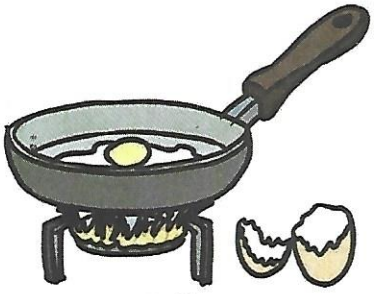
Learning points		
Vocabulary focus	**Language function focus**	**Structures**
To cook ; To clean ; To set the table ; To fry ; To cut up ; To sweep ; To pound ; To wash the dishes.	Describing what people are doing	A: **What are you doing** now? B: **I'm washing** the dishes. A: **Is** your mother **cooking** at the moment? B: **Yes, she is. / No, she isn't.**

TIME TO LEARN

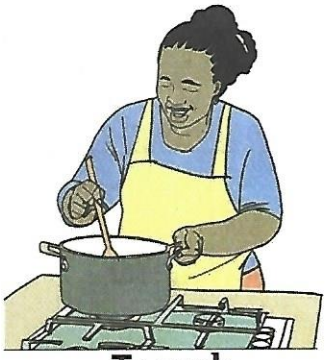
- LOOK, LISTEN AND REPEAT



To clean



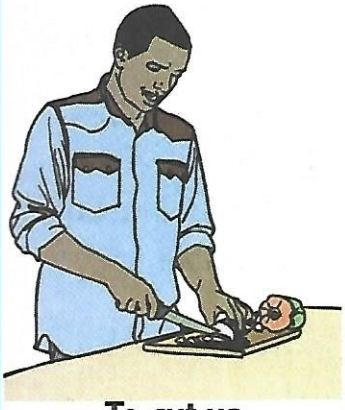
To fry



To cook



To set the table



To cut up



To sweep



To pound



To wash the dishes

• LISTEN AND REPEAT

Ben: **What is** your sister **doing** right now?
John: She **is cooking** in the kitchen.





Ben: **Is the boy washing** the dishes?
John: **Yes, he is.**

Ben: **Is the woman washing** the dishes?
John: **No, she isn't.** She's **pounding** rice.

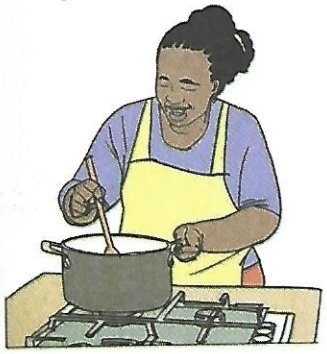


• LISTEN AND REPEAT

PRESENT PROGRESSIVE/CONTINUOUS		
SUBJECT	To be (present simple)	Verb +ing
I	**am**	cooking writing cutting frying
You	**are**	
She	**is**	
He		
It		
We	**are**	
You		
They		

TIME TO PRACTISE

Activity 1: Look at the pictures and answer the questions. Then with your neighbour, practise the conversations. Example: 1- I'm cooking dinner.



1
A: What are you doing, Mum?
B: I/ cook/dinner



2
A: What is Tina doing?
B: She/ clean/ the cooker



3
A: What are you doing, Sonia?
B: I/ set / the table

4 

A: What is the woman doing?
B: She/ pound/yam

5 

A: What is Aya doing?
B: He/ sweep/ the floor

6 

A: What is Myriam doing?
B: She/ wash/ the dishes

Activity 2: Choose the correct form of the verbs in parentheses to complete the paragraph below.

Example: 1- is

Everybody is busy. John **(1-is/am)** sweeping the kitchen. His father **(2- is/are)** sleeping. His mother is in the kitchen. She is **(3-cooking/cooks)** for the family. Jessica and Liza **(4-are/is)** pounding the yam for her. Tina is **(5-washing/ wash)** the dishes. Linda is (6-grinding/**grinds**) the tomatoes. The baby **(7-is/ are)** playing with his toys.

TIME TO EXTEND

Use the present continuous in the following sentences.

Do like this : 1 - is cooking

1- Ozoua ..... rice in the cooking pot. (to cook).
2- My brother..... rice in the dining room. (to eat)
3- Joanna ..... carrots with a knife. (to cut up)
4- You and your friends ..... fish in the frying pan. (to fry)
5- You and me.....the kitchen (to sweep).
6- I..... the table (to set)

MY OWN NOTEBOOK

- I am learning my English lessons.
- Enjoy your meal !

SESSION 3

COMMUNICATION ACTIVITY

Le séjour de ton amie Libérienne chez toi tire à sa fin. Avant de rentrer, elle décide de t'aider une dernière fois dans le ménage de la maison. Pour savoir ce que chaque membre de ta famille est en train de faire, elle te pose des questions auxquelles tu réponds. Ci-dessous se trouve votre conversation. Avec ton voisin,

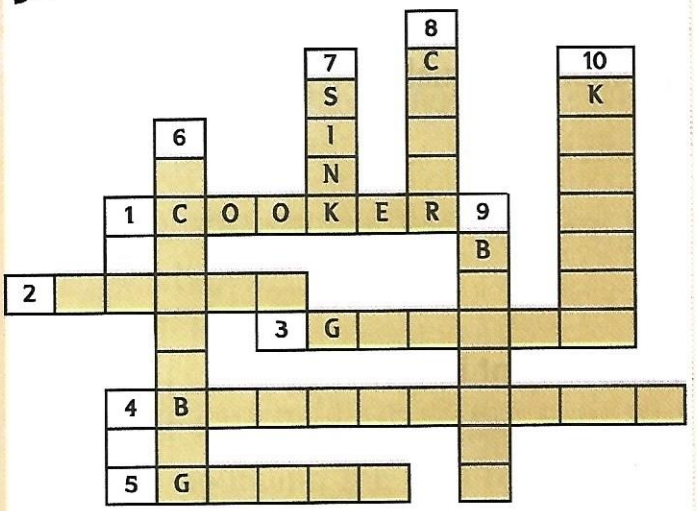
- complétez-la ;
- présentez votre travail à la classe.

Helena: Hello my friend! (1)..... you doing at the moment in the kitchen?
You: I am washing kitchen utensils.
Helena: What utensils are you washing?
You: (2) ..... .
Helena: Can I help you?
You: (3) ..... You are kind!
Helena: Ok! Everyone seems to be busy this morning. What is your sister doing?
You: (4) ..... the floor.
Helena: What is your mother doing?
You: (5) ..... the meal.
Helena: And what are your brothers doing?
You: (6) ..... dad's car.
Helena: Wow! Everybody is really busy in this house.

UNIT SUMMARY

• REVISION GAME

Do the crosswords puzzle. Some clues are given. Do like this : 1- COOKER



ACROSS

1- My mum is cooking 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 copybooks, 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 the other in the ... .

• REVISION ACTIVITIES

Activity 1: Write the numbers in letters.

Example: 45 = forty-five

20 86 100 40 39 70 94 60

Activity 2: Answer your neighbour's questions, then practise the conversation.

1- How old are you?

2- What's your father's name?

3- What's your mother's name?

4- How many brothers have you got?

5- What are their names?

6- How old are they?

7- Have you got any sisters?

8- How many are they?

Activity 3: Complete each sentence with the correct part of the house. Number 1 is an example

1- I sleep in the **bedroom.**

2- We wash in the..... .

3- My father parks his car in the..... .

4- My mother cooks in the..... .

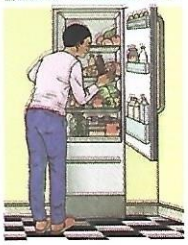
5- We watch TV in the ..... .

Activity 4: What are they doing? Tell the class.


1


2


3


4


5

• WHAT I CAN DO

Did you do well in this unit?
Use a cross (X) to say what you can do and what you can't do.

		I can	I can't
1	identify the members of the family		
2	use "to have" in the present simple		
3	ask and give people's age		
4	identify rooms, furniture and appliances in a house		
5	identify and locate appliances and dishes in a house		
6	use irregular plurals and the present continuous		
7	describe what people are doing		

• EVALUATION

Look through the unit and discuss the questions below with your neighbour.

1- Which exercises do you think were easy?
2- Which exercises do you think were useful?
3- Which exercises do you think were difficult?

SKILL : WRITING

UNIT 3



LESSON 1

WHEN IS YOUR BIRTHDAY?

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

Au cours d'une leçon d'anglais au Lycée Leboutou 2 de Dabou, le professeur demande à ses élèves de 6ème6 d'écrire leur date d'anniversaire en vue d'élaborer un calendrier d'anniversaire de la classe.

Vocabulary related to the days of the week, months, years and ordinal numbers

Language function focus

- Writing and saying dates
- Talking about birthdays

Everyday English

What day is today? What's the date today? When is your birthday?

What day is it today?



SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Days of the week: Monday; Tuesday; Wednesday; Thursday; Friday; Saturday; Sunday. **Months:** January; February; March; April; May; June; July; August; September; October; November; December	Writing and saying dates	A: What day is today? B: Today is Wednesday. A: What's the date today? B: Today is Friday, November 11th 2022.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT

The days of the week

					Tomorrow	
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
				Today		

- LOOK, LISTEN AND REPEAT

The months of the year

2022

January

S	M	T	W	T	F	S
						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

S	M	T	W	T	F	S
		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

S	M	T	W	T	F	S
		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

S	M	T	W	T	F	S
					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

S	M	T	W	T	F	S
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

S	M	T	W	T	F	S
			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

S	M	T	W	T	F	S
					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

S	M	T	W	T	F	S
	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

S	M	T	W	T	F	S
				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

S	M	T	W	T	F	S
						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					

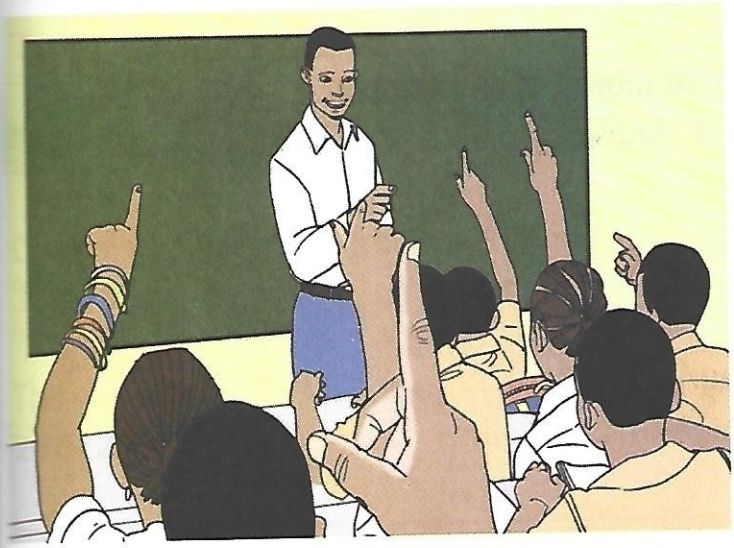
November

S	M	T	W	T	F	S
		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

S	M	T	W	T	F	S
				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

- **LISTEN AND REPEAT**



Teacher: What day is today?
Essis: Today is Friday.
Teacher: Esmel, what month is it?
Esmel: It is November.
Teacher: Very good.
Essis: Sir, what is the date today?
Teacher: Today is Friday, the eleventh of november, twenty twenty-two.

- **LISTEN AND REPEAT**

Today is Friday.
Tomorrow is Saturday.
The day after Tuesday is Wednesday.
The day before Sunday is Saturday.

TIME TO PRACTISE

Activity 1: Write the words related to the days of the week correctly. Number1 is an example.

1) y-a-d-u-s-e-T= **Tuesday**
2) d-y-a S-t-u-r-a
3) n- o-M-y-a-d
4) W-y-a-s-e-d-n
5) y-d-a-r-i-F
6) T-h-r-u-y-d-a-s
7) y-d-S-a-n-u

Activity 2: Write the missing months of the year in order. Do it in your exercise book.

January	.....	.....	April	.....	June
July	.....	September	.....	November	.....

Activity 3: Complete the dialogue, then practise it with your neighbour.

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

TIME TO EXTEND

Write the sentences or questions correctly. Number 1 is an example.

1) is/ today/ What/ day/? = What day is today?
2) Friday/ Today/ is/.
3) tomorrow/ day/ the/is/ What/?
4) is/ Saturday/ Tomorrow .
5) day/ is/ What/ Monday/ before/ the/?
6) Sunday/ The/ is/ before/day/ Monday/.

MY OWN NOTEBOOK

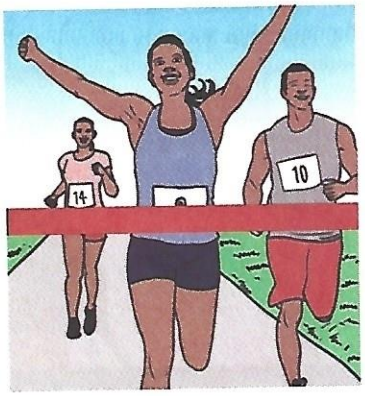
What day is it today? = Today is friday.
Let's go to the beach on saturday !

SESSION 2

Teaching points		
Vocabulary focus	**Language function focus**	**Structures**
Ordinal number: from 1rst to 30th **The years:** 1980, 1994, 2000, 2011, 2021	- Asking and giving the birthday - Writing and saying the date	A: When is your birthday? B: It's on the third of April. 2/ 17/ 2022 Thursday, February 17th 2022 Today is Thursday, the seventeenth of Febuary twenty twenty-two.

TIME TO LEARN

- **LOOK, LISTEN AND REPEAT**



ORDINAL NUMBERS

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	25th twenty-fifth
26th twenty-sixth	27th twenty-seventh	28th twenty-eighth	29th twenty-ninth	30th thirtieth
31st thirty-first				

- **LISTEN AND REPEAT**

YEARS

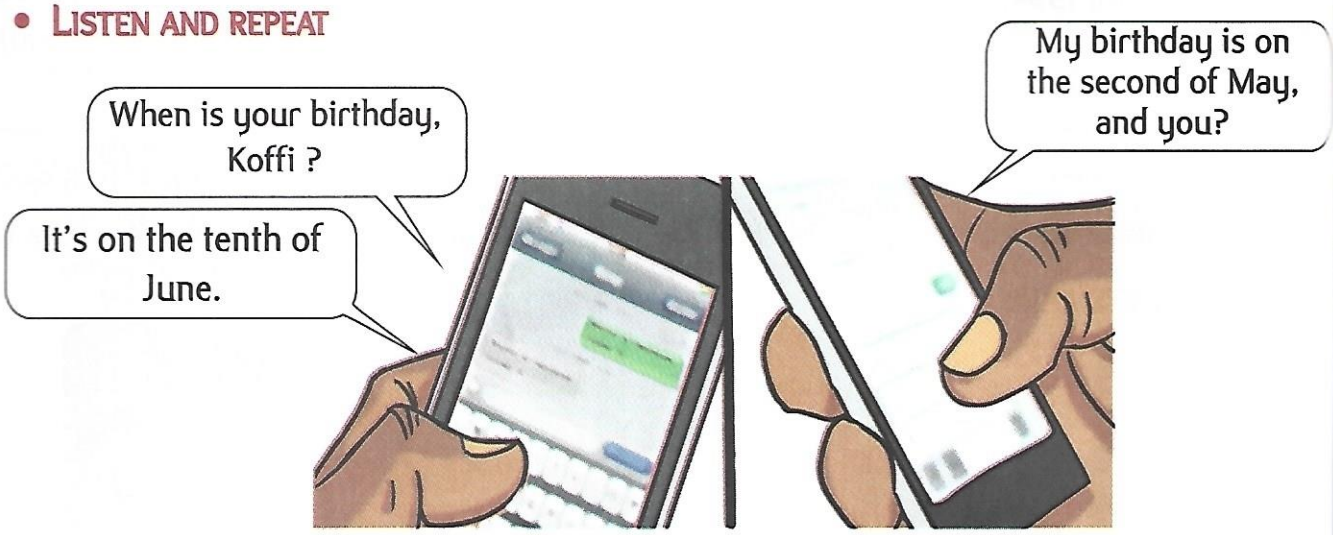
1960 nineteen sixty	1985 nineteen eighty-five	1999 nineteen ninety-nine	2000 two thousand
2001 two thousand and one	2010 two thousand and ten / twenty ten	2020 two thousand and twenty / twenty twenty	2022 two tho and twenty-two two -two

COLLECTION "SUPERNOVA" / SIXIÈME

- **LISTEN AND REPEAT**

Write	Say
February 1	The first of February
June 1, 1980	The first of June nineteen eighty
Wednesday, May 4, 1994	Wednesday, the fourth of May nineteen ninety-four
December 31, 2000	The thirty-first of December two thousand
Saturday, April 3, 2015	Saturday, the third of April two thousand and fifteen
Monday, May 21, 2001	Monday, May the twenty-first, two thousand and one
Friday, August 20, 2021	Friday, the twentieth of August two thousand and twenty-one

- **LISTEN AND REPEAT**



TIME TO PRACTISE

Activity 1: Write how we say the dates below. Number 1 is an example.

a) Monday 07/16/2013 = Monday, the sixteenth of July, two thousand and thirteen.
b) Thursday 12/ 22/ 2015
c) Wednesday 02/30/2018
d) Saturday 06/25/2017
e) Sunday 04/04/2020
f) Friday 09/23/2019
g) 03 April 2021
h) 12 March

Activity 2: Complete the dialogue, then practise it with your neighbour.

You: When is your birthday?
Your neighbour: My birthday is on (1)..... And you?
You: It's on (2).....

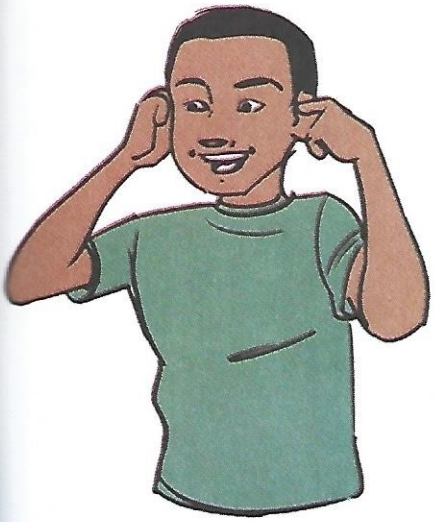
Activity 3: The paragraph below is about you. Complete it with your own information.

My name is (1)..... I am (2).....years old. My birthday is on (3) ..... On (4) ..... I celebrate Christmas with my family. I (5)..... from Côte d'Ivoire. The Independence Day of Côte d'Ivoire is on (6).....

TIME TO EXTEND

Look at the pictures and write the birthdays of the people below.
Example: Jean's birthday is on the fourth of March.

Jean



4 March

Lopez



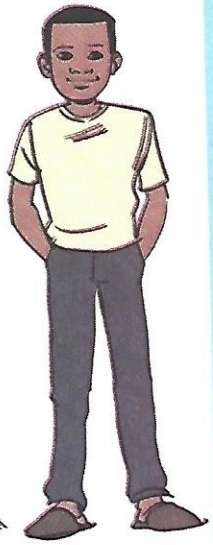
1 January

Liza



22 August

Franck



25 December

MY OWN NOTEBOOK

I was born on june the tenth.
My birthday is on june the tenth.

SESSION 3

COMMUNICATION ACTIVITY

Quelques jours après la leçon portant sur les dates, vous vous retrouvez à une réunion du club d'anglais de votre établissement. En vue de connaitre les dates d'anniversaire de chacun des membres du club, le chairman vous demande de rédiger un paragraphe pour vous présenter. Dans ta présentation,

- **écris ton nom et ton âge ;**
- **indique ta date d'anniversaire et celle de deux membres de ta famille.**

LESSON 2

IT'S SEVEN O'CLOCK

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

Lors d'un cours d'anglais au Lycée Moderne de Dimbokro, les élèves de 6ème4 échangent sur leurs activités quotidiennes en rédigeant des messages à leurs amis sur Facebook pour indiquer les heures auxquelles chaque activité est accomplie.

Vocabulary related to time and daily activities

Language function focus

- Asking and telling the time
- Expressing the future with "be going to"
- Giving reasons

Everyday English

What time is it? It's seven o'clock.
I'm going to have my breakfast **because** it's ten o'clock.

Times and daily actions

























SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
A watch ; A clock ; Seven o'clock ; A quarter past seven ; Half past seven ; A quarter to eight ; Twelve o'clock ; Fourteen hours ; Sixteen hours forty-four ; Twenty-three hours fifty ; Forty-four hours.	Asking and telling the time	A: **What time is it?** B: **It is seven o'clock. /It is 7 A.M.**

TIME TO LEARN

- LOOK, LISTEN AND REPEAT


a watch


a clock


half past seven A.M./ seven thirty


a quarter to seven/ six forty-five



twelve o'clock/ midday



two P.M. / fourteen hours



one to seven P.M./ one to nineteen hours



five past eight P.M. / twenty hours 0 five


seven A.M.



twenty-four hours/ midnight

- LOOK, LISTEN AND REPEAT



Teacher: Hello, Bob, what's the time?
Dago: It's seven o'clock.
Teacher: What time do you go home on Mondays?
Dago: I go home at seventeen hours.
Teacher: And what do you do on Saturdays?
Dago: From nine to eleven thirty, I do my homework. And at sixteen hours, I play football.

TIME TO PRACTISE

Activity 1: Work in pairs. Ask and answer questions about the times in the box below.
Example: A: What time is it in A? B: It's six o'clock.

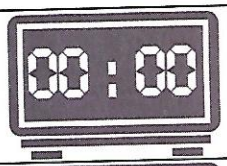
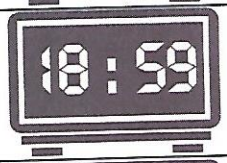
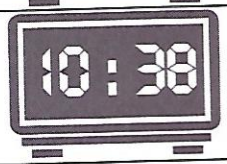
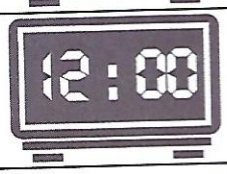
A 06: 00	B 06: 15	C 06: 30	D 06: 45
E 09: 10	F 10: 25	G 12: 50	H 14: 35

Activity 2: Complete the dialogue, then practise it with your neighbour.

Ali: Hello, Kenzo **(1)**.....?
Kenzo: It's half past six
Ali: What **(2)**..... do you go to school **(3)**..... Mondays?
Kenzo: On Mondays, I go to school **(4)**..... a quarter to eight.
Ali: And **(5)**..... do you do on Saturdays?
Kenzo: From ten to eleven thirty, I wash my clothes. And at 4 P.M. I play football.

TIME TO EXTEND

Choose the correct option (a, b, or c) to answer the questions. Example : 1-b.

	a- It's eleven o'clock. b- It's midnight. c-It's twenty past three.
	a- It's half past seven. b- It's thirty past six. c-It's quarter past seven.
	a-It's eight o'clock. b-It's one to nineteen. c- It's one past eighteen.
	a- It's ten thirty. b- It's thirty-eight to ten. c-It's thirty-eight past ten.
	a- It's six forty. b- It's eleven A.M. c- It's twelve o'clock.

MY OWN NOTEBOOK

Let's not be late! Don't be late!
Let's be on time! Be on time!

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
To wake up ; To take a shower ; To have breakfast ; To leave school ; To have lunch ; To do homework ; To go to bed ; To play football ; To wash clothes ; To watch TV.	- Describing daily activities - Expressing future plans with **be going to** - Giving reasons	A: **What time** do you get up? B: I get up **at six o'clock.** A: **What are you going to do?** B: **I'm going to buy a pen.** A: **Why?** B: **Because** I don't have any pen.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT


to wake up

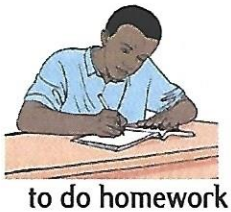

to take a shower


to have lunch



to leave school

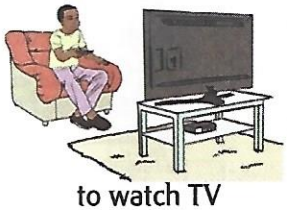

to have breakfast


to do homework


to go to bed


to play football


to wash clothes


to watch TV

- LOOK, LISTEN AND REPEAT

Boka: **What time** do you get up in the morning?
Amari: I get up at six o'clock.
Boka: And **what time** does your father have breakfast?
Amari: He has breakfast **at six thirty.**
Boka: Ok, but **what are you going to do** next Saturday?
Amari: From eight o'clock to half past ten, **I'm going to** wash my clothes. And from sixteen to seventeen, **I'm going to** study my lessons.
Boka: **Why?**
Amari: **Because** we're going to have a quiz on Monday morning.

TIME TO PRACTISE

Activity 1: Write answers for the questions below about your daily activities.

1) What time do you get up on Mondays?
2) What time do you take a shower in the morning?
3) What time do you have breakfast?
4) What time do you leave school?
5) What time do you have lunch on Saturdays?
6) What time do you do your homework on Wednesdays?
7) What time do you go to bed at night?

Activity 2: Ask and answer questions with your neighbour about your future plans,

Example :

1- Student A : What are you going to do at night ?
Student B : I am going to learn my lessons.
Student A : Why?
Student B : Because I have a quiz tomorrow.

1- At night / to learn my lessons / to have a quiz tomorrow
2- On saturday / to wash clothes / they are dirty
3- Tomorrow / to go to school / I have class
4- At night / to watch TV / there is a good film
5- In the morning / to take a shower / I have class

TIME TO EXTEND

Write meaningful sentences. Number 1 is an example

Example: 1) Assiba is going to pound some rice at sixteen hours.
1) is/ rice/ going to/ at sixteen hours. / some/ pound/ Assiba/
2) going to/ cook/ What/ are/ this evening? /you/
3) play/ Koffi/ is/ football/ this afternoon. / going to/
4) do/ is / her/ When/ she/going to/ homework?
5) fry/ Mum/some fish/ going to/ at nineteen hours. /is/
6) sister's/celebrate/ my/ We/ going to/ on Sunday. / are/ birthday/

MY OWN NOTEBOOK

What time do you go to school?
I go to school at seven o'clock.
What are you going to do on saturday?
I'm going to play football.

SESSION 3

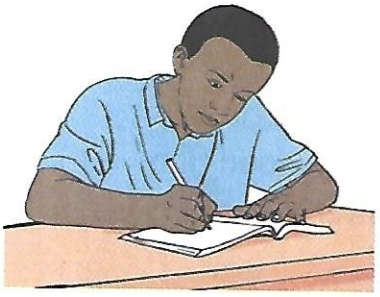
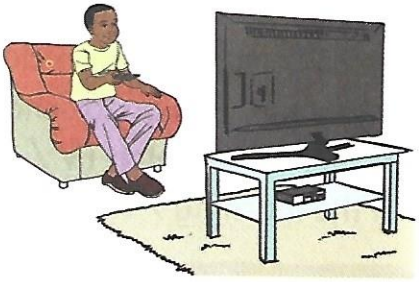
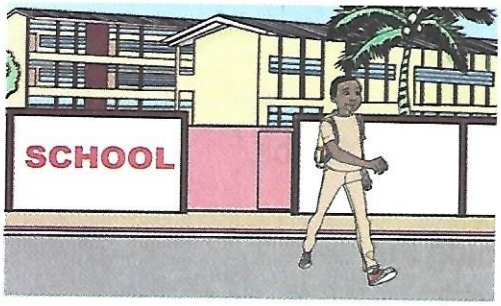
COMMUNICATION ACTIVITY

Une semaine après les cours sur l'heure et la date, les élèves de 6ème du club d'anglais de ton école décident d'échanger par écrit des informations relatives à leurs activités quotidiennes avec leurs amis anglophones sur Facebook. En tant que membre de ce club, écris ton message à ton ami Nigérian pour lui dire les heures auxquelles tu fais ces activités représentées par les images ci-dessous. Dans ton cahier d'exercices,

- dis les activités que tu fais les lundis et mercredis ;
- indique celles que tu feras le samedi et le dimanche.







Commence comme ceci :

My name is..... These are my daily activities. .....

LESSON 3

MY CLASS TIMETABLE

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

Pendant un cours d'anglais au Lycée Municipal de Sikensi, le professeur demande à ses apprenants de 6ème de rédiger un message à leur correspondant Ghanéen en vue de lui décrire leur emploi du temps de classe.

Vocabulary related to school subjects and holidays

Language function focus

- Talking about timetables
- Using the present simple with adverbs of frequency
- using prepositions of time

Everyday English

What time do you have English on Wednesday?
I never have class on Wednesday.

	TIMETABLE (6ème 1)				
Days / Times	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
07:00 - 07:55	English	French		Maths	
07:55 - 08:50	French	Arts		Geography	English
08:50 - 09:45	Maths	History		Music	Chemistry
09:45 - 10:10	BREAK				
10:10 - 11:05				French	Geography
11:05 - 12:00				French	French
	AFTERNOON				
14:00 - 14:55	Biology			History	
14:55 - 15:50	Physics	Maths		Civics	
15:50 - 16:45	Physical Education(P.E)	Chemistry		English	
16:45 - 17:40					

SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
School subjects: English ; Maths ; History ; Physics ; French ; Biology ; Geography ; Civics ; Arts ; Chemistry; Physical education	Describing daily routine actions	A: **What subjects do you have on Monday?** B: **I have** English, Maths, Arts and Geography. A: **What do you have on Monday?** B: English and Maths.

TIME TO LEARN

- **LOOK, LISTEN AND REPEAT**

School subjects

ENGLISH	MATHS	HISTORY	PHYSICS	FRENCH	BIOLOGY
	ARTS		MUSIC		
GEOGRAPHY	CIVICS	PHYSICAL EDUCATION (P.E)		CHEMISTRY	

- **LOOK, LISTEN AND REPEAT**

	TIMETABLE (6ème 1)				
Days / Times	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
07:00 - 07:55	English	French	History	Maths	
07:55 - 08:50	French	Arts	Civics	Geography	English
08:50 - 09:45	Maths	History	English	Music	Chemistry
09:45 - 10:10	BREAK				
10:10 - 11:05			Biology	French	Geography
11:05 - 12:00			Physics		French
	AFTERNOON				
14:00 - 14:55	Biology				
14:55 - 15:50	Physics	Maths			
15:50 - 16:45	Physical Education (P.E)	Chemistry			
16:45 - 17:40					

- **LISTEN AND REPEAT**

DIALOGUE 1	DIALOGUE 2
A: **What subjects** do you have on Monday? B: **I have** English, French, Maths, Biology and Physical Education.	A: **What do you have** before French on Monday? B: **I have** English. A: **What time** do you have English on Monday? B: **At seven o'clock.**

TIME TO PRACTISE

Activity 1: There are nine school subjects in this crossword. Find them and write them in your exercise book.

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

Activity 2: Look at this timetable and write answers to the following questions in your exercise book.

LYCEE MUNICIPAL SIKENSI 6ème 3

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
07:30 - 08:25	English	Biology	French	Maths	
08:25 - 09:20	Maths	Chemistry	French	Physics	
09:20 - 10:15	Maths	English		Biology	
09:15 - 10:30	BREAK				
10:30 - 11:25	Arts			French	Geography
11:25 - 12:30	History				English
12:30 - 14:00	AFTERNOON				
14:00 - 15:00					
15:00 - 16:00					
16:00 - 17:00	Physical Education (P.E)	French			
17:00 - 18:00					

1) What subjects do the students have on Monday?
2) Do they have Maths on Tuesday?
3) When do they have Arts?
4) How many subjects do they have on Wednesday?
5) What subjects do they have at seven o'clock on Thursday?
6) What time do they have P.E on Monday?

TIME TO EXTEND

Akadji is a pupil of 6è 3 in LYCEE MUNICIPAL SIKENSI. Look at his timetable in Activity 2 and complete the paragraph below. Use the appropriate words from the box. One option is not concerned.

Example: 1- am

Physical Education; am; at; have; half past seven; from; twenty-five past eleven; to; quarter past ten

My name is Akadji. I am eleven years old. I go to LYCEE MUNICIPAL SIKENSI. I am in 6ème 3. I have got a busy timetable. I (1)..... very busy on Mondays. In the morning, I (2)..... English at (3)..... Maths is (4)..... eight twenty-five to (5)..... I have History at (6)..... In the afternoon, I have (7)..... from sixteen o'clock (8)..... eighteen.

MY OWN NOTEBOOK

I'm busy before midday but I'm free in the afternoon.
I have English on Friday from seven o'clock to eight o'clock.

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Holidays ; New Year's Day ; Valentine Day ; Easter; Summer holidays ; Independence Day ; Christmas	- Asking and answering questions about dates and events - Using the present simple with adverbs of frequency	A: **When** is Independence Day in Ivory Coast? B: **It's on** the seventh of August. A: **How often** do you go to school in a week? B: I go to school **everyday.**

TIME TO LEARN

- LOOK, LISTEN AND REPEAT



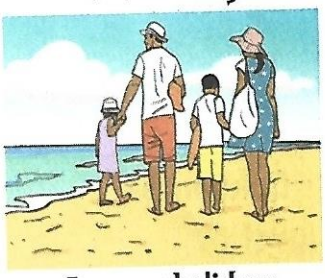
New Year's Day
1st January



Valentine Day
14th February



Easter In April



Summer holidays
From June to September



Independence Day
7th August



Christmas
25th December

- LISTEN AND REPEAT

ADVERBS OF FREQUENCY

YAO	Cook food	Sweep the classroom	Washes the dishes	Wakes up at 6:00
Monday		✓		✓
Tuesday				✓
Wednesday		✓	✓	✓
Thursday			✓	✓
Friday		✓	✓	✓
Saturday			✓	✓
Sunday			✓	✓
	Never	Sometimes	Usually	Always /everyday

COLLECTION "SUPERNOVA" / SIXIÈME

- **LISTEN AND REPEAT**

Conversation 1	Conversation 2
Teacher: When is Christmas, Koleh? Koleh: It's on the 25th of December. Teacher: **How often** do you celebrate Christmas with your family? Koleh: I **always** celebrate Christmas with my family. We love meeting on Christmas. Teacher: That's fine! And when is summer holidays this year, Nidiatié? Nidiatié: It's from June to September.	N'guessan: **How often** does Yao cook food at home? N'djoré: He **never** cooks at home. Mum does it. N'guessan: And **how often** does he wake up at 6 o'clock? N'djoré: He wakes up at 6 o'clock **every day.** N'guessan: **How often** does he sweep the classroom? N'djoré: He **sometimes** sweeps the classroom ; three days a week.

- **LISTEN AND REPEAT**

Prepositions of time

IN	in the morning, in January; in 2021
ON	on Sunday, on August 7th
AT	at 6 o'clock; at midday, at noon, at night; at midnight

TIME TO PRACTISE

Activity 1: Match each holiday in column A with the corresponding date in Column B. Write your answer like in the example.

Example: 1-d

Column A
1- Christmas
2- New Year's Day
3- Independence Day
4- Valentine Day
5- Easter
6- Summer holidays

Column B
a- 7th August
b- 14th February
c- from June to September
d- 25th December
e- 1st January
f- in April

Activity 2: Reorder the scrambled words or groups of words to write correct sentences. Do like in the example

1- is /When/ the Independence Day? = **When is the Independence Day?**
2- We/ on/ celebrate/ 7th August. / the Independence Day
3- do/ you/ How/ watch/ often/TV / weekend? / at/ the/
4- TV/ watch/ I/ usually/ weekend. / at the/
6- often/ you/ do /How/ go/ to /School/ Sundays? /on/
7- never/go/ I/ school/Sundays/ on/ to /

TIME TO EXTEND

Put the verbs in brackets in the present simple to complete the text.

Example : 1 - gets

Mr. Yapo is an English teacher. Every day, he (1-get) up at six o'clock in the morning. Next, he (2-take) his bath and has his breakfast. He (3-leave) home at half past six. He often (4-go) to school on foot. Sometimes, he (5-ride) a bicycle. He never (6-take) a taxi, but he usually arrives at school on time.

MY OWN NOTEBOOK

I sometimes go to my village.

SESSION 3

COMMUNICATION ACTIVITY

A l'occasion de la journée de l'anglais au sein de votre établissement, le Président de votre club d'anglais décide d'organiser un concours d'expression écrite mettant en compétition tous les élèves de 6ème des clubs d'anglais de la ville. Le sujet porte sur la description de l'emploi du temps scolaire. En tant que participant à ce concours, écris ton paragraphe pour décrire l'emploi du temps de ta classe. La meilleure description sera publiée dans le magazine du club d'anglais. Fais-le dans ton cahier d'exercices.

- Renseigne le modèle d'emploi du temps ci-dessous avec les matières que tu fais,
- décris les jours et les heures auxquelles tu as Anglais, Mathématiques et Français.
- dis la fréquence à laquelle tu as EDHC, Histoire et EPS dans la semaine.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
07:30 - 08:25					
08:25 - 09:20					
09:20 - 10:15					
09:15 - 10:30	BREAK				
10:30 - 11:25					
11:25 - 12:30					
	AFTERNOON				
14:00 - 15:00					
15:00 - 16:00					
16:00 - 17:00					
17:00 - 18:00					

UNIT SUMMARY

• SONG

Let's sing a song
There are seven days,
There are seven days,
There are seven days in the week.
Sunday, Monday,
Tuesday, Wednesday
Thursday, Friday, 2X
Saturday

• REVISION ACTIVITIES

Activity 1: Write these ordinal numbers in words.

5th 1st 30th 12th 31st 2nd 25th
22nd 11th 3rd 19th 9th 14th 23rd

Activity 2: Write about your daily activities in your exercise book.

1- I get up at .....
2- Then I.....
3- After breakfast, I.....
4- I usually.....
5- After school, I .....
6- After that, I .....
7- Later .....
8- I always .....

Activity 3: Write answers to the following questions

1- What subjects do you do at school?
2- Is english your favourite subject?
3- What subjects have you got on Monday?
4- What subject do you have at seven A.M. on Friday?
5- Do you have P.E on Friday?

Activity 4: Complete the sentences with : on, in or at

1- Kouakou's birthday is.....Tuesday.
2- My birthday is..... May.
3- I have Maths ..... half past ten on Monday.
4- The independence Day in Côte d'Ivoire is.....7th December.
5- Valentine Day is.....February.
6- There are no classes.....night.

• WHAT I CAN DO

Did you do well in this unit?
Use a cross (X) to say what you can do and what you can't do.

		I can	I can't
1	identify and write the days of the week		
2	identify and write the months and years		
3	write and say the date		
4	write and say the time		
5	use 'going to' and justify		
6	name and write school subjects		
7	use adverbs of frequency with the present simple		
8	use prepositions of time		

• EVALUATION

Look through the unit and discuss the questions below with your neighbour.

1- Which exercises do you think were easy?
2- Which exercises do you think were useful?
3- Which exercises do you think were difficult?

SKILL : WRITING

UNIT 4

PEOPLE'S JOBS AND OCCUPATIONS

LESSON 1

TELL ME ABOUT YOUR FATHER'S JOB

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

Dans le cadre de la journée mondiale du travail, les élèves de la 6è3 du Lycée moderne d'Anyama rédigent un paragraphe pour décrire les métiers de leurs parents.

Vocabulary related to jobs and occupations

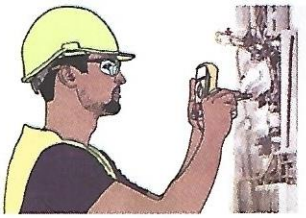
Language function focus

- Asking and answering questions about people's jobs
- Describing jobs and occupations

Everyday English

Could you repair my watch, please?














SESSION 1

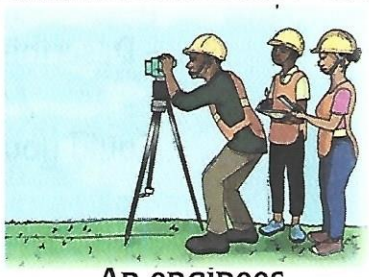
Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Soldier ; Electrician ; Lawyer ; Engineer ; Pilot ; Plumber	Asking and answering questions about people's jobs	A: **What does your father do?** B: **He is a pilot.** A: **What is your father's job?** B: **He is a pilot.**

TIME TO LEARN

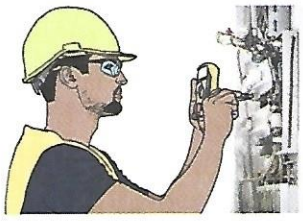
- **LOOK, LISTEN AND REPEAT**



A soldier



An engineer



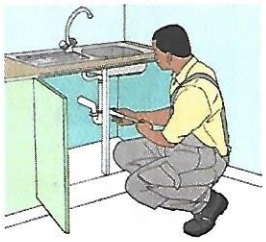
An electrician



A lawyer



A pilot



A plumber

- **LISTEN AND REPEAT**

Malika: What does your father do?
Lamine: He's an electrician.
Malika: Is your mother a nurse?
Lamine: No, she isn't. She's a lawyer.
Malika: What is your uncle's job?
Lamine: He's an engineer.
Malika: What about your sister? Is she a lawyer too?
Lamine: No, she isn't. She's a pilot.

TIME TO PRACTISE

Activity 1: Complete the questions below about jobs, then practise the conversation with your neighbour.

Example: 1-is

A : What (1)- ..... your father's job ?

B: He's a pilot.

A: What (2)-..... do?

B: My sister is a lawyer.

A: What (3)-..... Job?

B: My brother is a soldier.

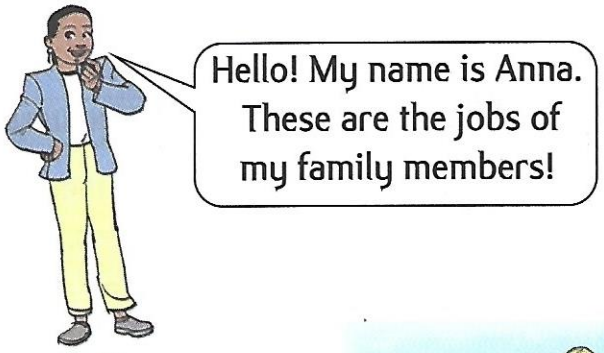
A: What (4)-..... do?

B: My uncle is an electrician.

Activity 2: Ask and answer questions about the jobs of Anna's family members.

Example : 1-A: What does Anna's father do? / What is Anna's father's job?

B: Anna's father is a soldier. / He's a soldier.





1- My father



2- My uncle



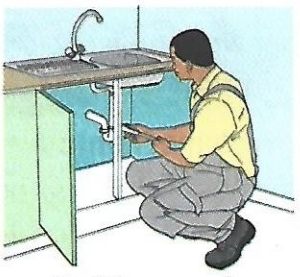
3- My brother



4- My mother



5- My grandfather



6- My cousin

TIME TO EXTEND

Reorder the words or expressions below to obtain appropriate sentences or questions related to jobs. Number 1 is an example.

1- soldier/ is/ My/ father /a.
My father is a soldier
2- job/ is/ What/ your/ mother's?
3- electrician /is/ an/ My/ uncle.
4- does/ your/ cousin/ What/ do?
5- is /lawyer/ a/ My/ mother.
6- is/ a /pilot/ man/ This.
7- an/ cousin /is/ engineer/ My.

MY OWN NOTEBOOK

-Let me introduce my classmate to you.

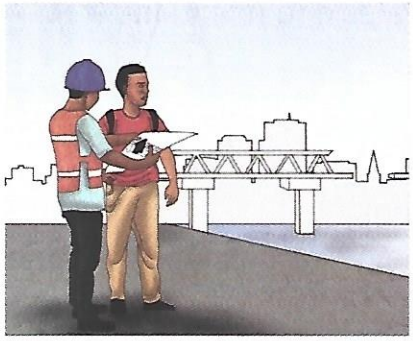
SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Architect ; Sailor ; Accountant ; Fireman ; Midwife ; Mechanic	Describing jobs and occupations	A: **What does a mechanic do?** B: **He repairs cars.**

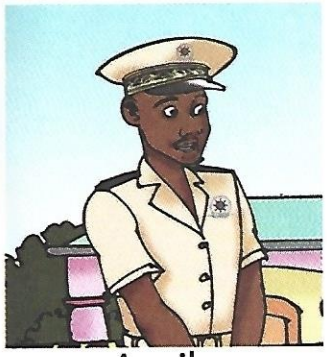
TIME TO LEARN

- LOOK, LISTEN AND REPEAT


A mechanic


An architect


A fireman


A sailor


A midwife


An accountant

• LISTEN AND REPEAT

Koffi: **What does** a midwife **do?**
Diby: She **helps** women to give birth.
Koffi: **What does** a mechanic **do?**
Diby: He **repairs** cars.
Koffi: **Does** a fireman **repair** cars?
Diby: No. He **saves** people in danger.
Koffi: **What does** an accountant **do?**
Diby: He **controls** the money of people.

TIME TO PRACTISE

Activity 1: Match each job to its corresponding description.
Number 1 is an example.
Example : 1- f

1- A sailor	a- designs buildings.
2- A mechanic	b- controls the financial situation of people.
3- An accountant	c- saves people from danger.
4- A midwife	d- repairs cars.
5- An architect	e- helps women to give birth
6- A fireman	f- operates and maintains ships' equipment

Activity 2: With your neighbour, ask and answer questions like in the example.
Example : 1-
Question: What does a mechanic do?
Answer : He repairs cars.

1- A mechanic
2- An architect
3- A fireman
4- A sailor
5- A midwife
6- An accountant

TIME TO EXTEND

Make correct sentences about jobs.
Number 1 is an example.

1- a/ mechanic/ does /What/ do?
What does a mechanic do?
2- saves /A /people/ fireman/ in/ danger
3- helps/ give/ women/ to /birth/ midwife/ A
4- an /do /architect/ does/ What?
5- do/ a /What/ sailor /does?

MY OWN NOTEBOOK

-Could I borrow your pen?
-Could you lend me your ruler?

SESSION 3

COMMUNICATION ACTIVITY

Tu rédiges un paragraphe pour répondre au sms de ton ami ghanéen qui souhaite s'informer sur les métiers de tes parents. Dans ta réponse,

- donne-lui trois noms de métiers qu'exercent tes parents ;
- decris-lui chacun de ces métiers.

LESSON 2

WHOSE PLUNGER IS THIS ?

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

Avant de partir pour les vacances scolaires les élèves de la 6è2 du Lycée Pierre Gadié rédigent un paragraphe pour parler des outils de travail nécessaires pour leurs occupations de vacances.

Vocabulary related to work tools

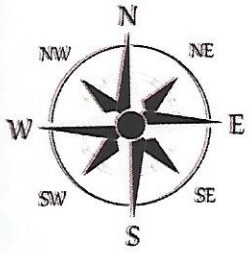
Language function focus

Asking and answering questions about work tools

Everyday English

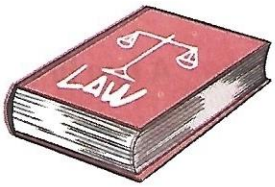
Whose tool is the firearm?

Work tools



















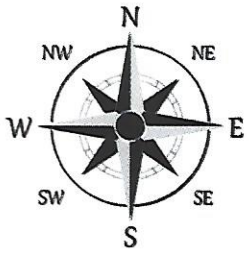


SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
A scale ruler ; A compass ; A wrench ; A screwdriver ; A law book ; A plunger	Asking and answering questions about work tools	A: **Whose** screwdriver is this? B: This is the electrician**'s**.

TIME TO LEARN

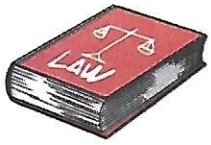
• LOOK, LISTEN AND REPEAT



A compass


A scale ruler


A plunger



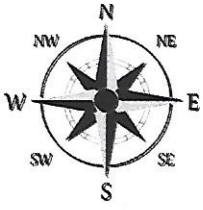
A law book


A screwdriver


A wrench

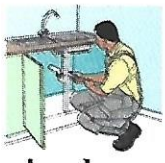
• LISTEN AND REPEAT


a sailor



a compass

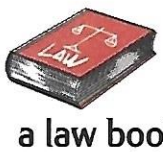
Drissa: **Whose** compass **is this?**
Yannis: **This is** a sailor**'s.**


a plumber


a plunger

Drissa: **Whose** plunger **is this?**
Yannis: **This is** the plumber**'s.**


a lawyer



a law book

Drissa: **Whose** law book **is this?**
Yannis: **This is** the lawyer**'s.**

TIME TO PRACTISE

Activity 1: Reorder the letters below to obtain appropriate names of work tools.

Example: 1- scale ruler

1- Lerru sacle
2- Gerplun
3- Ssapcom
4- Verwescrid
5- Awl koob
6- renchW

Activity 2: Complete the sentences below with the appropriate tool owner.

Example: 1- mechanic's

1- This is the .....wrench.
2- This is the .....scale ruler.
3- This is the .....screwdriver.
4- This is the .....compass.
5- This is the .....plunger.
6- This is the .....law book.

TIME TO EXTEND

Reorder the words below to make appropriate sentences about work tools.

Number 1 is an example.

1- is /this/ Whose/ tool /? ⟶ **Whose tool is this?**
2- the / is/ screwdriver / This / electrician's /.
3- This / scale ruler / architect's / the / is /.
4- plunger / is / Whose / this / ?
5- compass /this /Whose/ is / ?
6- is / wrench / the / mechanic's / This /.
7- law book /A /lawyer / uses /a /.

MY OWN NOTEBOOK

- Is this the mechanic's wrench?
- No, it isn't.

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Piece of wood ; Stethoscope ; Bricks ; Firearm ; Headset ; Machete	Asking and answering questions about work tools	What tool does a farmer use? He uses a machete.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT



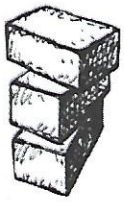
A firearm



A piece of wood



A machete



Bricks



A headset



A stethoscope

- LISTEN AND REPEAT





Sarah: What tool does a soldier use?
Odette: He uses a firearm.





Sarah: What tool does a midwife use?
Odette: She uses a stethoscope.




Sarah: What tool does a pilot use?

Odette: He uses a headset.




Sarah: What tool does a farmer use?

Odette: He uses a machete.

TIME TO PRACTISE

Activity 1: **Reorder the letters below to find out appropriate names of work tools. Number 1 is an example.**

1- KsBric : **Bricks**
2- chostoStepe
3- ramriFe
4- techeMa
5- seteadH
6- cePie fo doow

Activity 2: **With your neighbour, practise a conversation like in number 1.**

1- **A carpenter / a piece of wood.**
A: What tool does a carpenter use?
B: He uses a piece of wood
2- A pilot /a headset
3- A midwife /a stethoscope
4- A soldier / a firearm
5- A farmer /a machete
6- A builder / bricks

TIME TO EXTEND

Say if the statements are true or false. Write (T) for true and (F) for false. If it is false, correct it.

Example : 1- F. A pilot uses a headset.

1- A pilot uses a stethoscope.
2- A soldier uses a firearm.
3- A mechanic uses a scale ruler.
4- A farmer uses a machete.
5- A lawyer uses a headset.
6- A sailor uses a law book.
7- A builder uses bricks.

MY OWN NOTEBOOK

- There is a mistake on the board.
- Sir, there is a mistake on my paper.

SESSION 3

COMMUNICATION ACTIVITY

Tu envisages passer tes vacances scolaires au Ghana. Tu rédiges un message via WhatsApp à ton correspondant Ghanéen afin qu'il t'y trouve un job de vacances. Dans ton message,

- donne les noms des métiers que tu peux exercer ;
- dresse la liste des outils dont tu auras besoin pour exercer ces métiers.

LESSON 3

WHERE DOES YOUR MOTHER WORK?

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

Pour participer à une compétition organisée par l'ambassade des États-Unis dans ton école, les élèves de la 6ème4 du Lycée moderne d'Abobo rédigent un paragraphe sur les métiers de leurs parents et les endroits où ils travaillent.

Vocabulary related to workplaces

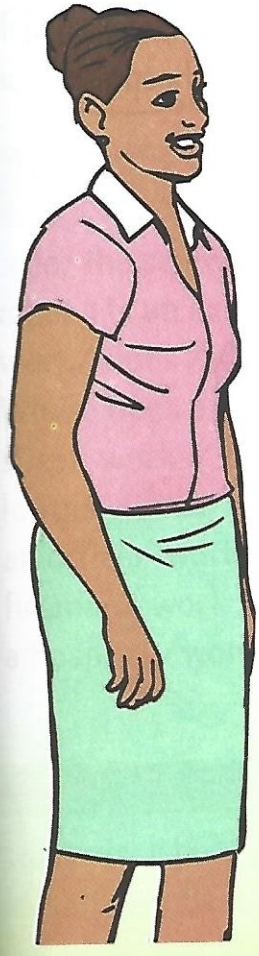
Language function focus

Asking and answering questions about workplaces

Everyday English

My father is a doctor. He works in a hospital.

Read about the workplaces of Afiba's family members.



Hello! My name is Afiba. I want to talk about the workplaces of my family members. My father is **a construction worker,** he **works on building sites.** My aunt is a **midwife,** she **works at a hospital.** My mother is a **lawyer,** she **works in a law court.** My uncle is an **accountant,** he **works in an office.** My grandfather is a **policeman,** he **works at a police station.** My cousin is a fireman; he **works in a fire brigade.**

SESSION 1

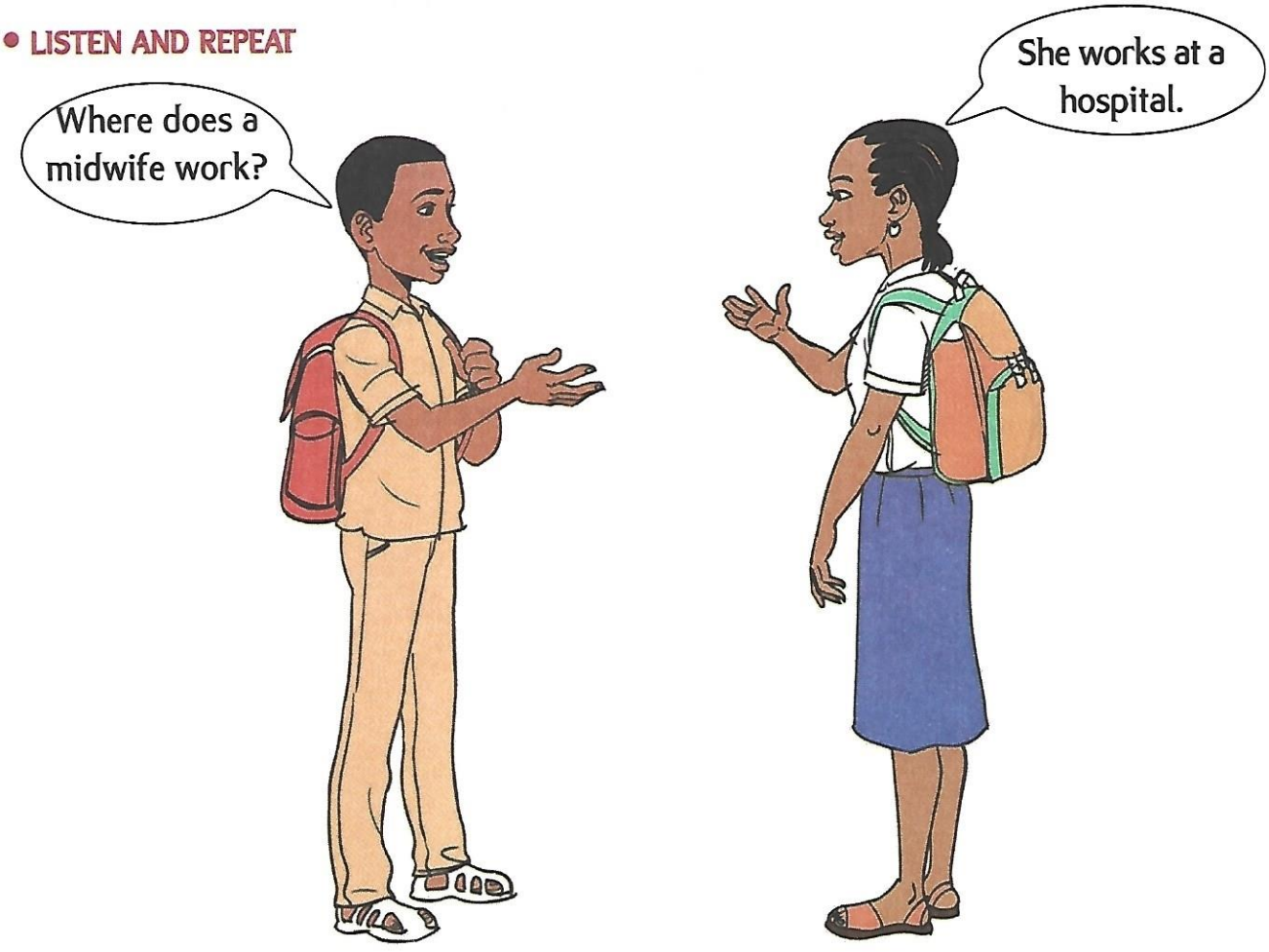
Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Police station ; Hospital ; Fire brigade ; Law court ; Office ; Building sites, Construction worker	Asking and answering questions about people's workplaces	A: **Where does a policeman work?** B: He **works at a** police station.

TIME TO LEARN

- **LOOK, LISTEN AND REPEAT**

- A **policeman** works at a **police station.**
- A **midwife** works at a **hospital.**
- A **fireman** works in a **fire brigade.**
- A **lawyer** works in a **law court.**
- An **accountant** works in **an office.**
- A **builder** works on **building sites.**

- **LISTEN AND REPEAT**



TIME TO PRACTISE

Activity 1: Complete the table below with the appropriate occupations or workplaces. The first one is done as an example. Do it in you exercise book.

Occupations	Workplaces
A fireman	Fire brigade
A builder	.....
A midwife	.....
.....	Police station
.....	Law court
An accountant	.....

Activity 2: Ask and answer questions with your neighbour.

Example : 1-lawyer / law court
A: Where does a lawyer work?
B: He works in a law court.

1- lawyer / law court
2- midwife/ hospital
3- policeman / police station
4- builder / building sites
5- firman / fire brigade
6- accountant / office

TIME TO EXTEND

Reorder the sentences to obtain appropriate questions or answers about workplaces. Number 1 is an example.

1- work/ does /a /midwife/ Where /?
Where does a midwife work?
2- sites/ works/ building/ A / builder /on.
3- lawyer /does/ work/ Where/ a /?
4- an office/ works/ in /accountant /An.
5- fireman/ work /a /does/ Where / ?
6- a hospital /works/ A /midwife /at.

MY OWN NOTEBOOK

- Please sir, where is the lawyer?
- He is in his office !

COLLECTION "SUPERNOVA" / SIXIÈME

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Farm ; Airport ; Dental clinic ; Bakery ; Woodshop ; Passenger ships	Asking and answering questions about workplaces Making affirmative / negative sentences	A: **Does the farmer work at the airport?** B: **No, he doesn't. He works on a farm.**

TIME TO LEARN

• LOOK, LISTEN AND REPEAT

- A **baker** works in a **bakery.**
- A **farmer** works on a **farm.**
- A **sailor** works on **passenger ships.**
- A **pilot** works at **the airport.**
- A **carpenter** doesn't work on a farm
- A **dentist** works in a **dental clinic.**

• LISTEN AND REPEAT

Edi: Does a **dentist** work in a dental clinic?
Rose: Yes, he **does.**
Edi: Does a **dentist** work at the airport?
Rose: No, he **doesn't.**
Edi: **Does** the farmer **work** on the farm?
Rose: Yes, he **does.**

TIME TO PRACTISE

Activity 1: With your neighbour, ask and answer questions like in the example.
Example : 1- A: Does a sailor work on passenger ships?
B: Yes, he does.

1- A sailor / passenger ships.
2- a sailor / a farm
3- a carpenter / a dental clinic
4- a baker / a farm
5- a dentist / a dental clinic
6- a pilot / the airport
7- a farmer / a bakery

Activity 2: Use the appropriate workplace from the box to complete each sentence below.
Do like this : 1- in a bakery.

Farm - bakery - ships - woodshop - fire brigade - airport - hospital

1- My father is a baker. He works .....
2- My sister is a midwife. She works .....
3- My grandfather is a farmer. He works .....
4- My uncle is a fireman. He works .....
5- My brother is a carpenter. He works .....
6- My mother is a pilot. She works .....

TIME TO EXTEND

Write appropriate sentences related to workplaces. Number 1 is an example.

1- A dentist - in a dental clinic - in a woodshop
A dentist works in a dental clinic.
A dentist doesn't work in a woodshop.
2- A pilot - at the airport - in the farm
3- A carpenter - in a woodshop - on passenger ships
4- A baker - in a bakery - at the airport
5- A farmer - on a farm - at the hospital

MY OWN NOTEBOOK

- Does your father work at the police station?
- Yes, he does. He is a policeman.

SESSION 3

COMMUNICATION ACTIVITY

Tu reçois un message de ton correspondant Nigérian te demandant de décrire les métiers des membres de ta famille. Dans ta réponse à ses questions,

- nomme les métiers des membres de ta famille ;
- donne le nom de l'outil dont chacun des membres de ta famille se sert pour travailler ;
- parle des lieux de travail de chacun d'eux.

UNIT SUMMARY

• REVISION GAME

Find out nine (9) names of jobs or occupations. Number 1 is an example.

1-pilot

a	r	c	h	i	t	e	c	t
f	i	r	e	m	a	n	a	l
p	i	l	o	t	x	g	r	a
l	c	d	o	l	r	i	p	w
u	l	m	w	u	p	n	e	y
m	i	d	w	i	f	e	n	e
b	d	e	f	g	f	e	t	r
e	s	a	i	l	o	r	e	c
r	s	o	l	d	i	e	r	t

• REVISION ACTIVITIES

Activity 1: Complete the dialogue below, then practise it with your neighbour.

Question: What does Ali do?
Answer: He's a mechanic.
Question: What does a mechanic do?
Answer: He repairs cars.
Question: (1).....?
Answer: Kwamé is a fireman.
Question: (2).....?
Answer: He saves people in danger.
Question: (3).....?
Answer: Anna is a midwife.
Question: (4).....?
Answer: She helps women to give birth.
Question: (5).....?
Answer: Paul is an architect.
Question: (6).....?
Answer: He designs buildings.

Activity 2: Reorder the words to obtain appropriate sentences about jobs. Number 1 is an example.

1- father's /job/ is /What/ your / ? =
What is your father's job?
2- does/ Where/ work/ lawyer/ a /?
3- uses/ A / pilot/ headset/ a /.
4- a hospital /midwife/ at/ works/ A/.
5- tool /does/ What/ use /mechanic/ a /.
6- does/ What /accountant/ do /an /?

Activity 3: Complete the table below with the suitable information. Number 1 is done as an example.

Jobs and occupations	Workplaces	Tools
1- Farmer	Farm	Machete, hoe
2- Policeman		
3- Midwife		
4- Carpenter		
5- Teacher		
6- Lawyer		

Activity 4: Write sentences to describe people's jobs. Number 1 is an example.

1- A carpenter / woodshop / piece of wood
This is a carpenter. He works in a woodshop. He uses a piece of wood.
2- A pilot/ at the airport/a headset
3- A midwife/ at a hospital/a stethoscope
4- A builder/on building sites/bricks
5- A lawyer/ in a law court/ law book
6- A sailor/ on passenger ships/ a compass

• WHAT I CAN DO

Did you do well in this unit?
Use a cross (X) to say what you can do and what you can't do.

		I can	I can't
1	name people's jobs and occupations		
2	name work tools		
3	name workplaces		
4	describe people's jobs and occupations		
5	ask questions about people's jobs and occupations		
6	answer questions about people's jobs and occupations		

• EVALUATION

Look through the unit and discuss the questions below with your neighbour.

1- Which exercises do you think were easy?
2- Which exercises do you think were useful?
3- Which exercises do you think were difficult?

SKILL : LISTENING

UNIT 5

CLOTHES AND COLOURS

LESSON 1

LET'S GET DRESSED !

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

De passage à Monrovia, des élèves de la 6ème3 du Lycée moderne d'Azaguié écoutent un commerçant faire la publicité de ses beaux habits en vue d'en acheter pour les prochaines fêtes de fin d'année.

Vocabulary related to clothes

Language function focus

- Describing what people are wearing
- Asking and answering questions about frequency

Everyday English

I look good in black.

CLOTHES



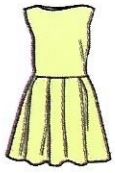
SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Dress ; Skirt ; Jacket ; Shirt ; Sweater ; Trousers ; Shorts ; Coat ; Suit ; Boots ; Shoes ; T-Shirt	Describing what people are wearing	A: **What is he wearing?** B: He **is wearing** a jacket.

TIME TO LEARN

- **LOOK, LISTEN AND REPEAT**


A jacket


A dress


Trousers


A sweater


A skirt


Shorts


Shoes


A shirt


Boots


A coat


A suit


A T-shirt

- **LISTEN AND REPEAT**


Ama


Fatou


John


Bilé

- A: What is Ama wearing?
  B: She's wearing a T-shirt and shorts.
- A: Is Fatou wearing a dress?
  B: No, she isn't. She's wearing trousers and a jacket.
- A: What is John wearing?
  B: He's wearing trousers and a sweater.
- A: What is Bilé wearing?
  B: He's wearing a suit.

TIME TO PRACTISE

Activity 1: Listen to the audio passage and write the cloth name you hear for each person.

Example : 1- jacket

1. Jack is wearing a nice (shirt / tie / jacket) and trousers.
2. His wife is wearing boots and a (skirt / shirt / coat).
3. Fatou is wearing a T-shirt and (boots / shoes / shorts).
4. The boys are wearing shorts and a (shirt / T-shirt / sweater).
5. The teacher is wearing a (jacket / suit / shirt).

Activity 2: With your neighbour, ask and answer questions about people's clothes like in the example.

Example :

A : What is Ama wearing ?

B: She is wearing shorts and a T-shirt.



Ama Mina Sita Jack

TIME TO EXTEND

Answer the questions below about what each worker wears at their workplace.

1. What does a teacher wear?
2. What does a policeman wear?
3. What does a lawyer wear?
4. What does an accountant wear?
5. What does a midwife wear?
6. What does a mechanic wear?

MY OWN NOTEBOOK

Clothes to wear everyday



Clothes to wear for work



SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Accessories ; Belt ; Tie ; Gloves ; Socks ; Hat ; Scarf ; Earrings ; Bracelet ; Necklace	Asking and answering questions about frequency	A: **How often** do you wear shorts? B: I **usually** wear shorts.

TIME TO LEARN

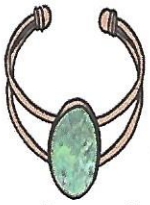
- LOOK, LISTEN AND REPEAT


A scarf


Socks


A tie


Necklace


A bracelet


A hat


A belt


Earrings

- LISTEN AND REPEAT

Konan: **How often** do you wear a hat?
Aya: I **sometimes** wear a hat, when I'm on the beach.
Konan: **How often** do you wear earrings?
Aya: I **always** wear earrings. Look ! I'm wearing some now.

TIME TO PRACTISE

Activity 1: As you listen, write the words you hear from the list below.

Example : Gloves

Earrings	Scarf
Tie	Hat
Bracelet	Belt
Gloves	Shirt

Activity 2: Ask questions to the answers below, then practise the conversations with your neighbour. Number 1 is an example.

1- **How often do you wear a bracelet?**
I always wear a bracelet.
2- He usually wears socks.
3- She sometimes wears a hat.
4- I always wear a scarf.
5- He usually wears a belt.
6- I always wear earrings.

TIME TO EXTEND

Look at the pictures and the clues, then ask and answer questions about what people are wearing. The first one is an example.



1) Lisa / sometimes / hat
A : How often does Lisa wear a hat ?
B : She sometimes wears a hat.



2) Mrs Ben / usually / necklace



3) Mr Ben / always / a tie



4) Lindsay / usually / a scarf



5) Mrs smith / sometimes / earrings

MY OWN NOTEBOOK

- I never wear a time.
- I always wear a tee shirt.

SESSION 3

COMMUNICATION ACTIVITY

Lors de la semaine de la mode à Londres 3 amies discutent de leurs vêtements. Pendant que tu écoutes leur conversation,

1- complète le tableau ci-dessous ;

	CLOTHES	ACCESSORIES
Samantha	- a jacket - -	- - -
Ashley	- -	- -
Lisa	- - -	- - -

2- complète les phrases ci-dessous avec les mots manquants.

1- I am wearing a..... and a shirt.
2- Ashley! I like your.....; it is so nice !
3- It goes with your ..... .
4- What are you ..... Lisa ?
5- Are your ..... from that shop?
6- I like .....; they are so useful !

LESSON 2

WHAT IS YOUR FAVOURITE COLOUR?

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

En visite dans l'atelier d'un peintre anglophone, les élèves de la 6ème3 du Lycée Moderne d'Abengourou l'écoutent décrire les différentes couleurs en vue de maîtriser leurs noms.

Vocabulary related to colours

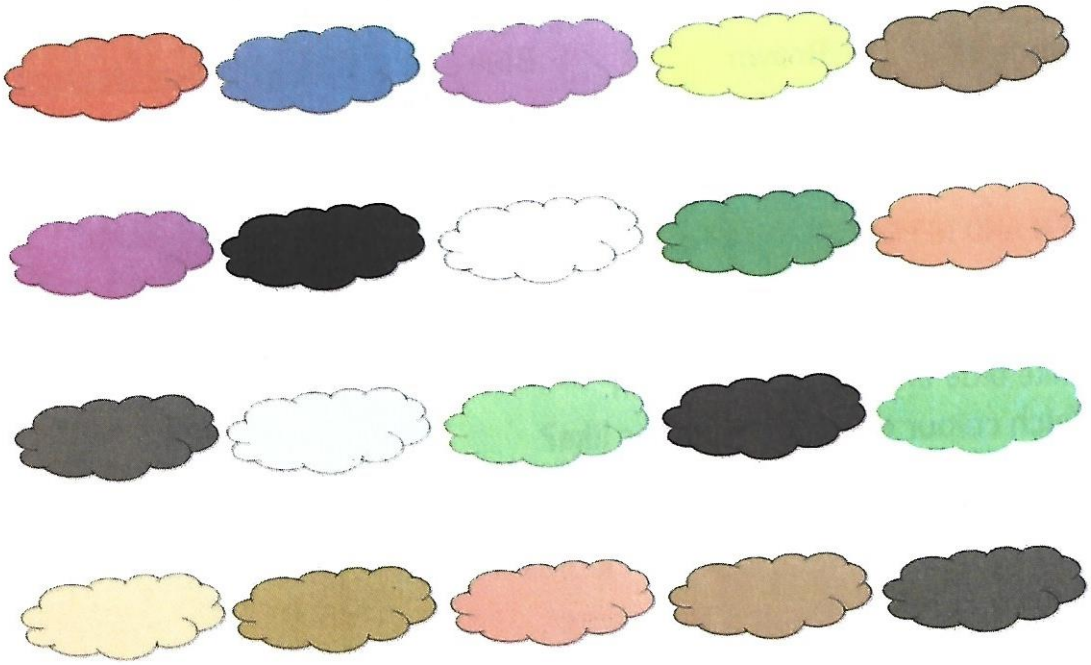
Language function focus

Expressing likes and dislikes

Everyday English

I prefer the blue shirt.

COLOURS



SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Orange ; Blue ; Green ; Purple ; Yellow ; Red ; Brown ; Black ; Grey ; Pink	Expressing likes and dislikes	A: **Which colour** do you like? B: I **like** green. I **dislike** blue.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT



- LISTEN AND REPEAT

Rosa: **Which** colour **do** you **like?**
Marie: I like blue and I **don't like** green.
Rosa: **Which** colour **does** your mother **like?**
Marie: She **likes** pink, but she **dislikes like** grey.

TIME TO PRACTISE

Activity 1: As you listen, complete the sentences with the colours these people like and dislike.

Example : 1. Yellow / blue

1. I'm Mira. I like (blue / green / yellow) and dislike (blue / orange / white)
2. My sister likes (pink /orange / pink), she dislikes (brown /green / red).
3. My brother likes (purple / yellow blue) but dislikes (purple / green / brown)
4. My mother likes (red / orange / yellow), she dislikes (brown /blue / black)
5. My father doesn't like (black / purple / grey) but likes (red / pink / green)
6. My uncle likes (black /orange / brown), he doesn't like (green / yellow / red).

Activity 2: Write questions to the answers below. Number 1 is an example.

1- **Which colour does your mother like?**

1- My mother likes yellow.

2- Soro likes red.

3- I dislike blue.

4- My sister likes pink.

5- Ibrahim dislikes green.

TIME TO EXTEND

Reorder the words to get appropriate sentences or questions about colours. Number 1 is an example.

1- My / blue / uncle / likes.

My uncle likes blue.

2- does / colour / dislike / mother / Which / your?

3- like / yellow / I.

4- dislikes / sister / My / green.

5- colour / father / Which / like / your / does?

6- likes / My / brown / brother.

7- does / friend / your / Which / dislike / colour?

MY OWN NOTEBOOK

Dark colours (black, grey...)

Bright colours (red, yellow...)

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Blue skirt ; Blue scarf ; Orange socks ; Purple dress ; Red sweater ; Red coat ; Black suit	- Describing people's clothes with colours - Using colours as adjectives	He is wearing a blue shirt.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT


Red sweater


Purple dress


Red coat


A blue suit


Blue skirt


Brown boots

- LOOK, LISTEN AND REPEAT



Alice: What is Sita wearing?

Jean: She's wearing a **red** dress.



Alice: What's Fatou wearing?

Jean: He's wearing **yellow** jacket and **blue** trousers.



Alice: What's Awa wearing?

Jean: She's wearing a green T-shirt and blue shorts.



Alice: What's Bilé wearing?

Jean: He's wearing a **blue** suit and a **red** tie.

TIME TO PRACTISE

Activity 1: Listen and complete with the correct colours you hear. Number 1 is an example.



1- A pink dress



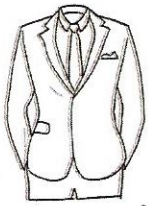
2. .....shorts



3. A ..... coat



4. ..... trousers



5. A..... suit



6. A.... sweater



7. A..... skirt



8. .... socks

Activity 2: Look at the pictures, then ask and answer questions with your neighbour like in the example.

A : What is Sandra wearing ?

B : She is wearing a pink dress.



Sandra



Aïcha



Rita



Danielle



Stéphanie



Rémi

TIME TO EXTEND

Combine the clothes and the colours according to your preference. Number 1 is an example.

Dress - purple - trousers - green - skirt - yellow - shirt - coat - blue - jacket - black - shorts - brown

1- I like a yellow coat.

MY OWN NOTEBOOK

- This skirt fits me well.
- The man is dressed up.

COLLECTION "SUPERNOVA" / SIXIÈME

SESSION 3

COMMUNICATION ACTIVITY

John décrit une photo de famille prise à l'occasion de son anniversaire. Pendant que tu écoutes la description, dans ton cahier d'exercices,

1- relève les vêtements et les couleurs qui y sont mentionnés.

A- black suit

B- red dress

C- yellow jacket

D- blue sweater

E- black shorts

F- orange skirt

G- green shirt

H- black dress

2- complète les phrases suivantes avec les mots manquants.

A- My aunt Sue is wearing a ..... .

B- My father is standing in the middle with a ..... .

C- My ..... is wearing a yellow skirt.

D- My uncle on the right is smart in his ..... .

E- I is in front of my sister with my ..... and ..... .

F- ..... is wearing his brown boots as usual.

LESSON 3

GIVE ME THE PRICE OF YOUR CLOTHING ITEMS!

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

De passage dans un magasin d'habits Américains, les élèves de la 6è 1 du Lycée HKB de Niakara écoutent le commerçant anglophone leur donner les differents prix en vue d'en choisir pour la prochaine fête.

Vocabulary related to shopping

Language function focus

- Offering help
- Asking for and giving price

Everyday English

Can I help you?

In an American clothing store



SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Go shopping ; To buy ; Small ; Medium ; Large ; Size ; Try on clothes ; In fashion ; fitting room	Offering help Asking for permission	Can I help you? Do you need help? Can you try this on?

TIME TO LEARN

- LOOK, LISTEN AND REPEAT



Lisa is **going shopping with** my mother.

Shop assistant: Hello Lisa! **Can I help you? Do you need help?**

Lisa: Yes! **I am looking for** a skirt and a jacket

Shop assistant: I am sorry, we don't have any skirt, but you can **try on these jackets**; they are **in fashion.**

Lisa: Ok! Thank you.

Shop assistant: You can go to the **fitting room.**

Lisa: What **size** do you have?

Shop assistant: Oh! We have **small, medium** and **large size.**

Lisa: Do you have this jacket in a smaller size?

Shop assistant: Yes, Of course.

Lisa: I will **buy** it, thank you!

Shop assistant: You are welcome, Lisa !

• LISTEN AND REPEAT

Shop assistant: **Can I help you? / Do you need help?**
Lisa: **Yes, I am looking for a skirt and a jacket.**
Shop assistant: **Can you try on these jackets?**
Lisa: **Ok, thank you!**

TIME TO PRACTISE

Activity 1: Complete the dialogue below with the appropriate words or expressions from the box to make it meaningful. Then, practise the dialogue with your neighbour.
Number 1 is an example.

go shopping - in fashion - try on - fitting - need - small

Lindsay: Let's (1) **go shopping** today!
Lisa: Yes! Good idea! There are new clothes (2).....this year.
Lindsay: This is a jacket I would like to (3)..... .
Shop assistant: Do you (4)..... help?
Lindsay: Yes! I am looking for this jacket in a (5) .....size.
Shop assistant: We have one here! You can go to the (6)...room.
Lindsay: Thank you!

Activity 2: Ask questions offering help for the statements below, then practise the conversations with your neighbour.
Number 1 is an example.

1- **A : Can I help you ?**
B: Yes ! I am looking for a skirt.
2- A:..... ?
B: Yes ! I need a new jacket.
3- A:..... ?
B: Yes ! I am looking for the fitting room.
4- A:..... ?
B: Yes ! We have this jacket in a medium size.
5- A:..... ?
B: We have small and medium size.

MY OWN NOTEBOOK

In fashion = fashionable
Match something = go with something

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Numbers from 500 to 10,000 ; Cost ; Price ; Thousand ; Expensive ; Cheap ; To buy	Asking for and giving price	A: **How much is this?** B: **It is** 3,000 Francs. A: **How much does it cost?** B: **It costs** 3,000.

TIME TO LEARN

- **LOOK, LISTEN AND REPEAT**

In numbers	In words
500	Five hundred
1,000	A thousand / One thousand
1,500	One thousand and five hundred
6,500	Six thousand and five hundred
10,000	Ten thousand

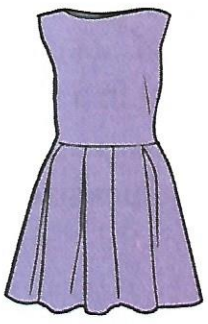
- **LOOK, LISTEN AND REPEAT**



Shop assistant: Hello! Can I help you?
Client: Hi, how much is this dress?
Shop assistant: It's 6,000 Francs.
Client: That's **expensive.**
Shop assistant: You can buy this jacket. It's **cheap.**
Client: How much does it cost?
Shop assistant: It costs 3,000.
Client: Ok, it's cheaper. I am going to take it.

- **LISTEN AND REPEAT**

Akissi: **How much is this dress?**
Amenan: **It's** 2,000 Francs.
Akissi: **How much does it cost?**
Amenan: **It costs** 2,000.



2,000

TIME TO PRACTISE

Activity 1: Listen to the shop assistant and select the correct price you hear for each clothing item.

Example : Suit : 75,000

1. Suit :	20,000	25,000	75,000
2. Dress :	15,000	1,500	50,000
3. Shirt :	6,000	600	16,000
4. Coat :	5,000	15,000	50,000
5. Trousers :	1,000	8,000	1,500
6. Socks :	1,000	10,000	15,000

Activity 2: With your neighbour, ask and answer questions about the price of the clothing items below. One is done for you.

Examples : A : How much are the shorts ?
B : They are three thousand francs.
/
A : How much do the shorts cost ?
B : They cost three thousand francs.



3,000
Shorts



4,000
Sweater



2,000
Dress



5,000
Coat



1,000
Scarf



6,000
Socks



8,000
Tie



9,000
Necklace

TIME TO EXTEND

Complete the dialogue below with the appropriate words or expressions from the box to make it meaningful. Then practise it with your neighbour.

Number 1 is an example.

thousand - are - much - seven - looking for - cost - medium

Ali : How (1)..... is that red shirt ?
Abou : It is five (2).....
Ali : Oh ! it is expensive!
Abou : Well! It is good quality!
Ali : And how much (3)..... those blue trousers?
Abou : They are (4)..... thousand francs.
Ali : How much does this T-shirt (5) .....?
Abou : It is only one thousand francs.
Ali : Actually I am (6)..... a brown jacket.
Abou : I have it in a (7)..... size.

MY OWN NOTEBOOK

I have bank notes, but I don't have coins.
I'm waiting for my change.

SESSION 3

COMMUNICATION ACTIVITY

Dans une interview, ton ami Nigérian te donne des informations sur les prix des vêtements dans son pays. Pendant que tu l'écoutes attentivement.

A- complète le tableau ci-dessous ;

Clothes	Prices

B- complète les phrases suivantes avec les mots que tu entends.

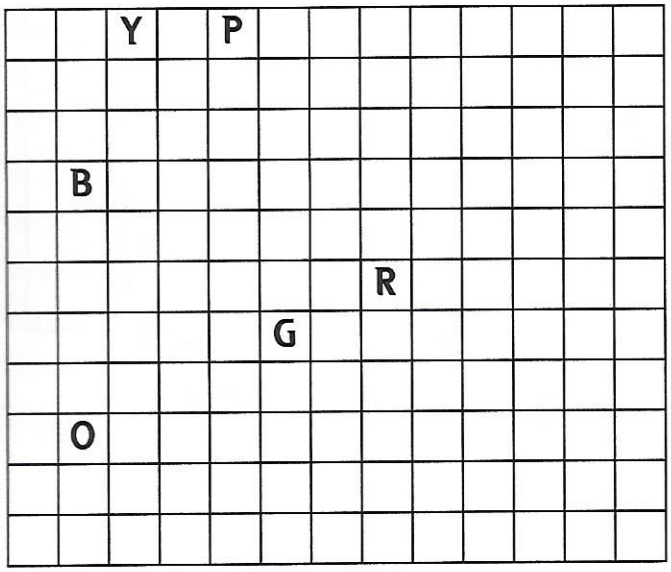
1- For example, a man's shirt in good quality is thirty ..... .
2- In my country, a pair of ..... is about ..... thousand.
3- In Nigeria, ... are very expensive.
4- Prices go from ..... up to five thousand.
5- Skirts and ..... in fashion are around .....thousand.
6- In my country, it is difficult to ..... .

UNIT SUMMARY

• REVISION GAME

Crossword puzzle: Fill in the boxes with the names of the colours. Some clues are given to help you.





• REVISION

Activity 1: Write the numbers below in figures or in words. Number 1 is an example.

1- 5,750 = **Five thousand, seven hundred and fifty.**
2- Thirteen thousand = ...
3- One thousand, five hundred = ...
4- 20,000 = ...
5- Ten thousand, three hundred = ...
6- 15,125 = ...

Activity 2: Write down the correct option in your exercise book. Example : 1-a pink dress.



1- a yellow coat- a red skirt - a pink dress



2- green trousers - a purple scarf - grey - shorts



3- a red tie - a black coat - a red coat



4- a yellow shirt - a brown dress - a red sweater



5- orange socks- yellow scarf - green tie

Activity 3: Complete the sentences below with the appropriate words or expressions from the box.

Number 1 is an example.

dislike - how much - yellow - go shopping - costs - thousand - in fashion

1- I always go shopping with my friend.
2- I don't like this colour. I ..... it.
3- .....is this skirt?
4- This new jacket ..... three thousand.
5- Blue skirts are ..... this year!
6- My mother's favourite colour is ..... .
7- These socks are four..... .

Activity 4: With your neighbour, complete the dialogue below, then practise it. Number 1 is done for you as an example.

Question: Which colour do you like?
Answer : (1) I like blue.
Question : What are you wearing ?
Answer : (2)..... .
Question : Can I help you ?
Answer : (3)..... .
Question : How much are your trousers?
Answer : (4) ..... .
Question: How often do you wear a hat?
Answer : (5) ..... .

• WHAT A CAN DO

Did you do well in this unit?
Use a cross (X) to say what you can do and what you can't do.

		I can	I can't
1	describe clothes		
2	identify colours		
3	offer help		
4	ask for price		
5	give price		

• EVALUATION

Look through the unit and discuss the questions below with your neighbour.
1-Which exercises do you think were easy?
2-Which exercises do you think were useful?
3-Which exercises do you think were difficult?

SKILL : LISTENING

UNIT 6

FOOD AND DRINKS

LESSON 1

LET'S GO TO THE RESTAURANT!

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

A l'occasion d'une téléréalité tournée dans un restaurant anglais, les élèves de la 6è3 du Lycée Moderne Maféré écoutent les clients faire leurs commandes afin d'identifier les différents repas au menu.

Vocabulary related to meals, drinks and dishes

Language function focus

Ordering

Everyday English

Let's drink to your health!

At a restaurant



SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Menu ; Starter ; Main course ; Dessert ; Tomato soup ; Grilled fish ; Ice cream ; three-course meal	Ordering	A: **What would you like to order?** B: **I would like to order** tomato soup. **I'd like to order** tomato soup.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT



Waitress: Hello! Can I help you?
Customer: Yes, please! Can I have the **menu?**
Waitress: Here you are. ... What would you like **to order?**
Customer: Do you offer **three-course meal** here?
Waitress: Yes! What would you like **as starter?**
Customer: **I'd** like to order **tomato soup** for **starter.**
Waitress: And what would you like for the **main course?**
Customer: I'd like **grilled fish.**
Waitress: Ok! What would you like for **dessert?**
Customer: I'd like **ice cream,** thank you!

Starter



Tomato soup

Main course



Grilled fish

Dessert



Ice Cream

- LISTEN AND REPEAT

Sarah: **What would you** like **to order?**
Stephanie: **I would like to order** grilled fish.
Stephanie: **And you, what would you** like **to order?**
Sarah: **I would like to order** tomato soup.
Would like = 'd like



TIME TO PRACTISE

Activity 1: Listen to the waitress and complete the table with the menu you hear. One is done for you as an example.

Starter	Main course	Dessert
• Fruit salad •	• • • •	• • •

Activity 2: With your neighbour, ask and answer questions about the food items in the pictures below. Do like in the example.

Example :

A: What would you like to order?

B: I would like to order fruit salad.



Fruit salad



Tomato soup



Roasted chicken



Pasta



Grilled fish



Ice cream

TIME TO EXTEND

Complete the following sentences with the appropriate words expressions from the table below.

menu - starter - main course - ice cream - order - would - dessert

1- Could you bring the .... please?
2- What .... you like to order?
3- Vegetable salad is a ..... .
4- I will take a piece of cake for ..... .
5- Would you like roasted chicken for ....?
6- I would like to .... a sandwich.
7- My favourite dessert is ..... .

MY OWN NOTEBOOK

- I'm starving. ≠ I'm full.
- I'd like to have palm nut soup with rice.

COLLECTION "SUPERNOVA" / SIXIÈME

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Breakfast ; Lunch ; Dinner ; Hot drinks ; Soft drinks ; Alcohol	- Using the present simple of "to have" -Expressing quantity	I **have** dinner. You drink **a lot of** tea. I don't drink **much** coffee.

TIME TO LEARN

- **LOOK, LISTEN AND REPEAT**

(Tea, coffee, etc.)



Hot drinks

(Soda, sorrel juice, etc.)



Soft drinks

(Wine, beer, etc.)



Alcohol

Morning



Breakfast

Midday /Noon



Lunch

Evening



Dinner

- **LISTEN AND REPEAT**

I drink **a lot of** coffee.

Do you drink **much** coffee?

I don't drink **much** coffee.

He **has** breakfast every morning at 07 o'clock.

He **has** lunch at 12 o'clock.

We **have** dinner at 09 o'clock.

TIME TO PRACTISE

Activity 1: Listen to the dialogue and choose the correct answer for Bilé.

Example : Bilé 1 : 07:00

Ali : Hello Bilé ! When do you have breakfast ?

Bilé 1 : ...

Ali : What do you drink as breakfast ?

Bilé 2 : ...

Ali : What time do you have lunch ?

Bilé 3 : ...

Ali : What do you eat as lunch ?

Bilé 4 : ...

Ali : What time do you have dinner?

Bilé 5 : ...

Ali : Thanks and goodbye.

Bilé : Bye.

Bilé 1 : (06:00 - 07:00 - 09:00)

Bilé 2 : (tea and bread - coffee and bread)

Bilé 3 : (11:00 - 12:00 - 12:30)

Bilé 4 : (tomato soup - grilled fish)

Bilé 5 : (18:00 - 19:30 - 20:00)

Activity 2: Fill in the following blanks with the words or expressions from the box to get meaningful sentences. Number 1 is an example.

much - many - have - has - a lot of

1- I don't drink **much** coffee.

2- Will you __ dinner tonight?

3- Do you drink __ wine?

4- She drinks __ water every day.

5- He __ breakfast every morning.

6- Do you drink __tea?

7- I drink __ hot chocolate.

TIME TO EXTEND

Complete the following table with the words or expressions from the list below. One is done for you as an example.

List: Wine - coke - coffee - tea - sorrel juice - beer - liquor - hot chocolate - cappuccino

Hot drinks	Soft drinks	Alcohol
- cappuccino -	- -	- -

MY OWN NOTEBOOK

- Dinner is ready.
- Enjoy your meal!

SESSION 3

COMMUNICATION ACTIVITY

Pendant le cours d'anglais, ton professeur te demande d'écouter un enregistrement audio portant sur des commandes de clients dans un restaurant anglais. Pendant que tu écoutes la bande audio,

1- complète le tableau ci-dessous avec les commandes de chaque client ;

	Starter	Main course	Dessert
Jim			
Ben			
Jack			

2- complète le dialogue ci-dessous,

Jim: I don't drink much (1)__

Ben: Oh I see! Are you free for a (2)__ tomorrow?

Jack: Would you like to (3)__ much coffee Jim?

Jim: No thanks!

Ben: You have not finished your (4)__, Jack!

Jack: Yes! There is (5)__ sugar in my ice cream!

Jim: Will you have (6)__ tomorrow Ben?

Ben: Not sure! I will be busy.

Jack: Ok, let's go!

LESSON 2

LET'S EAT FRUIT AND VEGETABLES!

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

Lors d'une conférence sur la nutrition en milieu scolaire les élèves de la 6è3 de ton école écoutent les recommandations d'un diététicien anglophone en vue de s'informer sur les bonnes pratiques alimentaires.

Vocabulary related to fruit and vegetables

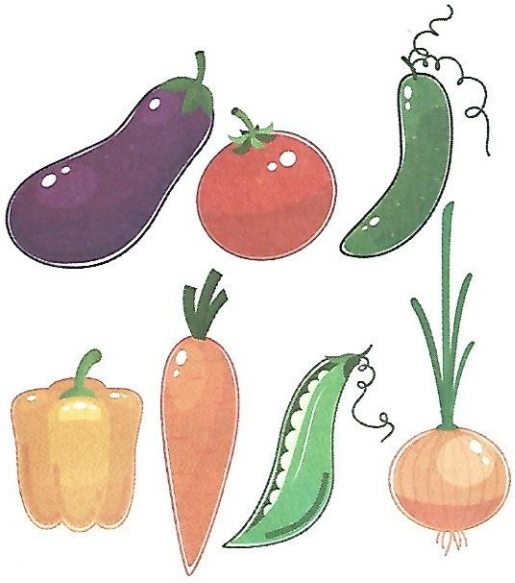
Language function focus

- Expressing preferences
- Describing with adjectives

Everyday English

I prefer eating fresh vegetables.

Vegetables



Fruit

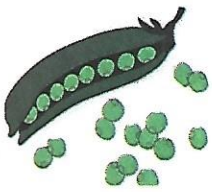


SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Potato ; Eggplant ; Carrot ; Onion ; Cucumber ; Green peas ; Mushroom ; Garlic	Expressing preferences	- I would like to eat raw carrot. - I prefer eating ripe fruit.

TIME TO LEARN

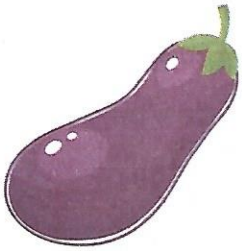
- LOOK, LISTEN AND REPEAT



Green peas



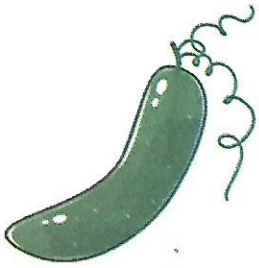
Onion



Eggplant



Carrot



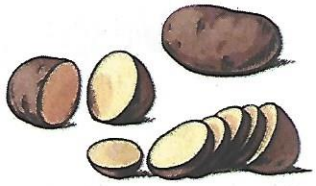
Cucumber



Garlic



Mushroom



Potato

- LOOK, LISTEN AND REPEAT



TIME TO PRACTISE

Activity 1: As you listen, select only the food items your mother wants to eat today from the list.

Mushroom, cucumber, green peas, potatoes, eggplant, carrot, onion, rice, chicken, garlic, orange

1- mushroom	2-	3-	4-	5-

Activity 2: Complete the following sentences with "would like to" or "prefer".

1- I prefer ordering roasted chicken.
2- The boy ... cook mushroom and garlic.
3- We ... have dinner tomorrow.
4- They ... making salad with carrots and tomatoes.
5- Malika ... drink carrot juice.
6- She ... mix potatoes and green peas.
7- Lamine ... having breakfast at 09 o'clock.

TIME TO EXTEND

Complete the following dialogue, then role-play it with your neighbour.

Lisa: Would you like to drink hot drink?
Ashley: No! Thanks, I prefer (1) ... water.
Lisa: Would you like to order a dessert?
Ashley: No! I prefer (2) ... a starter.
Lisa: Would you like to cook potatoes?
Ashley: No, I prefer (3) ... mushrooms.
Lisa: Would you like to mix tomatoes and onions?
Ashley: No, I would rather (4) ... cucumber and onions.

MY OWN NOTEBOOK

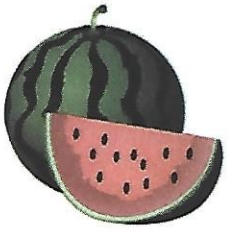
- A cup of tea
- A teacup
- I'd rather = I would rather

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Apple ; Lemon ; Pineapple ; Mango ; Pawpaw ; Watermelon ; Banana ; Orange ; Grapes ; Delicious ; Fresh ; Juicy ; Ripe	Describing fruit	I like **fresh apples, juicy oranges** and **ripe mangoes.**

TIME TO LEARN

- LOOK, LISTEN AND REPEAT


Watermelon


Banana

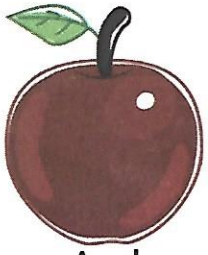

Lemon


Pineapple


Grapes


Mango


Pawpaw


Apple

- LISTEN AND REPEAT

This mango **is fresh** ⟶ It is a **fresh** mango.
These apples **are delicious** ⟶ They are **delicious** apples.

TIME TO PRACTISE

Activity 1: **Write the following words or adjectives correctly.**
Number 1 is an example.

1- ciousDeli = **Delicious**
2- goMan
3- pleAp
4- cyJui
5- meloWatern
6- peRi

Activity 2: Complete the following sentences.
Number 1 is an example.

1- These oranges are fresh. They are fresh oranges.
2- This pawpaw is soft. It is a _____.
3- This apple is delicious. It is a _____.
4- These bananas are sweet. They are _____.
5- This mango is ripe. It is a _____.
6- This pineapple is delicious. It is a _____.
7- This watermelon is juicy. It is a _____.

TIME TO EXTEND

Note down the odd one out in your exercise book.
Example: 1-mushroom.

1- pineapple - orange - grapes - mushroom
2- starter - soft- sweet- delicious
3- pawpaw - lemon - cucumber - banana
4- carrots - watermelon - apple - mango
5- juicy - delicious - order - fresh

MY OWN NOTEBOOK

- Unripe - ripe - overripe

SESSION 3

COMMUNICATION ACTIVITY

(A faire dans le cahier d'exercices)

Pendant que tu écoutes la conférence de presse d'un diététicien anglophone à travers un enregistrement audio, ton professeur te demande de :

1- dresser la liste des fruits et légumes mentionnés dans le tableau ci-dessous

Fruit	Vegetables

2- dire si les affirmations ci-dessous sont vraies ou fausses. Écris True pour vrai et False pour faux.

Sentences	True	False
1- Eat fresh fruit and vegetables!		
2- Don't eat ripe mangoes!		
3- Wash your grapes before eating!		
4- Pineapple is a vegetable!		
5- Don't cook potatoes before eating!		

LESSON 3

LET'S COOK!

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

Invités à une émission de cuisine au Ghana, les élèves de la 6ème5 du Lycée Moderne de Tiapoum écoutent les instructions et les étapes pour réaliser un plat ghanéen.

Vocabulary related to recipes and ingredients

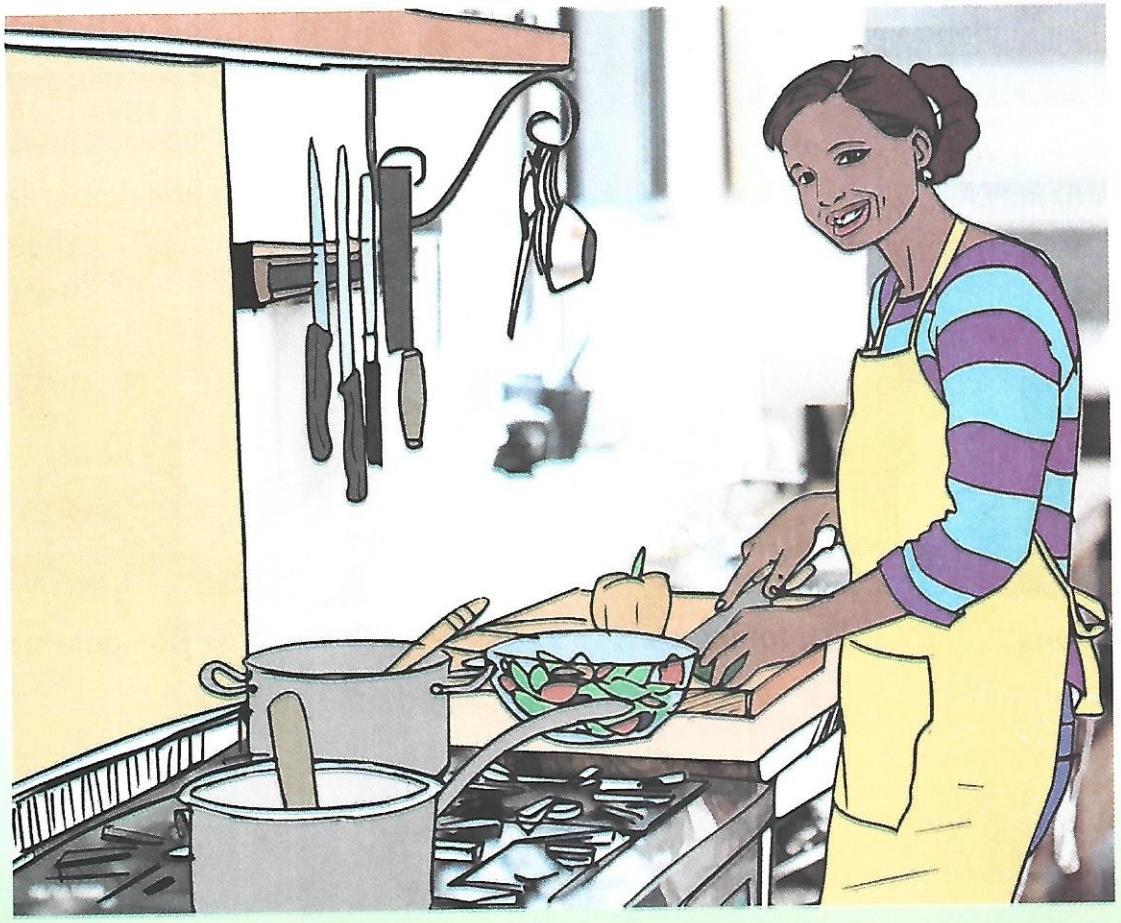
Language function focus

- Giving instructions
- Describing a process

Everyday English

Clean the ingredients.

In the kitchen



SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Ingredients ; Bottle of oil ; Teaspoon of salt ; Tomato ; A piece of beef ;Peel ; Stir ; Fry ; Chop ; Pour ; Boil	Giving instructions	Peel the potatoes. Boil the piece of beef.

TIME TO LEARN

• LOOK, LISTEN AND REPEAT

INGREDIENTS FOR A BEEF STEW

- a piece of beef
- a bottle of oil
- a teaspoon of salt
- 4 potatoes
- 3 fresh tomatoes
- 2 onions



• LISTEN AND REPEAT

Instructions for cooking potatoes



Chop onions



Fry tomatoes



Peel potatoes



Boil potatoes

TIME TO PRACTISE

Activity 1: Use the sentences to give instructions for cooking beef stew.
Number 1 is an example.

1- You must peel the potatoes ⟶ **Peel the potatoes.**
2- You must chop onions and tomatoes.
3- You must fry chopped onions and tomatoes.
4- You must boil the piece of beef.
5- You must add salt and pepper.
6- You must pour oil in the sauce pan.
7- You must stir it all for a few minutes.

Activity 2: Reorder the words to get appropriate instructions.
Number 1 is an example.

1- tomatoes /chop /onions /and = **Chop tomatoes and onions.**
2- potatoes /peel
3- the/ beef /piece of /boil
4- sauce/ pour /pan /oil /in /the
5- pepper/ add/ and/ salt
6- onions/ and/ tomatoes/ fry/ chopped
7- all /few /minutes/ stir/ for/ it/ a

TIME TO EXTEND

Choose a dish and describe how to cook it.
- Omelette
- Spaghetti
- Rice

MY OWN NOTEBOOK

- A cook = a person who cooks.
- A cooker = an equipment for cooking

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Bake ; Slice ; Spread ; Roll out ; Grate ; Scatter	Describing a process using time connectors	First ; secondly ; next ; then ; after that ; finally

TIME TO LEARN

• LOOK, LISTEN AND REPEAT



1- **Pour** oil, flour, salt and sugar.
2- **Keep** the dough for 30 min.
3- **Roll out** the dough into a circle.
4- **Spread** pizza sauce on the top.
5- **Slice** onions, tomatoes and mushrooms.
6- **Scatter** sliced tomatoes, onions, mushrooms and grated cheese over the pizza base.
7- **Bake** in an oven.

• LISTEN AND REPEAT

How to cook pizza

1- **First,** Pour oil, flour, salt and sugar in a bowl.
2- **Secondly,** roll out the dough into a circle.
3- **Next,** spread pizza sauce on the top.
4- **Then,** Slice onions, tomatoes and mushrooms.
5- **After that,** Scatter sliced tomatoes, onions, mushrooms and grated cheese over the pizza base.
6- **Finally,** bake in an oven.

TIME TO PRACTISE

Activity 1: Reorder the letters below to get verbs related to cooking.

Example : 1- pour

1- prou

2- peeK

3- keBa

4- Stterca

5- lloR otu

6- ceSli

7- Sdearp

Activity 2: Put the sentences about the process of cooking pizza in the correct order.

1- Slice onions, tomatoes and mushrooms.

2- Scatter sliced tomatoes, onions, mushrooms and grated cheese over the pizza base.

3- Bake in an oven.

4- Pour oil, flour, salt and sugar in a bowl.

5- spread pizza sauce on the top.

6- roll out the dough into a circle.

7- Keep the dough for 30 minutes.

TIME TO EXTEND

Complete the recipe below about cooking pizza. Do it in your exercise book.

Example: 1-Salt

Recipe	ingredients
Pour oil, flour, (1) ...and (2)... .	
Keep the dough for 30 min.	
Roll out the dough into circle.	
Spread (3)	
Slice (4) ... ,(5) ... and mushrooms.	
Scatter (6) ... ,(7)... and grated cheese over the pizza base.	
Bake in an oven.	

MY OWN NOTEBOOK

-Too much salt = salty

-Too much sugar = sugary

COLLECTION "SUPERNOVA" / SIXIÈME

SESSION 3

COMMUNICATION ACTIVITY

Après avoir participé à l'émission de cuisine sur Ghana Broadcasting Corporation, ton professeur te demande d'écouter les étapes de la recette proposée par une participante ghanéenne. Pendant que tu écoutes,

1- relève les ingrédients mentionnés par la participante ;

A- Mushroom
B- Piece of beef
C- Oil ; salt ; pepper
D- Cucumber
E- Garlic ; onion
F- Potatoes
G- Carrots

2- remets en ordre les étapes de la réalisation de sa recette.

A- Boil for 2 hours.
B- Fry a piece of beef.
C- Stir until the vegetables are softened.
D- Pour oil in a soup pot.
E- Add onions, garlic, potatoes and carrots.
F- Add salt and pepper.

UNIT SUMMARY

• REVISION GAME

Write down one vegetable and fruit beginning with these letters. The first one is an example.

	Vegetables	Fruit
1- The letter C:	Cauliflower	Cherry
2- The letter M		
3- The letter P		
4- The letter O		
5- The letter G		

• REVISION

Exercise 1: Classify the following fruit and vegetables in the table.

Cucumber - pawpaw - grapes - mushroom - pineapple - onion - watermelon - garlic - green bean - mango - carrot - eggplant

Fruit	vegetables
- Cucumber	

Exercise 2: Label the following food and drinks. Number 1 is an example.

Dessert	Main dish	Starter
Ice cream		

Ice cream
Roasted chicken
Fruit salad
Tomato soup
Grilled fish
Vegetable salad
Pasta
A piece of cake
Coffee
Wine

Exercise 3: Rewrite the following sentences to express preferences.
Number 1 is an example.

1- I drink hot chocolate (would rather):
I would rather drink hot coffee.
2- I eat mushroom and garlic (prefer)
3- I order vegetable salad for starter. (would rather)
4- I eat my favourite dessert. (would rather)
5- I cook carrots and green peas. (prefer)
6- I mix onion and cucumber. (prefer)

Exercise 4: Use the following sentences to give instructions. Number 1 is an example.

1- You must pour oil, flour, salt and sugar.
Pour oil, flour, salt and sugar.
2- You must keep the dough for 30 min.
3- You must roll out the dough into a circle.
4- You must spread pizza sauce on the top.
5- You must slice onions, tomatoes and mushrooms.
6- You must scatter sliced tomatoes, onions, mushrooms and grated cheese over the pizza base.
7- You must bake in an oven.

• WHAT I CAN DO

Did you do well in this unit?
Use a cross (X) to say what you can do or what you can't do.

		I can	I can't
1	read a menu and order a meal		
2	differentiate different meals		
3	differentiate fruit and vegetables		
4	give instructions		
5	describe a process		
6	describe fruit and vegetables		

• EVALUATION

Look through the unit and discuss the questions below with your neighbour.

1- Which exercises do you think were easy?
2- Which exercises do you think were useful?
3- Which exercises do you think were difficult?

SKILL : READING

UNIT 7

HEALTH AND ENVIRONMENT

LESSON 1

I TAKE CARE OF MY BODY

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

Lors d'une conférence du club d'Anglais au Collège BAD de Guézon dont le thème est : « L'hygiène corporelle » les élèves de la 6è2 reçoivent des dépliants qui traitent de ce thème. Ils les lisent afin de pouvoir sensibiliser leurs camarades.

Vocabulary related to the parts of the body and hygiene

Language function focus

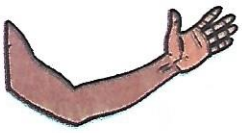
Expressing obligations

Everyday English

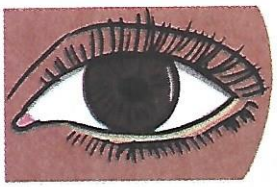
You must take a bath regularly.

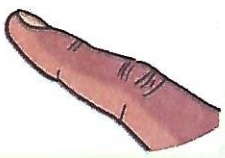
Parts of the body













SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Hair ; Neck ; Eye ; Nose ; Mouth ; Ear ; hand ; Arm ; Chest ; Finger ; Tummy ; Toes ; Foot/feet ; Leg ; Nail ; knee	Expressing obligations / prohibitions	Must/Mustn't -You **must** drink clean water. -You **mustn't** drink dirty water.

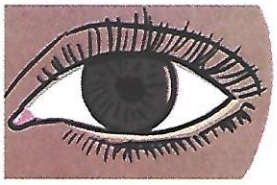
TIME TO LEARN

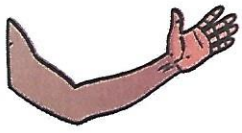
- LOOK, LISTEN AND REPEAT


A mouth


An ear

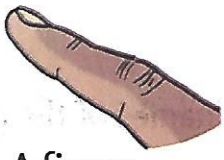

A nose


An eye


An arm

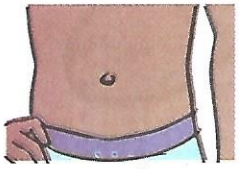

A foot


A neck


A finger


A hand


Hair

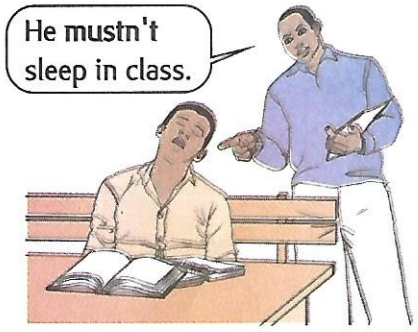

A tummy/ belly


A leg


A nail


A knee

- LISTEN AND REPEAT

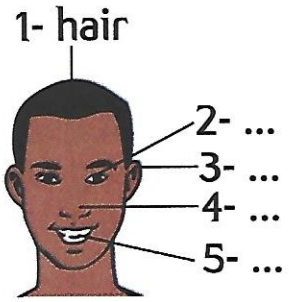




- Don't sleep in class. → I **mustn't** sleep in class.
- The teacher is speaking. → I **must** listen to him.
- **Must** I listen to the teacher? → Yes, you **must**.

TIME TO PRACTISE

Activity 1: Write the name of each part of the head. One is done for you. Number 1 is an example.



Activity 2: Use "must" or "mustn't" to fill in the gaps.

Example : 1- must

1- The students ... listen to the teacher.
2- Children ... respect their parents.
3- Students ... chat during the lesson.
4- Parents ... beat their children. It' dangerous for their health.
5- We ... know the parts of the body in English.

TIME TO EXTEND

Reorder the letters below to obtain names of the parts of the body.

Number 1 is an example

1- eson: **Nose**	4. rea	7. ootf
2- htuom	5. lhar	8. egl
3- yee	6. aedh	9. cekn

MY OWN NOTEBOOK

- Come and sit by my side!
- Thanks!

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
To wash ; To cut ; To brush ; Shower ; Dirty ; Clothes ; To eat ; Teeth ; To brush	Asking and answering questions about obligations	A : Must you brush your teeth every day ? B : Yes, I must. A : Must you eat with dirty hands ? B : No, I mustn't.

TIME TO LEARN

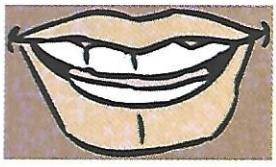
- LOOK, LISTEN AND REPEAT


Wash hands


Cut nails


Clothes


Take a shower


Teeth


Brush teeth


Eat


Dirty hands

- LISTEN AND REPEAT

TEACHER : Class, must you take a shower every day ?
PUPILS : Yes, we must.
TEACHER : Must you eat with dirty hands ?
PUPILS : No, we mustn't.
TEACHER : What must you do, Kelly ?
KELLY : I must brush my teeth every day.
TEACHER : What mustn't you do, Kelly ?
KELLY : I mustn't eat with dirty hands.


must


mustn't

TIME TO PRACTISE

Activity 1: Read the sentences below and complete them with the missing words.

Example : 1. brush

1. You must .....your teeth every morning.
2. Don't put your fingers in your ..... .
3. Seydou takes a ..... three times a day.
4. Children must ..... hands before eating.
5. They mustn't eat with dirty ..... .
6. To take care of your body, you mustn't wear dirty ..... .

Activity 2: As you listen, mention only the number of the obligations you hear from the list below.

Example : 1. K. take care of your body

A. wash school uniforms B. wash clothes C. take a shower D. brush teeth E. eat clean food F. put fingers in nose G. wear dirty clothes H. respect adults I. blow nose with hands J. insult adults K. take care of your body

1- K	2-	3-	4-	5-

TIME TO EXTEND

Write correct answers to these questions about hygiene.

1. What must you do to have clean teeth ?
2. Must you wear dirty clothes ?
3. Must you eat with dirty hands ?

MY OWN NOTEBOOK

-Do you feel well?

-Yes, I do.

SESSION 3

COMMMUNICATION ACTIVITY

Le thème du club d'Anglais de ce jour est : « L'hygiène corporelle ». Pour cela le professeur vous distribue des dépliants qui traitent de ce thème. Lisez-les afin d'avoir des arguments pour sensibiliser vos camarades. Ci-dessous se trouve un des depliants avec les consignes de lecture.

A) Read quickly the text and choose the appropriate title :

1- The consequences of poor personal hygiene
2- The protection of the parts of the body

Good personal hygiene habits are directly related to less illnesses and better health. Poor personal hygiene habits, however, can lead to body odor and greasy skin. For example, if you don't wash your hands frequently, you can easily transfer germs and bacteria to your mouth or eyes. If you don't brush your teeth. this can lead to teeth decay and plaque buildup. Poor dental care is also a risk factor for several serious health problems, including heart disease.

Adapted from: https://www.healthline.com>health>personal-hygiene

B) Read the text again and choose the correct answers.

Example : 1- a. good health

1- Good personal hygiene habits are directly related to :
a. good health b. illnesses
2- Poor personal hygiene habits can lead to :
a. body odor b. body good hygiene
3- If you don't wash your hands frequently, you can easily transfer:
a. food to your mouth b. microbes to your mouth
4- Not brushing your teeth can lead to :
a. teeth decay b. healthy teeth

C) After reading the text, with your neighbour, complete the passage below to senitize your friend.

My friend, if you want to be healthy, you (1)... brush your teeth, (2)...a shower twice a day and you (3)...to wash your (4)... regularly.

LESSON 2

INSALUBRITY, CAUSE OF COMMON DISEASES

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

Dans le cadre de la campagne de la sensibilisation sur le danger du Corona Virus organisée par l'Ambassade de la Grande Bretagne, les élèves de la 6è3 du Collège Moderne de Booko lisent un texte sur des maladies liées à l'insalubrité afin de mener à bien la sensibilisation auprès de leurs camarades.

Vocabulary related to dirty environment and illnesses

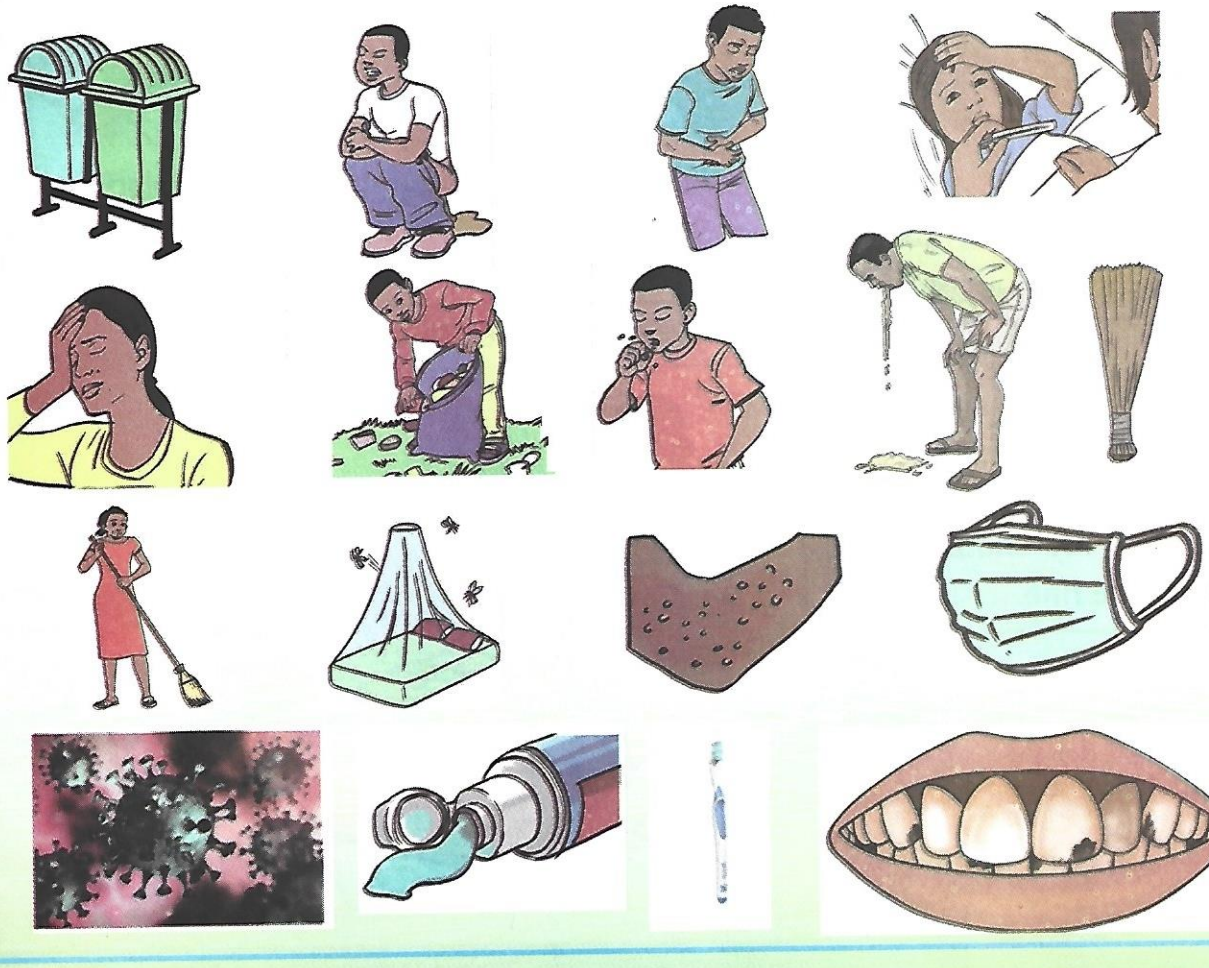
Language function focus

- Giving advice
- Making requests

Everyday English

I should wear a face mask.

Causes and preventions of diseases ?



SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Dental caries ; Covid-19 ; Scabies ; Headache ; Tuberculosis ; Malaria ; Diarrhoea ; Stomach ache ; Cholera	- using **have/has** for diseases - Giving advice	She **has** malaria. She **should** go to see a doctor. But, she **shouldn't** take medicine without prescription.

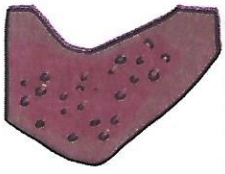
TIME TO LEARN

- **LOOK, LISTEN AND REPEAT**

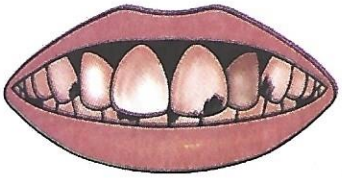

Cholera


Headache


Stomach ache


Scabies


Covid-19


Dental caries


Tuberculosis


Diarrhoea


Malaria

- **LISTEN AND REPEAT**

Mum, I have a headache. **What should I do?**

Ok, you **should** take some tablets. You **shouldn't** cry, you'll be fine.



TIME TO PRACTISE

Activity 1: Reorder the following letters to obtain names of diseases. Each word starts by a capital letter. Number 1 is an example.

1- beiaSsc = **Scabies**
2- ehcadaeH =.....
3- sisoluTccrebu =.....
4 airalMa =.....
5- aoehrarDi =.....
6- areloCh =.....
7- seirCa =.....
8- 19-divco =.....

Activity 2: Complete the sentence with "should", "shouldn't", "have" or "has". Number 1 is an example. Example 1- has

1- Konan ..... malaria.
2- Konan ..... take anti-malaria medicine.
3- Bailly has cholera. He ..... eat with dirty hands.
4- Assa and Comlan ..... scabies.
5- Assa and Comlan .....take a shower twice a day.
6- People ..... get vaccinated against Covid-19.

TIME TO EXTEND

Classify in the table below what you should do and what you shouldn't do. Two examples are given to you.

avoid mosquito bites - eat with dirty hands - see a doctor when I am ill - pick up food and eat it - walk in the sun - wash my hand before eating - wear clean clothes and shoes - take a shower three times a day - put things in ears.

I should	I shouldn't
-take a shower three times a day. - - -	-eat with dirty hands. - - -

MY OWN NOTEBOOK

- I have to wash my hands before eating.
- He doesn't have to make noise.

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
To collect ; To mop ; To clean ; To sweep ; Dustbin ; Bath room ; Broom ; Mosquito net ; To brush ; Face mask ; To put ; waste	-Making requests -Accepting or refusing permission	A- Can I use your broom? B- Yes, you can. A- Can he mop your bedroom? B- No, he can't.

TIME TO LEARN

- LOOK, LISTEN AND REPEAT

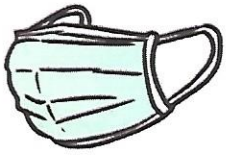

dustbins

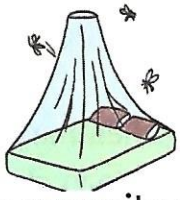

to collect


a broom


to sweep


waste


face mask


a mosquito net


toothpaste


toothbrush


stagnant water


to mop


to brush teeth


bathroom


to put


to empty the dustbins

- LISTEN AND REPEAT



COLLECTION "SUPERNOVA" / SIXIEME

TIME TO PRACTISE

Activity 1: Write the missing word under each image. Choose from the box.
Example 1-broom

collects - bathroom - empty - brushes - mosquito net - toothpaste - broom



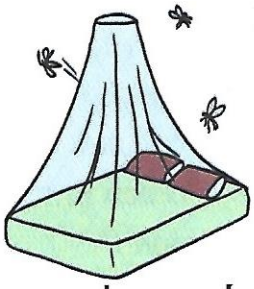
1- This is a .....



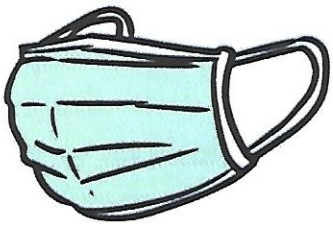
2- I wash myself in a.....



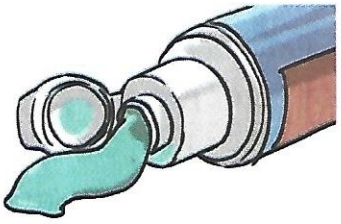
3- The men.....the dustbins.



4- Do you sleep under a.....?



5- It is important to wear a .....



6- Brush your teeth with a....



7- James.....waste in the school yard.

Activity 2: With your neighbour, complete the dialogue below with "can", "can't", "no" and "yes". Do like this : 1-You can

1- Diago: Class chief, can we sweep the classroom?
Lisa: Yes, ...
2- Antony: Can you lend me your toothbrush?
Amby: ..., I can't.
3- Alidou: ...I help you to mop your bedroom?
Jeannette: ..., you can. It's nice from you!
4- Ben: Can I sleep under your mosquito net? There are a lot of mosquitoes here.
Abib: Yes, you... .
5- Pricille: ...I use your face mask?
Aline: ... you ... I have already used it.

TIME TO EXTEND

Match each disease in column A to the way to prevent it. Example : 1-f

Column A	Column B
1- Dental caries	a) Sleep under a mosquito net
2- Covid-19	b) Avoid cigarette smoking
3- Scabies	c) Take some paracetamol tablets
4- Headache	d) Wash yourself regularly
5- Tuberculosis	e) Wear a face mask
6- Malaria	f) Brush your teeth three time a day

MY OWN NOTEBOOK

-Can I use your toothbrush?

-No, you can't.

SESSION 3

COMMMUNICATION ACTIVITY

Dans le cadre de la campagne de la sensibilisation sur le danger du Corona Virus organisée par l'Ambassade de la Grande Bretagne, dans ton école, tu lis un texte sur des maladies liées à l'insalubrité. Ci-dessous se trouve le texte avec les consignes de lecture.

A) Read the text and choose the appropriate general idea.

The text is about :

a. the causes of COVID-19 ;

b. the prevention of COVID-19.

How can I protect myself and others from COVID-19?

Here are some measures you and your family can take to help avoid COVID-19 infection : avoid public places, confined and enclosed spaces with poor ventilation, and try to practise physical distancing from people in public, keep at least 1-meter distance between yourself and others. Wear a mask when you are in public places. Wash your hands frequently using soap and water or an alcohol-based hand rub.

Adapted from: https://www.unicef.org/stories/novel-coronavirus-outbreak-frequently-asked-questions#how-can-avoid-risk-infection

B) Read again the text and write (T) if the statement is true or (F) if it is false. Do like this: 1-T(lines 1-2).

1- I can avoid COVID-19 if I don't go to public places.

2- Physical distancing from people in public can help avoid COVID-19 infection.

3- Wearing a face mask is not necessary in public places.

4- Washing your hands regularly using soap and water is not important.

C) With your neighbour complete the dialogue below and practise it.

Ali: Good morning, Affi.

Affi: Good morning, Ali.

Ali: What should we do to avoid COVID-19?

Affi: First, we should avoid going to (1)...

Ali: Yes, you are right. We should try to practise physical (2)... in public. What else?

Affi: We should wash our (3)... frequently using soap.

Ali: OK, thanks!

LESSON 3

MY HEALTH DEPENDS ON WATER

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

La journée internationale de l'eau est organisée cette année par l'Ambassade des États Unis en Côte d'Ivoire. A cet effet, les élèves de la 6ème2 du Lycée 3 de Divo lisent des dépliants qui traitent des sources d'eau et des causes de pollution de celles-ci afin d'en discuter avec leurs parents.

Vocabulary related to the source and the quality of water and water pollution

Language function focus

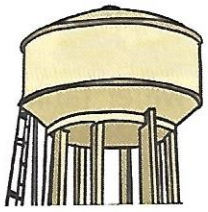
- Inquiring and giving information
- Expressing causes

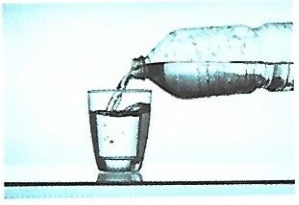
Everyday English

Ali is sick because he drank dirty water.

The sources of water

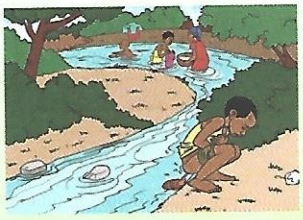










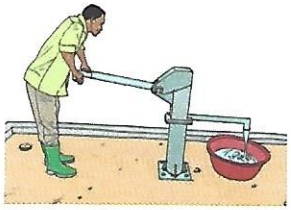
SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Rain ; Pump ; Tap ; Sea ; Tank ; Well ; River ; Mineral water ; Lake ; To drink ; Drinkable ; Non drinkable	Asking for and giving information	A- Where/How can I get mineral water, please? B- Go to the nearby shop, please!

TIME TO LEARN

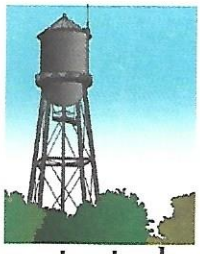
- **LOOK, LISTEN AND REPEAT**


the rain


a pump


a tap


sea water


a water tank


a well

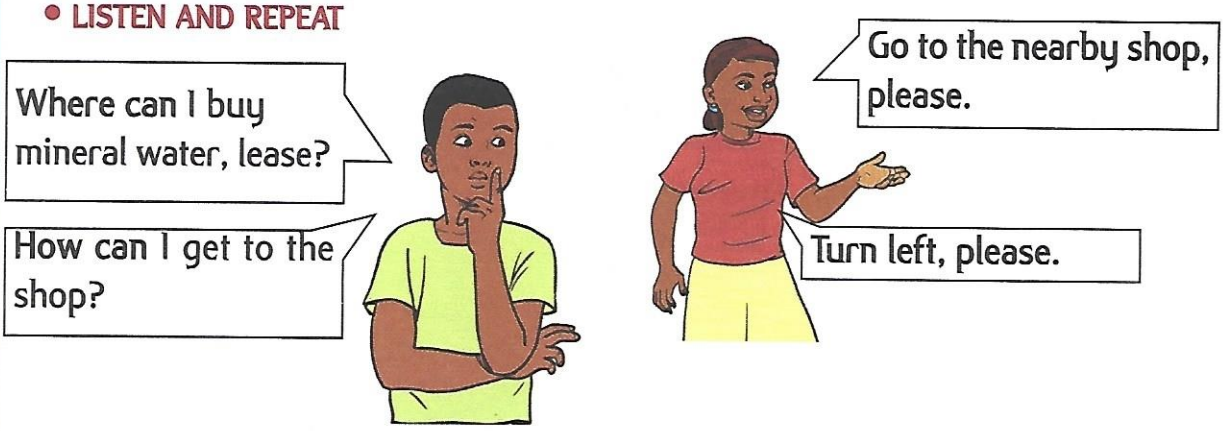

a river


a lake


Mineral water


to drink

- **LISTEN AND REPEAT**



TIME TO PRACTISE

Activity 1: Classify the sources of water from the box in the table below. Two examples are given to you.

Rain water - pump water- tap water - sea water - tank water - well water - river water - lake water - mineral water

DRINKABLE WATER	NON DRINKABLE WATER
-Mineral water	-Sea water

Activity 2: Reorder the words and expressions below to obtain meaningful questions and answers. The word with capital letter is the first word of the sentence. Then, practise the conversation with your partner.

Number 1 is an example.

1- A- please/the river? /to/get /I/can/How = How can I get to the river please?

B- /please./straight/Go/ = Go straight please

2 A- please?/a mineral water/I/can/Where/find/

B- to the shop./Go/please.

3- A- please?/from the well/take/I/water/How/can

B- scoop/Take/this/please.

4- A- drink water/can/Where/I/have/please?

B- please./to the kitchen/Go/

TIME TO EXTEND

Use the elements from column A, B and C to ask five (5) questions. Do like in the example.

COLUMN A	COLUMN B	COLUMN C
-How can -Where can	- I - Alidou -we -people -you	-have fresh water? In the kitchen or in the refrigerator? -take water from this well? -wash our clothes? In the river or in the lake? -get drinkable water? -cross this river? By canoe or by swimming?

Example : 1. Where can I have fresh water? In the Kitchen or in the refrigerator?

MY OWN NOTEBOOK

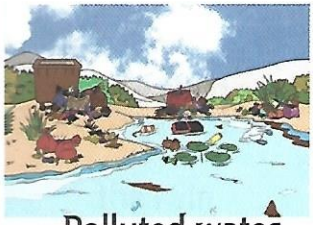
Water is the source of life.

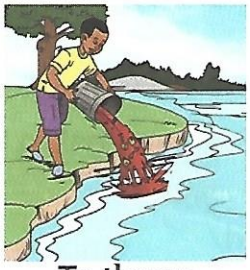
SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
To throw ; To urinate ; To defecate ; Chemicals ; To spray ; Polluted water ; Toxic products	Expressing causes	- Polluted water **leads to** many diseases. - Unclean water **causes** diarrhoea.

TIME TO LEARN

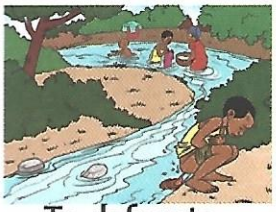
- LOOK, LISTEN AND REPEAT


Polluted water


To throw


Toxic product


To urinate


To defecate


Chemicals

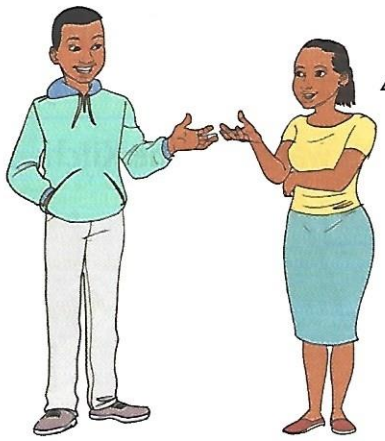

To spray


To filter


To boil

- LISTEN AND REPEAT





Amy, do you think that toxic products **cause** water pollution?

Yes, of course throwing household waste in the river **leads to** water pollution too.

TIME TO PRACTISE

Activity 1: Ask and answer questions with your neighbour like this :

1- A : What does polluted water lead to / cause?

B : It leads to waterborne-diseases. / It causes waterborne-diseases.

1- Polluted water / waterborne-diseases.
2- Unclean water / cholera.
3- Defecating in the river / water pollution.
4- Swimming in dirty river / scabies.
5- Fishing with chemicals / many diseases.

Activity 2: Reorder the words and expressions to get sentences expressing causes. Number 1 is an example

1-/ lead to / are / Human activities / water pollution.

Human activities lead to water pollution.

2- leads / in fishing / Using chemicals / to / water intoxication.
3- dirty water / Drinking. / causes / diarrhoea
4- causes / Lack of water / Dry season.
5- leads /Too much rain / to / floods.

TIME TO EXTEND

Choose the correct option among a, b and c to complete the sentences.

Do like this. 1-a

1- Water is .....
a) very important for life. b. not important for life. c. dangerous for humans.
2- Polluted water is.....
a) good for human health. b. not good for human health . c. drinkable water.
3- Mineral water is.....
a) safe water. b. unsafe water. c. dangerous water.
4- Filtering water permits to.....
a) avoiding microbes. b. swallow microbes. c. catch maladies
5- Boil river water .....
a) doesn't kill microbes. b. kills microbes. c. protect microbes.

MY OWN NOTEBOOK

- Sir, may I go out, please?
- Yes, you may go.
- What causes diseases?
- Drinking dirty water causes diseases.

SESSION 3

COMMUNICATION ACTIVITY

La journée internationale de l'eau est organisée cette année par l'Ambassade des Etats-Unis en Côte d'Ivoire dans ton école. A cet effet, tu décides de lire un texte qui traite des sources de l'eau et des causes de la pollution de celles-ci. Ci-dessous se trouve le texte avec les consignes de lecture.

A) Read the text and choose the appropriate general idea to complete the sentence below.

The text is about the

- protection of water.
- illnesses caused by water.
- prevention against illnesses.

Water pollution is linked to the word contamination. It refers to the presence of impurities and dangerous elements in water. The polluted water is not good for drinking and is dangerous to living beings such as animals, birds, and human beings. Water pollution is a source of many deadly illnesses that cause harm, and even kill human civilization.

Adapted from:https://www.aplustopper.com › paragraph-on-water-pollut.

B) Read again and write short answers to the questions below. Answer number 1 is given to you.

1- What is the word that is linked to water pollution?
It is contamination.
2- How are the elements in a polluted water?
3- Is polluted water good for drinking?
4- What is the source of many deadly illnesses?
5- Can polluted water kill human beings?

C) In groups of four (4) students, complete the paragraph below.

The sources of water are many: there are (1)....., (2)....., (3)....., (4)..... and (5)..... . Water pollution is caused by (6)....., (7)..... and (8)..... If you want to drink river water, you must (9).....it or (10)..... it.

UNIT SUMMARY

• REVISION GAME

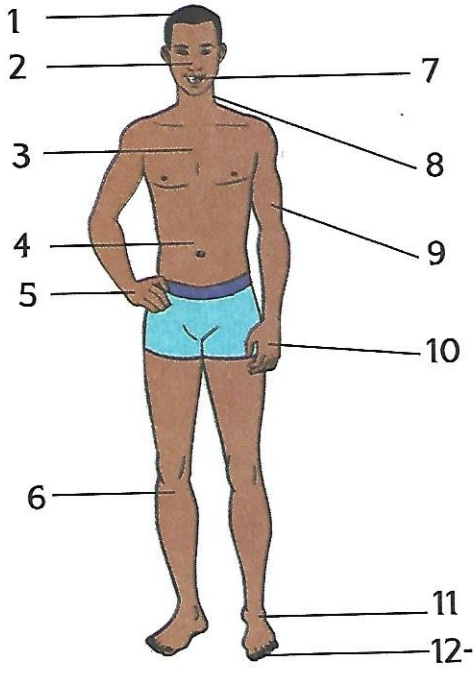
Play a game with your teacher.

If you like English, if you like English touch your mouth!
If you like English, if you like English touch your nose!
If you like English, if you like English touch your head!
If you like English, if you like English touch your eyes!
Etc.

• REVISION

Activity 1: Label the different parts of the body using the words in the box. Do it in your exercise book.

head ; mouth ; chest ; fingers ; arm ; foot ; nose ; neck ; tummy ; leg ; hand ; toes



Activity 2: Your friends need your advice in the situations below. Help him.
Number 1 is an example

1- Our living room is dusty. (mop)
I think you should mop it.
2- There is stagnant water near the house. (empty)
3- Konan wears dirty clothes and shoes. (wash)
4- Lesly doesn't sleep under a mosquito net. (sleep)
5- The river water is unsafe. (drink)
6- Oka often eats with dirty hands. (eat)

Activity 3: Word puzzle. Find five diseases and five sources of water. One is found for you. Write them down in your exercise book.

d	I	A	R	r	h	e	o	a	x
S	M	A	L	a	r	i	a	w	r
C	A	R	I	e	s		t	E	i
A	C	H	O	l	e	r	A	L	V
B	B	Z	T	p	u	m	p	I	E
i	E	M	N	o	d	g	a	x	R
E	H	E	A	d	a	c	h	e	G
s	E	A	M	l	a	k	e	q	U

Activity 4: Read the text below and answer the questions

Water is unsafe when it contains germs, worms, or toxic chemicals. Germs and worms live in human and animal waste (urine and feces). They can provoke serious health problems such as cholera, dehydration, infections, anemia and malnutrition which can cause death. The most common sign of illnesses from germs and worms is diarrhoea.

Adapted from: https://en.hesperian.org

1- The text is about:
   a) safe water.
   b) unsafe water.
   b) water and hygiene.
2- When is water unsafe?
3- Where do germs and worms live?
4- What is the name of the principal disease in the text, caused by unsafe water?



• WHAT I CAN DO

Did you do well in this unit?
Use a cross (X) to say what you can do and what you can't do.

	I can	I can't
names of parts of the body		
names sources of water		
giving advice		
inquiring and giving information		
expressing cause		

• EVALUATION

Look through the unit and discuss the questions below with your neighbour.

1-Which exercises do you think were easy?
2-Which exercises do you think were useful?
3-Which exercises do you think were difficult?

SKILL : READING

UNIT 8



LESSON 1

I PRACTISE SPORTS!

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

Désireux de remporter le Prix du meilleur lecteur de ton école organisé par le Centre Culturel Américain, tes amis et toi, vous vous entrainez à lire quelques pages d'un livre mettant en exergue la nécessité de pratiquer le sport.

Vocabulary related to sports

Language function focus

-Asking and answering questions about sports

-Expressing ability

Everyday English

I am able to play football.

Different types of sports



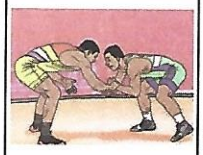
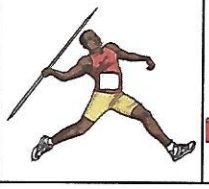
SESSION 1

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Individual sports ; Jogging ; Swimming ; Long jump ; Triple jump ; High jump ; Javelin throw ; Cycling ; Gymnastics ; Judo ; Karate ; Boxing ; Tennis ; Table tennis; Wrestling	-Asking and answering questions about sports. -Talking about preferences.	A: **What sports do you practise?** B: I **practise** jogging. A: **Which sport do you prefer?** B: I **prefer** jogging.

TIME TO LEARN

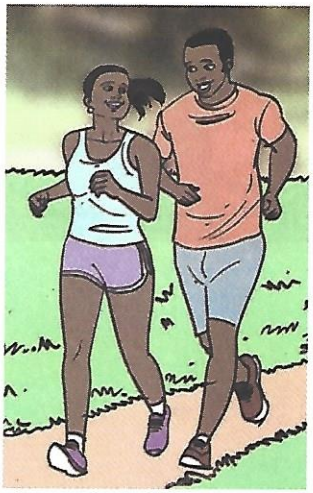
• LOOK, LISTEN AND REPEAT

Individual sports: They are sports which are practised by one individual or two opposing individuals.

1-Jogging 	2-Boxing 	3-Tennis 	4-Table tennis 	5-Wrestling 	6-Judo 	7-Karate 
8-Swimming 	9-Cycling 	10-High jump 	11-Long jump 	12-Triple jump 	13-Javelin throw 	14-Gymnastics 

• LISTEN AND REPEAT

Koffi: **What sports do you practise?**
Koné: I **practise** jogging.
Koffi: **Which sport** do you **prefer?**
Koné: I **prefer** jogging.



I practise jogging.
I **prefer** jogging.

TIME TO PRACTISE

Activity 1: With your neighbour, use the clues below to ask and answer questions about sports.

Example : 1-

A- What sports do you practise?

B- I practise jogging.

A- Which sport do you prefer?

B- I prefer jogging.

1- jogging/prefer/practise
2- cycling/prefer/practise
3- swimming/prefer/practise
4- gymnastics/prefer/practise
5- high jump/prefer/practise
6- tennis/prefer/practise

Activity 2: Reorder the words in order to obtain meaningful sentences related to sports.

1- jogging/practise/I. **I practise jogging.**
2- prefers / She /swimming.
3- He / cycling / practises
4- gymnastics/prefer/ They.
5- Zegbe /practises / judo.
6- karate/prefers/Aurelie.

TIME TO EXTEND

Use the clues from Column A to ask questions and those from Column B to answer. One is done as an example.

Column A	Column B	Answers
I /practise	cycling	Question: What sports do you practise? Answer: I practise cycling.
You /practise	jogging	Question: Answer:
She /prefer	swimming	Question: Answer:
We/ prefer	karate	Question: Answer:
They/practise	table tennis	Question: Answer:

MY OWN NOTEBOOK

-I prefer practising gymnastics.
-I like gymnastics.

SESSION 2

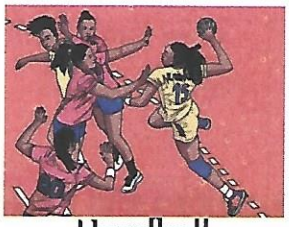
Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Team sports ; Football ; Handball ; Basketball ; Volleyball ; Rugby ; Running	Expressing ability	A: **I am able to** play basketball. Are you able to play basketball? B: Yes, **I am**/No, **I'm not.** A: **Can** you play basketball? B: Yes, I **can.**/ No, I **can't.**

TIME TO LEARN

• LOOK, LISTEN AND REPEAT

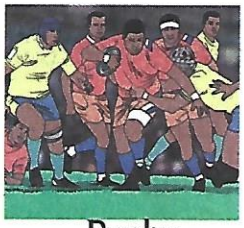
Team sports: They are sports which involve groups of people organized into opposing teams.

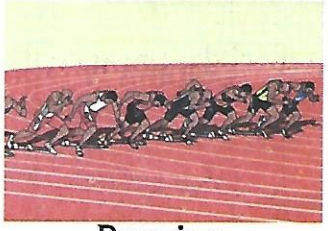

Football


Handball

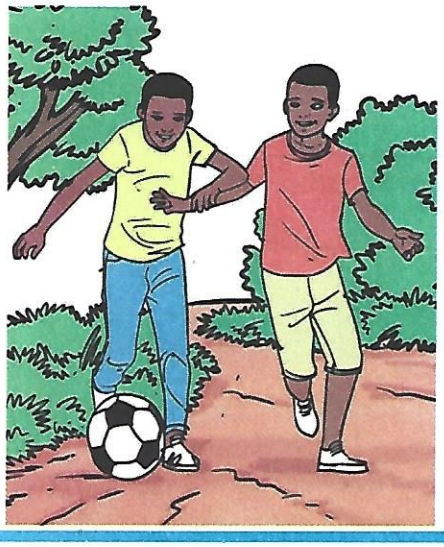

Volleyball


Basketball


Rugby


Running

• LISTEN AND REPEAT



Yvan: **Are you able to** play football?
Guéhi: **Yes, I am.**
Yvan: So am I. **Can** you play Volleyball?
Guéhi: No, I **can't.**
Yvan: **Neither can** I.

TIME TO PRACTISE

Activity 1: Reorder the letters below to find the names of team sports. The first one is an example.

1- blyVlaolel = Volleyball
2- tbFloloa
3- dnHlalab
4- llekBtasba
5- ugbRi

Activity 2: With your neighbour, use the clues below to ask and answer appropriate questions about abilities.

Example : 1-

Question: Is mother able to play volleyball?

Answer: No, she is not.

1- Mother/to be able to/volleyball /play (answer: negative).
2- Father/can/football/play (answer: affirmative).
3- Girls/to be able to/handball/play (answer: affirmative).
4- He /can/rugby/play (answer: negative).
5- Students/to be able to/running/practise (answer: negative).

TIME TO EXTEND

As you read the paragraph below, do the tasks that follow it.

We can classify sports into two categories. There are individual sports and team sports. As examples of team sports, we have: rugby, handball, basketball, running and football. Javelin throw, gymnastics and cycling are some individual sports. People practise them mainly to keep in good health. But professional sports permit athletes to earn important sums of money. People prefer watching them on TV.

1- Say what the text is about.
2- List the different types of sports according to the text.
3- Give three examples of each type according to the text.
4- Say why people practise sports.

MY OWN NOTEBOOK

- To be able to = to be capable of / can
- Ability ≠ disability
- I'm a football fan.

SESSION 3

COMMMUNICATION ACTIVITY

A l'occasion de la journée mondiale du sport, le Président du club d'anglais de ton école te responsabilise pour sensibiliser tes camarades à la pratique du sport à la prochaine rencontre du Club. Pour mieux te préparer à cette activité, tu te rends à la bibliothèque du centre culturel Américain pour te documenter. Dans tes recherches, tu découvres le texte ci-dessous. Pendant que tu le lis, réponds aux consignes y afférentes.

1- Read the text and note down the best title.

a)The dangers of practising sports
b)The importance of practising sports

TEXT

Sports refer to any form of competitive physical activity or game that uses, maintains or ameliorates physical capacity and skills. They provide enjoyment to participants and, in some cases, amusement to spectators. Sports can also improve one's physical health. Hundreds of sports exist. Single competitors take part in jogging, tennis, cycling, judo, karate while teams participate in games such as football, rugby, handball, volleyball, etc.

Adapted from https://www.wikipedia.org/wiki/Sport

2- Read the text again and fill in the table below with the appropriate names of sports from the text.

Individual sports	Team sports
- Tennis	

3- Say which sports you prefer. Justify your choice.

LESSON 2 MY FAVOURITE SPORT IS FOOTBALL

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

De retour de l'école, avec tes amis, votre attention se porte sur un panneau publicitaire mettant en avant le football comme meilleur sport. Pour mieux vous informer, vous vous rendez à la bibliothèque de l'ambassade de l'Afrique du Sud pour lire des livres à ce sujet.

Vocabulary related to football

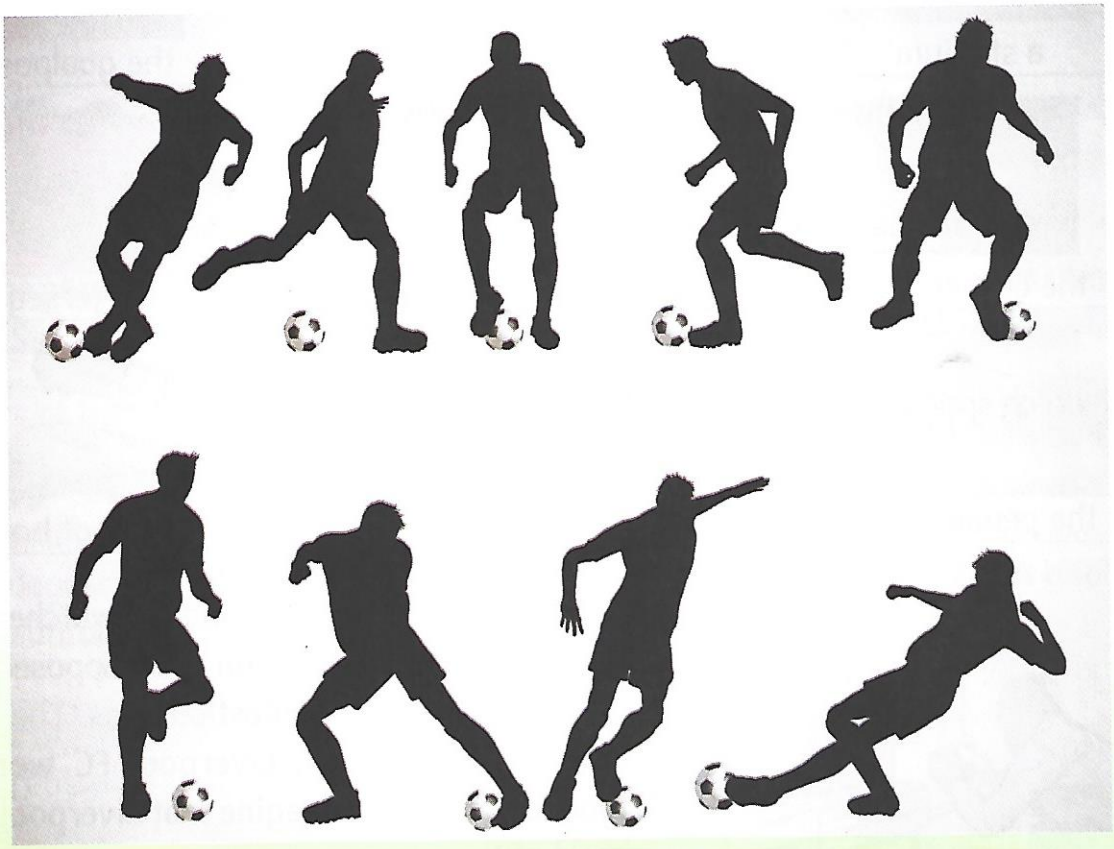
Language function focus

- Using the past simple of regular and irregular verbs to ask and answer questions
- Expressing purposes

Everyday English

I practise sport **for keeping fit**

Football, my favourite sport

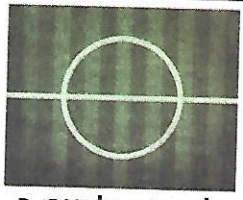
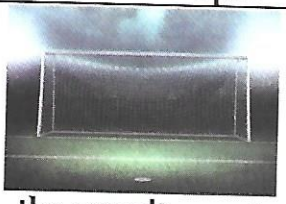


SESSION 1

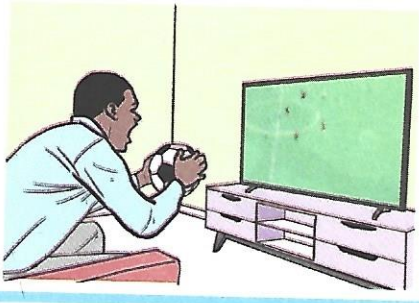
Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Stadium ; Playground/Pitch ; The goalposts ; Jersey; Penalty spot; Corner spot; Pair of gloves; Pair of boots ; Center spot	Describing past actions	A: What **did** your father **do** from 12th to 26th January 1992? B: He **watched** the Africa Cup final between Cote D'Ivoire and Ghana. A: **Did** your father **watch** the African Cup Final between Cote D'Ivoire and Ghana? B: **Yes, he did.**/ No, he **did not/ he didn't.**

TIME TO LEARN

- LOOK, LISTEN AND REPEAT

 a stadium	 a playground/a pitch	 the goalposts
 the corner spot	 a center spot	 the jerseys
 the penalty spot	 a pair of gloves	 a pair of boots

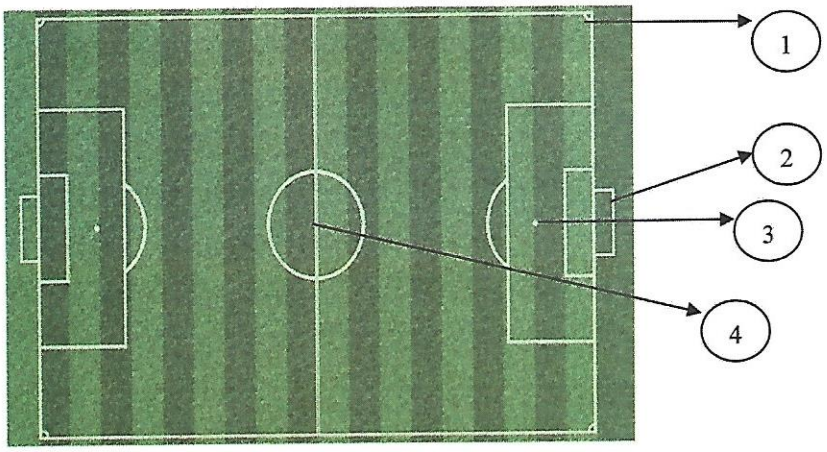
- LISTEN AND REPEAT



Yesterday, my friends and I **watched** a very interesting football match on TV. It **opposed** Liverpool FC to AC Milan, two fantastic teams. The game **was** tight, but in the end, Liverpool FC **won**. I really **enjoyed** the game. I imagine that Liverpool's fans **felt** proud of their team.

TIME TO PRACTISE

Activity 1: Look at the picture of the playground below and name its different parts.
Example: 1- Corner spot



Activity 2: Reorder the different words to obtain correct sentences. Number 1 is an example.

1- watched / a football match /I/last weekend = **I watched a football match last weekend.**
2- lost /in 2012/They.
3- a football tournament / in the holidays / played / We.
4- at primary school/handball/played/These girls.
5- wrote/last year/ about /an article/ My father /sports.
6- the elephant team/cried/Some supporters/lost in 2012/when.
7- won /Our national football team/in 2015/the cup.

TIME TO EXTEND

Complete the passage below about the Ebimpé stadium with the words expressions from box.
Example: 1-Stadium

pairs of boots - wore - jerseys - played - was - football ground - stadium

The brand-new (1)..... built in Abidjan recently is named Ebimpé. It is located in Anyama. It (2)..... built by Chinese engineers. It has a nice (3)..... The Ivorian team (4)..... there against Madagascar in November 9th, 2020. For this match, the players and the goalkeeper (5)..... beautiful (6)..... and (7)..... .

MY OWN NOTEBOOK

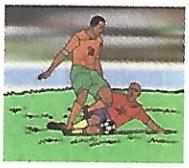
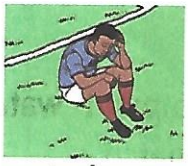
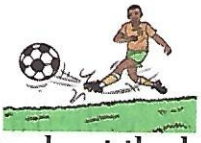
-Let's play football!
-Good idea!

SESSION 2

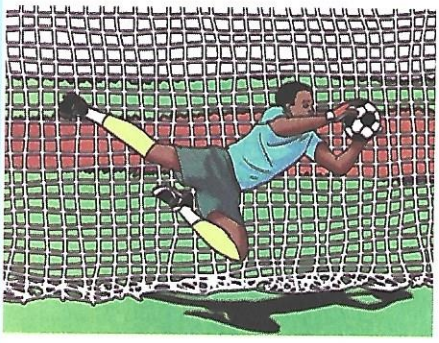
Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Football players ; Midfield/ Attacker ; Striker ; Defender; Referee ; Team ; Coach ; Goalkeeper ; To shoot ; To catch ; To throw ; To score ; To win ; To lose; To dribble	Expressing purposes	A: **Why** does a goalkeeper stay in the goalpost? B: He stays in the goal post **in order to** catch the ball / He stays in the goal post **for catching** the ball.

TIME TO LEARN

- **LOOK, LISTEN AND REPEAT**

 a referee	 football players	 a football team	 a goalkeeper
 a coach	 to catch the ball	 to score a goal	 to tackle
 to win	 to lose	 to shoot the ball	 to throw in the ball

- **LISTEN AND REPEAT**



A: **Why** does a goalkeeper stay in the goal post?
B: - He stays in the goal post **in order to** catch the ball.
- He stays in the goal **for catching** the ball.

TIME TO PRACTISE

Activity 1: Guess the appropriate words from the clues below. Number 1 is an example.

1- I'm happy when my team wins and very sad when it loses. But, I will be at the stadium to watch next match. I'm never discouraged. I am a **supporter**.
2- It's an obligation for me to catch all the balls even more during the penalties. I am a ...
3- I use a whistle as a policeman to enforce the rules. I am a .....
4- My role changes depending on the circumstances and I'm member of football team. I am a ...
5- When my team has the ball, I attack. I am a .....
6- When my team loses the ball, I have a mission to protect my camp. I am a .....
7- I'm round. The players kick me to score a goal. Without me the game is not possible. I am a ...

Activity 2: Underline the best options to get meaningful sentences expressing purposes.

1- I go to the stadium (in order to / for) supporting my team.
2- I take my bath (in order to / for) keep clean.
3- She reads books (in order to / for) searching information about handball.
4- The students practise sports (in order to / for) improving their concentration power.
5- The coach trains his team (in order to / for) win the cup.
6- The goal keeper wears gloves (in order to / for) avoiding the lesions.
7- The referee uses a whistle (in order to / for) direct the match.

TIME TO EXTEND

Put each verb in brackets in the correct form. Example: 1- watch.

1- I switch on the television to (watch) a football match.
2- The team trains hard in order to (win) next match.
3- We go to the stadium for (support) our team.
4- The coach shouts to (give) instructions to the captain.
5- The goalkeeper stretches his hands for (catch) the ball.
6- The striker shoots the ball to (score) a goal.
7- The fans sing in order to (boost) their team.

MY OWN NOTEBOOK

- Let's sing a song!
- Repeat after me!
- How do you spell the word .....?

COLLECTION "SUPERNOVA" / SIXIÈME

SESSION 3

COMMMUNICATION ACTIVITY

C'est bientôt la coupe du monde de football 2023 au Qatar. L'Ambassade des Etats Unis distribue des brochures sur la popularité de ce sport aux élèves de 6ème. En tant que membre du club d'anglais, le président te demande de lire le texte en vue de mieux le comprendre et d'en discuter avec tes amis. Pendant que tu le lis, fais toutes les activités qui suivent.

1- As you read the text quickly, propose a title ;

TEXT:

Football is the world's most popular game in number of participants and spectators. It can be played almost anywhere; from official football fields to gymnasiums, streets, school playgrounds, parks, or beaches. Any player on the pitch has a role to play to help their team win the victory. The striker has to score goals. The defender has to protect the goalkeeper's area and the goalkeeper has to catch the ball. The main objective of any football team is to score more goals than the opposing team to win the game.

Adapted from https://www.britannica.com/sports/football-soccer

2- Read the text again and say whether the statements below are true or false. Write T for true and F for false. Give the lines of the text to justify your answers.

Example: 1- F (L1)

a) Football is not appreciated in the world.
b) Football can only be played on an official playground.
c) Any football player must help their team win.
d) The role of the goalkeeper is to score goals.
e) The aim of a football team is to score fewer goals than the opponent.

3- On the occasion of the sports days recently organized in your school, you watched a football match between two classes. Describe it in five (5) lines maximum.

LESSON 3

LET'S HAVE A LITTLE FUN!

LESSON CONTENT OVERVIEW

SITUATION D'APPRENTISSAGE

A quelques semaines des grandes vacances, ton ami ghanéen désire te voir passer les vacances avec lui. Il te fait parvenir un texte sur les jeux. Tu le lis afin de te familiariser avec les jeux pratiqués chez lui.

Vocabulary related to games

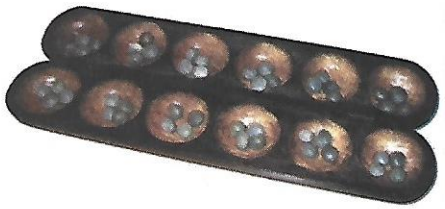
Language function focus

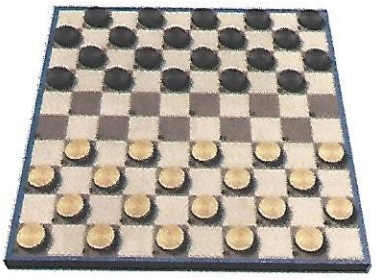
- Making suggestions about games
- Accepting / refusing suggestions
- Expressing future actions
- Using reflexive pronouns

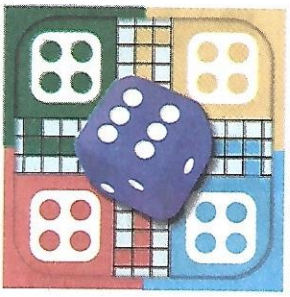
Everyday English

We enjoyed ourselves very well.

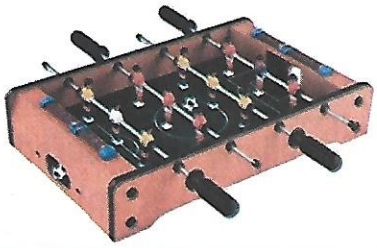
Types of games











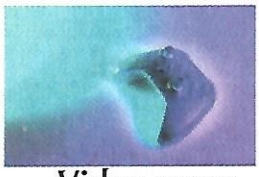
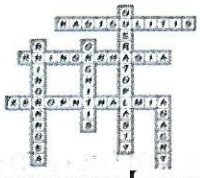
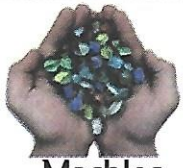


SESSION 1

Teaching points		
Vocabulary focus	**Language function focus**	**Structures**
Video game; Scrabble; Baby-foot ; Marbles ; Ludo ; Draughts ; Cards ; Crossword puzzle	- Making suggestions. - Accepting and refusing suggestions.	A: **Let's** play baby-foot! B: Okay. A: **Let us** play video-games! B: **No, I don't like it. / No way.** A: **What about** playing ludo game? B: **Great!**

TIME TO LEARN

• LOOK, LISTEN AND REPEAT

 Video game	 Scrabble	 Cards
 Draughts	 Ludo	 Crossword puzzle
 Awalé	 Baby-foot	 Marbles

• LISTEN AND REPEAT



Meliane : I am bored !
Natacha: **Let's** play a game!
Meliane: **Fantastic! How about** playing Ludo game?
Natacha: No, **I dislike** this game. **Why don't** we play cards?
Meliane: **Great!** Let's go!

TIME TO PRACTISE

Activity 1: Complete with the missing letters to find correct names of games.

Example: 1-Awalé

1- w- - é
2- M - - b - es
3- - - by- - - o -
4- C - r- -
5- V- - eo-g - - es
6- L - - -
7- - - a- -h- s

Activity 2: Write the words in the correct order to make the sentences meaningful. Do like in the example.

Example: 1-Let's enjoy ourselves.

1- enjoy / ourselves / Let's
2- about / What / crossword puzzle? / playing
3- course / Of.
4- us / play / Let / games / video-
5- play / Let's / scrabble!
6- don't / No, / like / I / it.

TIME TO EXTEND

With your partner, match each sentence or question in column A with its corresponding reply in column B. Write your answers like this: 1- f

Column A	Column B
-Hello, my friend! 2-Let us play crossword puzzle! 3-Great idea! Can we play video-games after? 4-It depends on your preferences. 5- Baby-foot? No way, because it's a game for boys. How about cards? 6- I prefer it to baby-foot. It is fun.	a-No problem. And next, what other game could we play? b-Sorry, I don't like thinking. What about playing ludo game? c- That's better. d- Right, how about playing baby-foot after? e- So, let's enjoy ourselves with cards! F-Hi, my friend

MY OWN NOTEBOOK

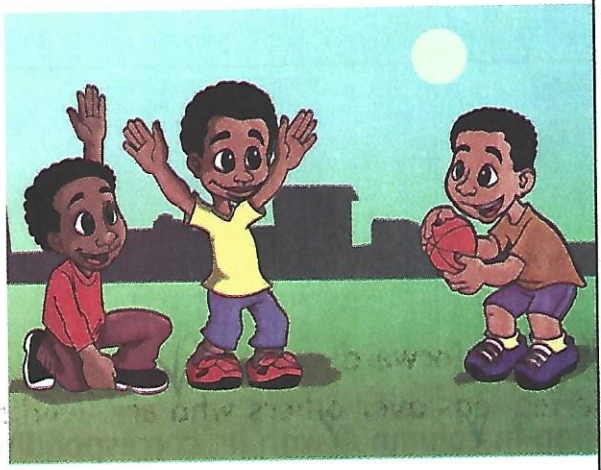
Let's have a break!

SESSION 2

Learning points		
Vocabulary focus	**Language function focus**	**Structures**
Swing ; Sack race ; Tug of war ; Leap frog ; Hopscotch ; Hide and seek ; Blind man's buff	- Expressing future actions - Using reflexive pronouns	- We **will play** Awale. - We **will not play** sack race. - We **won't play** sack race. - They **will enjoy** themselves very well.

TIME TO LEARN

• LOOK, LISTEN AND REPEAT



Youssouf: Who wants to go to the park with me?
Désiré: Me.
Tony: Me, too. But what are we going to do in the park?
Youssouf: We will play some games there.
Désiré: Which games?
Youssouf: We will swing, play hopscotch, leap frog, sack race etc...
Tony: These are all girls' games. Don't you know some boys' games?
Youssouf: Of course, I do. We can play hide-and-seek, tug of war or a blind man's buff.
Tony: I prefer these ones.
Désiré: Me, too!
Youssouf: So, let's go!

• LISTEN AND REPEAT

We will play Awale next Saturday.
We will not play awalé but hide and seek in the evening.
We won't play blind man's buff.
They will enjoy themselves very well.

TIME TO PRACTISE

Activity 1: Write down the correct form of verbs to express future events. Example: 1-Will

My sister (1-is/will) be 8 years old at the next school year. During breaktime, she (2 are/will) play many games like hopscotch, tug of war and blind man's bluff with her friends. The timid ones (3-are/won't) play. She (4- has / will) also work hard because she likes being the top of her class. From time to time, I (5- will / was) take her to the park to have fun. I am sure she (6- am / will) be very happy.

Activity 2: Rewrite these sentences in the future tense using "will".

Example : 1- I will buy some marbles tomorrow.

1- I'm buying some marbles tomorrow.
2- The traditional games are also instructive.
3- I'm playing sack race and swing with my friends in this afternoon.
4- My brothers aren't playing leap frog tonight.
5- The girls are playing hopscotch today.
6- Koffi isn't fast in sack racing game today.

TIME TO EXTEND

Read each description and find out the game it refers to.

Example : 1- It's sack race

1- A game in which competitors stand in sacks and jump forward:
2- A game in which players in turn vault with parted legs over others who are bending down.
3- A competition in which two people or teams pull at opposite ends of a rope, trying to pull their opponents over a center line.
4- A children's game in which one or more players hide and the other or others have to look for them.
5- A game in which a blindfolded player tries to catch and identify another player.

MY OWN NOTEBOOK

-What does sack race consist in?

SESSION 3

COMMMUNICATION ACTIVITY

Lors des préparatifs de leur fête de fin d'année le membres du club d'anglais de ton école se rendent à la la bibliothèque de l'Ambassade du Nigéria. Ils y trouvent un texte sur des jeux. Ils le lisent pour s'informer sur les différents types de jeux qu'ils vont utiliser pendant leur kermesse. Étant membre de ce club d'anglais, lis le texte suivant et réponds aux consignes qui suivent.

1- Give a title to the text ;

2- Answer the questions below :

a) What type of game is Ludo?

b) How many players can take part in a Ludo game?

c) Where does it originate from?

d) Is it a fun game?

e) What are the benefits of playing Ludo?

Text:

Ludo game is a traditional game. It is a strategy board game for two or four players. It is derived from the Indian game named "Pichisi". It can be fun and really challenging. There are many advantages related to its practice. First, it contributes to develop your brain rapidly. Then, it also permits to remain stress-free. Finally, it improves your relationship with friends.

Adapted from https://en.m.wikipedia.org/wiki/Ludo_(board_game)

3- Say which traditional games you practise. Give the reasons in a few lines.

UNIT SUMMARY

• REVISION GAME

Write down three of each kind of sports.

Combat Sports	Individual Sports	Team sports
- -	- -	-football -

• REVISION

Activity 1: Classify the different games below into the appropriate boxes

Crossword puzzle - Awale - Cards - Hide and seek - Ludo - Scrabble - Blindman's buff - Draughts - Leap frog

Educational or mind games	Fun games
- -	-Leap frog -

Activity 2: Find the name from the clues given below. Number 1 is an example.

1- He shoots the ball: a player
2- He catches the ball.
3- He trains a team.
4- Place where people practise gymnastics and play foot or another.
5- He whistles errors during the game.

Activity 3: List four (04) sports and games. Then, make sentences to talk about what you can practise among them and what you can't practise.

Activity 4: The sentences below are suggestions. Rewrite them using "What about". Do it like in the example.

Example: 1) What about watching a football match?

1- Let's watch a football match.
2- Why don't we play tennis?
3- Let us buy some marbles.
4- Why don't we read these sports magazines?
5- Let's go to the stadium.

• WHAT I CAN DO

Did you do well in this unit?
Use a cross (X) to say what you can do and what you can't do.

		I can	I can't
1	express abilities or disabilities		
2	differentiate different types of sports		
3	use the past simple of regular and irregular verbs		
4	make suggestions		
5	express planned actions with "will"		
6	identify individual and team games		

• EVALUTION

Look through the unit and discuss the questions below with your neighbour.

1- Which exercises do you think were easy?
2- Which exercises do you think were useful?
3- Which exercises do you think were difficult?

WORDLIST

A
Afternoon (noun)=après-midi
Answer (verb) = répondre
Armchair (noun) = fauteuil
Ask (verb) = demander
About (prep) = de ; autour de ; à propos de
After (adv) = après
Aware (adj.) = conscient

B
Be (verb) = être
Bye (noun) = au revoir
Bathroom (noun) = salle de bain
Bed (noun) = lit
Bedroom (noun) = chambre à coucher
Behind (adv.) = derrière
Below (adv.) = ci-dessous
Between (adv.) = entre; au milieu de
Box (noun) = boîte
Brother (noun) = frère
Birthday (noun) = anniversaire
Before (adv) = avant
Break (noun) = pause ; récréation
Breakfast (noun) = pétit-déjeuner
Busy (adj) = occupé ; chargé
Blow (verb) = souffler
Body (noun) = corps
Boil (verb) = bouillir
Broom (noun) = balai
Brush (verb) = brosser
But (conj.) = mais ; cependant

C
Child (noun) = enfant
Clean (verb) = nettoyer
Cook (verb) = cuisiner ; préparer
Cooker (noun) = cuisinière
Cooking pot (noun) = marmite
Cupboard (noun) = buffet ; armoire
Cut up (verb) = découper
Christmas (noun) = Noël
Clock (noun) = horloge ; réveil
Capital letter (noun) = lettre majuscule
Chemical (adj.) = chimique
Clothes (noun) = vêtements
Cut (verb) = couper

D
Dad (noun) = papa
Daughter (noun) = enfant fille
Dining room (noun) = salle à manger
Drink (verb) = boire
Days (noun) = jours
Do (verb) = faire
Dirty (adj.) = sale
Drinkable (adj.) = buvable
Dustbin (noun) = poubelle

E
Evening (noun) = nuit
Eat (verb) = manger
Easter (noun) = Pâques
Empty (verb) = vider

F
Fine (adj) = bien
Family tree (noun) = arbre généalogique
False (adj.) = faux
Fan (noun) = ventilateur
Figure (noun) = chiffre
Fork (noun) = fourchette
Free (adv) = libre ; gratuit
Fridge (noun) = réfrigérateur
Fry (verb) = griller
Frying pan (noun) = poële
Factory (noun) = usine
Fertilizer (noun) = engrais
Finger (noun) = doigt
Flood (noun) = inondation
Food (noun) = nourriture; manger
Foot (noun) = pied
Fuel (noun) = carburant; combustible

G
Give (verb) = donner
Good (adj) = bon
Greetings (noun) = salutations
Garden (noun) = jardin
Glass (noun) = verre
Go (verb) = aller ; partir
Grandchild (noun) = petit-enfant
Granddaughter (noun = petite fille
Grandfather (noun) = grand-père
Grandmother (noun) = grand-mère
Grandson (noun) = petit-fils
Grind (verb) = moudre ; écraser

H
Hand (noun) = main
Have (verb) = avoir
How (adv) = comment
House (noun) = maison
How many (adv.) = combien
How old (adv.) = quel âge
Holidays (noun) = vacances, congés ; fériés
Homeworks (noun) = exercices de maison
Hours (noun) = heures

I
Introducing (noun) = présentation
In (prep.) = dans
In front of (adv.) = devant
Iron (noun) = fer à repasser
Independence (noun) = Indépendance

J
Jug (noun) = cruche ; carafe

K

Knife (noun) = couteau
Know (verb) = savoir
Knowledge (noun) = savoir

L

Listen (verb) = écouter
Locating (noun) = localisation
Look at (verb) = regarder ; observer
Louder (adj) = fort; haut
Ladle (noun) = louche
Living room (noun) = salon
Late (adj) = tard ; en retard
Learn (verb) = apprendre
Look (verb) = regarder
Lunch (noun) = déjeuner

M

Match (verb) = relier
Meet (verb) = rencontrer ; croiser ; voir
Morning (noun) = matin
Man (noun) = homme
Mortar (noun) = mortier
Mum (noun) = maman
Midnight (noun) = minuit
Months (noun) = mois

N

Name (noun) = nom
Nice (adv)=enchanté(e) ; ravi(e) ; agréable ; belle; beau
Night (noun)=nuit
Numbers (noun)=nombres
Near (adv.) = près de ; proche de
Next to (adv.) = à côté de
New (adj) = nouveau ; nouvelle

O

Oneself (pronoun) = soi-même
On (prep.) = sur
Ordinal (adj) = ordinaux

P

Pupils (noun) = élèves
Pair (noun) = paire ; à deux
Peel (verb) = éplucher
Pestle (noun) = pilon
Pound (verb) = piler

Q

Quarter to (prep)=moins quinze (15) mins ; moins le quart
Quarter past (prep)= passé de quinze (15) mins

R

Repeat (verb) = répéter
Room (noun) = pièce ; salle
Restroom (noun) = toilette

S

Shake (verb) = agiter ; secouer
Sit down (verb)= asseoir
Sir (noun) = Monsieur
Someone (pronoun) = quelqu'un
Speak (verb) = parler
Stand up (verb) = se lever ; se mettre debout
Sauce pan (noun) = casserole
Set (verb) = disposer
Sieve (noun) = tamis
Sister (noun) = sœur
Sitting room (noun) = salon
Sofa (noun) = sofa ; divan
Son (noun) = fils ; enfant garçon
Spoon (noun) = cuillère
Stove (noun) = fourneau
Sweep (verb) = essuyer
Say (verb) = dire
Shower (noun) = douche
Subjects (noun) = matières
Summer (noun) = été

T

Thank (verb) = remercier
True (adj.) = vrai
Take (verb) = prendre
Thousand (noun) = mille
Time (noun) = temps; l'heure
Timetable (noun) = emploi du temps
Today (noun) = aujourd'hui
Tomorrow (noun) = demain

U

Under (prep.) = sous
Usually (adv) = généralement ; habituellement

W

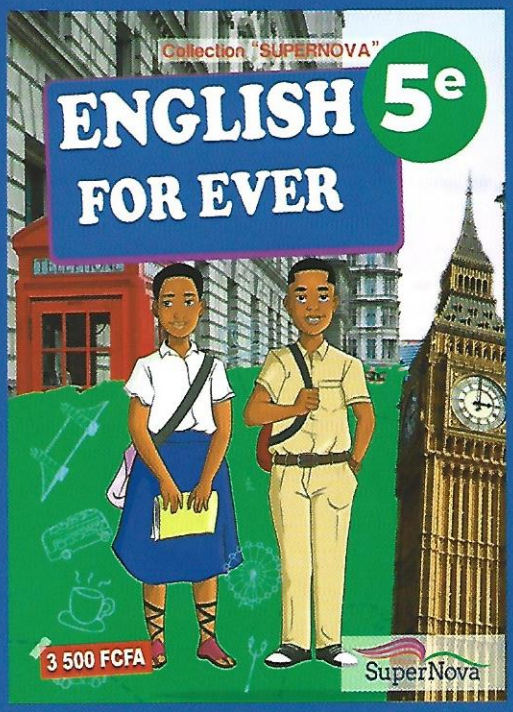
Wave (verb) = flotter ; balancer
Welcome (adj) = bienvenu ;
What (adj) = quel ; quelle
Who (pronoun) = qui
Wash (verb) = laver
Woman (noun) = femme
Wake up (verb) = se réveiller
Wash (verb) = laver
Watch (noun) = montre
Watch (verb)= regarder
Week (noun) = semaine
When (adv) = quand
Write (verb) = écrire

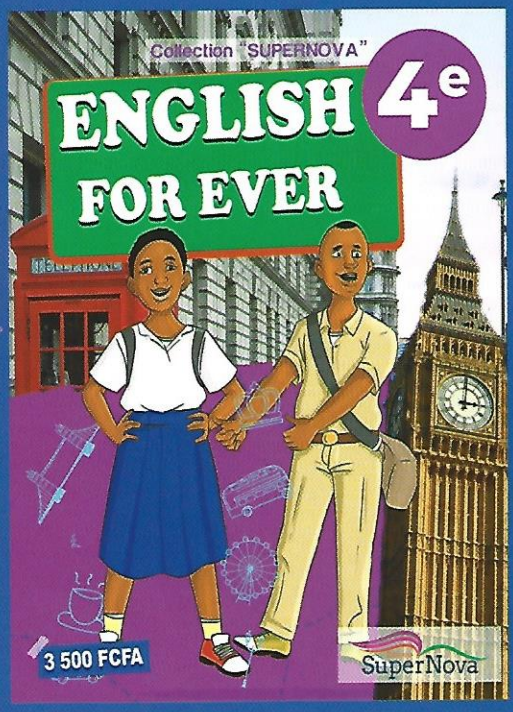
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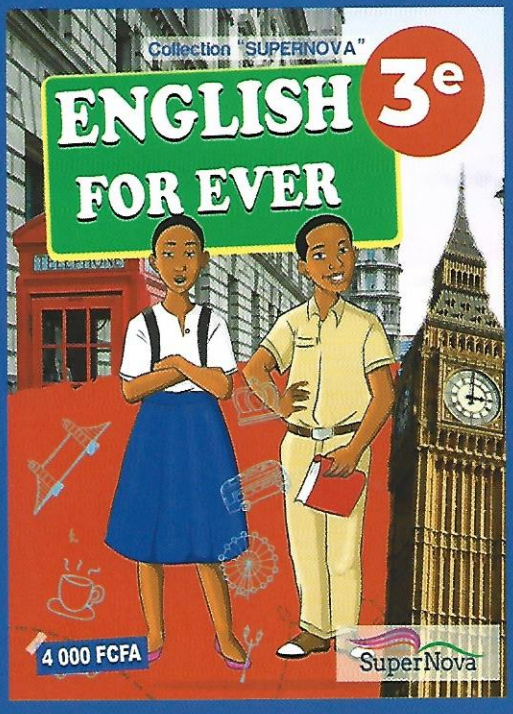
Year (noun) = année

FORME DE BASE	PRÉTÉRIT	PARTICIPE PASSÉ	TRADUCTION
Be	was / were	been	être
Beat	beat	beaten	battre / frapper
Come	came	come	venir
Do	did	done	faire
Drink	drank	drunk	boire
Eat	ate	eaten	manger
Give	gave	given	donner
Go	went	gone	aller
Have	had	had	avoir
Hide	hid	hidden	cacher
Know	knew	known	savoir
Learn	learnt	learnt	apprendre
Make	made	made	faire / fabriquer
Understand	understood	understood	comprendre
Write	wrote	written	écrire

DANS LA MÊME COLLECTION







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