

MOVE FORWARD Cahier

FORWARD

5^e

Corrigé

Auteurs

Une équipe d'Encadreurs Pédagogiques



UNIT 1: AT SCHOOL

LESSON 1: GOOD MORNING, SIR!

Session 1

Exercise 1

Listen to the time and write the correct greeting of the day. Number 1 is an example.

- (6 AM): **Good morning**
- (3 PM): **Good afternoon**
- (7PM): **Good evening**
- (11PM): **Good night**

Exercise 2

Read the greeting, and write the correct moment of the day. Number 1 is an example.

- Good morning: **In the morning.**
- Good afternoon: **In the afternoon.**
- Good evening: **In the evening.**
- Good night: **At night.**

Exercise 3

Answer correctly the greeting. Number 1 is an example.

- A: Good morning. B: **Good morning.**
- A: Good afternoon. B: **Good afternoon.**
- A: Good evening. B: **Good evening.**
- A: Good night. B: **Good night/
Thank you.**
- A: Hello! B: **Hello!**
- A: Hi! B: **Hi!**

Session 2

Exercise 1

Listen and answer the question.

- A: how are you? B: **Fine, thanks.**
- A: What's your name? B: **My name's X/ I'm X.**

Exercise 2

Complete the dialogue.

- A: Good morning
1. B: **Good morning.**

- A: How are you?
2. B: **Fine, thanks.**

- A: What's your name?
3. B: **...I'm X/ My name's X.**

Exercise 3

Complete with the address words in the box.

- Good morning, **Sir.**
- Good evening, **Mister Mel**
- Good night, **Madam.**
- Thank you, **Mister Guei.**

Exercise 4

Write the contracted form.

- I am → **I'm**
- You are → **You're**
- He is → **He's**
- She is → **She's**
- It is → **It's**
- We are → **We're**
- You are → **ou're**
- They are → **They're**

Session 3

Communication activity

Example

Mrs N'goran: Good morning boy/girl. I'm Mrs N'goran. I'm your English teacher.

Pupil: Good morning, Madam. I'm X, I'm in 5e A.

Mrs N'goran: Good bye, X!

You: Goodbye, Madam!

LESSON 2: WHERE'S YOUR ENGLISH BOOK?

Session 1

Exercise 1 Look at the pictures. Say if the sentences are true or false. Write the correct answer if it's false. Write your answers like in Number 1.

- Picture 1:** False, the book is in the bag.
- Picture 2:** False, the pen is in the pencil case.
- Picture 3:** True **Picture 4:** True
- Picture 5:** True
- Picture 6:** False, the pencil is in the pocket.
- Picture 7:** False, Mawa is sitting near / in front of / next to the table.
- Picture 8:** False, Mrs Assoumou is behind N'Takpé.
- Picture 9:** True

Exercise 2 Look at the pictures and answer the questions.

- Picture 1:** The book is in the bag.
- Picture 2:** It's in the pencil case.
- Picture 6:** Yes, it is.
- Picture 7:** She is sitting on the chair.
- Picture 8:** No, she is behind N' Takpé.

Exercise 3 With your partner, ask and answer questions about the pictures in exercise 1.

Possible production

Question: Where is the bag in picture 3?
Answer: It's under the chair.

Question: Is the chair between the tables in picture 4?
Answer: Yes, it is.

Question: Is Mrs Assoumou in front of N'Takpé?
Answer: No, she isn't, she is behind him.

Exercise 4 Look at the pictures and complete the sentences with "my", "your", "his" or "her". Write your answers like this: picture 6-a.

Picture 6:
a - "Koffi, where is **your** pencil?"
b - It's in **my** pocket.
c - Koffi's pencil is in **his** pocket.

Picture 7:
a - Mawa is sitting on a chair; **her** bag is on the table.
b - Mawa, where is **your** bag?

Session 2

Exercise 1 Look at the picture; ask and answer questions about the persons' positions in the classroom.

Example:
(About Télé)

You: Where is Télé sitting?
Your partner: She is sitting next to Hopeson.

A - About Guiro and Eloise and Akissi
You: Where is Guiro sitting?
Your partner: She is sitting between Eloise and Akissi.

B - About the teacher and the students
You: Where is the teacher standing?

Your partner: He is standing in front of the students.

C - About Odé and Iwoh

You: Where is Odé sitting?

Your partner: She is sitting behind Iwoh.

D - About Tra Lou and Guiro

You: Where is Tra Lou sitting?

Your partner: She is sitting in front of Guiro.

E - Ablo and Orné

You: Where is Ablo sitting??

Your partner: He is sitting next to Ablo.

Exercise 2

Look at the picture again and complete the sentences. Number one is an example.

1. Zokou and Tra Lou are sitting **Between** Télé and Gnangui.
2. Zadi is **next to** Ako.
3. Akissi is **in front of** Guei.
4. Guéi and Aké are **behind** Akissi and Guiro.
5. The teacher is **next to** the board.
6. Sié is **far from** the board.

Session 3

Communication activity

Possible questions and answers

Question: Where do you sit in your classroom?

Answer: I sit next to Sali.
in front of Berenger.
behind Yacou.

between Mobio and Akouba.

Question: Do you sit behind Yao?

Answer: Yes, I do.

No, I don't; I sit next to Sonia.

LESSON 3: I HAVE GOT THREE PENS IN MY BAG

Session 1

Exercise 1

Choose the correct words from the box to complete the following text about the classroom.

Write your answers like in the example.

Example: 1. Pupil

1. <i>pupil (example)</i>	3. <i>neighbour</i>
2. <i>bench</i>	4. <i>floo</i>
5. <i>light</i>	7. <i>desk</i>
6. <i>ceiling</i>	8. <i>cupboard</i>

Exercise 2

Match each question from column A with the right answer in column B. Write your answers like in the example.

Example: 1. b

1b (example)	2c	3d	4e	5a
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Session 2

Exercise 1

Write the name of the correct classroom object under each picture like in number 1.

Write your answers like in the example.

Example: 1. Pupil

- | |
|------------------------------|
| 1. a geometry book (example) |
| 2. a compass |
| 3. a ruler |
| 4. an erasure |
| 5. a pencil case |
| 6. a set square |

Exercise 2 Write a correct question or answer using the information from the following text.

- Who is a pupil? **Assohoun is.**
- It's Akouba. **Who is from Samo?**
- It's Sita. **Who buys pineapples with her?**
- Who is from Akounougbe? **Assohoun is.**

Session 3

Communication activity

Example

My name is Bohui. I am in 5e 4. In my classroom, there are four windows and two doors. There is also one desk for the teachers. I have a blue pen and a red pen. I have a pencil too.

UNIT 2: AT HOME

LESSON 1: I HAVE A LARGE FAMILY

Session 1

Exercise 1 Complete the following statements about family relations.

- | | | |
|--------------|------------|--------------|
| 1. son. | 3. nephew. | 5. cousins. |
| 2. daughter. | 4. niece. | 6. grandson. |

Exercise 2 Answer the following questions.

- I have a large family.**
- 10.
- I've got 3 sisters and 4 brothers.
- She's my aunt.
- She's my niece.

Exercise 2 Answer the following questions.

- I have a large family.**
- 10.
- I've got 3 sisters and 4 brothers.
- She's my aunt.
- She's my niece.

Exercise 3 Write the correct possessive adjective for each personal pronoun.

- I have a large family.**
- 10.
- I've got 3 sisters and 4 brothers.
- She's my aunt.
- She's my niece.

Personal pronoun	Possessive adjective
1. I	My
2. You Your
3. He His
4. She Her

Exercise 4 Answer the question.

- His name's ...**
- Her name's X...
- His/her name's Y...
- His name's P...

Exercise 5 Write the correct pronunciation of the "s" sound. Number 1 is an example.

1. Rock's uncle: /s/
2. Anna's cousin: /z/
3. Joyce's aunt: /iz/
4. Julia's grandmother: /z/

Session 2

Exercise 1

Write a short answer to the question.

1. **Yes, I have/ No, I haven't.**
2. Yes, she does/ No, she doesn't.
3. Yes, I do/ No, I don't.
4. Yes, she has/ No, she hasn't.
5. Yes, he does/ No, he doesn't.
6. Yes, they do/ No, they don't.
7. Yes, I have/ No, I haven't.

Exercise 2

Listen to the questions and answer like in the examples.

Example 1: A: Does your sister have a pen? (Yes) B: Yes, **she does**

Example 2: A: Have you got a sister? (No)
B: No, **I haven't**

1. A: Does your father have a car? (No)
B: No, **he doesn't**
2. A: Have you got a brother? (Yes)
B: Yes, **I have.**
3. A: Do your parents have a house? (Yes)
B: Yes, **they do.**
4. Has your sister got a bag? (No)
B: No, **she hasn't.**
5. Do you have many brothers? (Yes)
B: Yes, **I do.**

Session 3

Communication activity

Example:

A: Hi, how are you?

B: Fine, thanks. How are you?

A: Fine, thank you. Do you have a large family?

B: No, I don't. And you? / What about you?

A: I have a large family.

LESSON 2: LET'S VISIT MY HOUSE.

Session 1

Exercise 1

Select the words from the box and write each one under the correct picture. Three words in the box are not concerned. Number 1 is an example.

1. A balcony	2. A bedroom	3. An apartment building	4. A kitchen
5. A bathroom	6. A living room	7. A duplex	8. Huts

Exercise 1

With your partner, ask and answer questions like in the example.

Example: (Picture 2).

Picture 2 (beds)

Question: How many beds are there in picture 2?

Answer: There are two.

Picture 3 (apartements)

Question: How many appartments are there in picture 3?

Answer: There are eight.

Picture 6 (tables)

Question: How many tables are there in picture 6?

Answer: There is one.

Picture 6 (TV sets)

Question: How many TV sets are there in picture 6?

Answer: There is one.

Picture 8 (huts)

Question: How many huts are there in picture 8?

Answer: There are two.

Session 2

Exercise 1

Reorder each group of letters to form the name of a house furniture or appliance.

Example: 1-AFN → FAN

Example: 1 - AFN → FAN

2 - SPLIT 3 - FRIDGE 4 - SINK

5 - CUPBOARD 6 - SOCKET

7 - BOOKSHELF

Exercise 2

Match each picture with its name. One name is not concerned. Number 1 is an example.

A - A bookshelf

B - A split

C - A cupboard

D - A sink

E - A fan

F - A fridge

G - A socket

Exercise 3

Select the best option to complete each of the following sentences.

- 1 - fridge 2 - cupboard 3 - fan
- 4 - sink 5 - bookshelf

Session 3

Communication activity

Possible production:

Moctar: Come with me my friends. I am going to show you round my house.

John: How many rooms are there in your house?

Moctar: Three; one for my parents, one for my sisters and one for me.

Sita: What do you have in your bedroom?

Moctar: A bed, a cupboard, a bookshelf and a table and a chair.

N'Gbesso: Do you study in your bedroom?

Moctar: Yes, I sit on the chair, and I put my school things on the table.

Aké: What door is this?

Moctar: The door to the kitchen. Come in; here is a fridge, a sink, a cooker. We cook the family meals here and we eat in the dining room there.

Sita: You have a very big house!

Aké: And it's beautiful too.

Moctar: Thank you. Now, let's go to the balcony to talk

LESSON 3: KONAN IS WASHING THE DISHES

Session 1

Exercise 1

Match each definition from column A with the correct meaning in column B. Write your answers like in the example.

Example: 1. e

1b (example)	2.f	3.b	4.c	5.d	a
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Exercise 2

Answer each question with the information between parentheses. Write your answers like in the example.

Example: 1. He is in the kitchen.

1. **He is in the kitchen.**
2. They are in the dining-room.
3. It is under the table.
4. They are at school.
5. He is in the classroom.
6. They are in the school bag.

Session 2

Exercise 1

Write the name of each kitchen tool under each picture like in number 1

1. a microwave (example)
2. a mixer
3. a bottle opener
4. a trash bag
5. a tray
6. a kettle

Exercise 2

Answer each question using the correct form of the words in brackets to describe what the people are doing. Follow the example.

Example: 1. He **is cooking** rice.

1. She **is cooking** rice.
2. They **are washing** the dishes
3. They **are having** breakfast.
4. She **is watching** television.

Exercise 3

In the following text about cooking, write the correct questions on the underlined words. Write your answers like in number 1.

Answers:

1. **Who cooks with a cooker?**
2. **What does Fatou cook with?**
3. **What is she cooking today?**
4. **What do Fatou's neighbours cook with? / What do her neighbours cook with?**

Session 3

Communication activity

Example:

There is a big kitchen in my house. It is in front of the dining-room. There are many cooking tools in my kitchen. There are modern tools like a cooker, a mixer, and an egg beater. There are traditional tools such as a mortar, a pestle, and an artisanal stove. My mother usually cooks with the cooker. The artisanal stove works with charcoal, and we use it to cook grain soup. We make fruit juice with the mixer and the egg beater serves to beat eggs for omelettes.

WHO AM I?

1. He is my grandfather
2. I am her sister/brother
- 3; I am her sister/brother
4. I am her sister/brother

UNIT 3: TIME AND DATE

LESSON 1: CAN YOU TELL ME THE DATE, PLEASE?

Session 1

Exercise 1

Write the way you say the following.

I write it	I say it
1. July 1, 1995	<i>The first of July nineteen ninety-five.</i>
2. November 3, 2010	The third of November two thousand and ten.
3. September 19, 1996	The nineteenth of September nineteen ninety-six.
4. February 15, 2013	The fifteenth of February, two thousand and thirteen.
5. April 30, 1990	The thirtieth of April, nineteen ninety.

Exercise 2

Listen and complete the table.

I write it	I say it
Kone	January 2, 2000
Mariam	February 13, 2010
Coulibaly	April 20, 2006
Anna	July 28, 2009
Guei	October 15, 2011

- 1st: First
- 2nd: Second
- 3rd: Third
- 4th: Forth
- 10th: Tenth

Exercise 2

Complete.

1. The second month of the year is **February**.
2. The fourth month of the year is **April**.
3. The sixth month of the year is **July**.
4. There are **31** days in January.
5. There are **12** months in the year.
6. There are **30** days in a month.

Exercise 3

Answer the following questions.

1. *I was born on.....*
2. My birthday is
3. August 7
4. I'm 15.

Exercise 3

Answer the following questions.

1. 7
2. 30
3. 12
4. 365

Session 2

Exercise 1

Write in letters.

Session 3

Communication activity

Example:

Bola: Hi, how are you today?

You: Hi. I'm fine, thanks. How about you?

Bola: Very well, thank you. When's your birthday party?

You: January the second; and when is yours?

Bola: April the tenth. Can I invite you?

You: Sure, I'd love it. I can invite you too.

LESSON 2: WHAT TIME IS YOUR NEXT LESSON?

Session 1

Exercise 1

Look at each clock answers check the correct time below.

Look at Clock A	Look at Clock B	Look at Clock C	Look at Clock D
It's quarter to five.	It's twelve o'clock.	It's quarter to eight.	It's half past twelve.

Look at Clock E	Look at Clock F	Look at Clock G	Look at Clock H
It's half past eleven.	It's quarter past eight.	It's seven o'clock.	It's a quarter to ten.

Look at Clock I	Look at Clock J	Look at Clock K	Look at Clock L
It's quarter to two.	It's half past five.	It's five o'clock.	It's a quarter past five.

Exercise 1

Look at the clocks in exercise 1. With your partner, ask and answer questions about the time.

Some possible questions and answers.

Clock A

You: What time is it on clock A?

Your partner: It's quarter to five.

OR

You: Is it quarter past five on clock A?

Your partner: No, it isn't. It's quarter to five.

OR

You: What's the time on clock A?

Your partner: It's quarter to five.

Clock B

You: What time is it on clock B?

Your partner: It's twelve o'clock.

You: Is it ten o'clock on clock B?

Your partner: No, it's not; it's twelve o'clock.

Clock C

You: What's the time on clock C?

Your partner: It's quarter to eight.

Clock D

You: Is it It's half past twelve on clock D?

Your partner: Yes it is.

Session 2

Exercise 1

Select each time from the box and write it under the corresponding picture like in number 1.

NB : Some of times are not included in the box. The answers to be taken into account are the following.

1. Look at the clock 12:00	2. Look at the clock 22:20	3. Look at the clock 16:00	4. Look at the clock 06:30
Midday	Ten twenty in the evening	Four in the afternoon	Six thirty in the morning

5. Look at the clock 14:41	6. Look at the clock 17:20	7. Look at the clock 09:45	8. Look at the clock 16:30
Nineteen to three in the afternoon	Five twenty in the afternoon.	Nine forty-five in the morning	Four thirty in the evening

9. Look at the clock 03:00	10. Look at the clock 12:59	11. Look at the clock 12:00	12. Look at the clock 02:08
Three o'clock in the morning	One to one in the afternoon	Midnight	Eight past two in the morning

13. Look at the clock 12:59	14. Look at the clock 12 o'clock	15. Look at the clock 02:08	16. Look at the clock 11:51
Twelve Fifty-nine in the afternoon	Twelve o'clock in the night	Two oh eight in the morning	Nine to twelve in the morning

Exercise 2

Listen to your teacher and complete the passage with the time you hear. Number 1 is the example.

- 1) - half past five 2) - six o'clock 3) - quarter past six 4) - seven thirty
 5) - ten 6) - ten fifteen 7) - twelve thirty 8) - seven forty-five
 9) - ten o'clock

Exercise 3

Answer these questions about the paragraph in exercise 2.

- 1) - At half past five 2) - No, at six o'clock. 3) - Seven thirty. 4) - He has dinner.

Session 3

Communication activity

Possible production:

Hi, Thomas.
At school, I have a lot of subjects. In our class, we have English, Mathematics,

History and Geography, Science, Physical training, French, Civics and Physics.





On Mondays, We have English at quarter past ten and Maths at twenty-five past eleven. We have Physical training at four in the afternoon. On Wednesdays, we have Science at half past seven and Geography at nine twenty.

LESSON 3: WHAT DO YOU DO ON WEEKENDS?

Session 1

Exercise 1

Draw the picture for each of the following times.

1. Quarter to ten 	2. Ten o'clock 	3. Quarter past ten 	4. Ten thirty 
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Exercise 2

Match each definition from column A with the correct meaning in column B. Write your answers like in the example.

1. It's twelve thirty. **What is the time?**
2. It's seven o'clock. **What time is it?**
3. No, it isn't; it's quarter past nine. **Is it ten o'clock?**

N.B: Accepter toute autre question correcte.

Example: 1.c

1. c (example)	2.f	3.b	4.c
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Session 2

Exercise 1

Write the name of the correct school subject under each picture like in number 1.

1. Mathematics / Maths
2. Music

Exercise 3

The following answers are about time. Ask the corresponding questions.

3. Physics
4. French
5. History and Geography
6. English

Exercise 2

Match each picture with the correct action from the box like in number 1.

1. have lunch	2. go to school
3. take a shower	4. have breakfast
5. eat dinner	

Exercise 3

Read this text about Nahounou's schedule and answer the questions related to it.

Answers:

1. Every morning, Nahounou wakes up at 6 o'clock.
2. Before breakfast, Nahounou washes his face, he brushes his teeth, and he takes a shower.
3. He goes to school at 7 thirty.

4. No, he doesn't; he goes by bus.
5. Nahounou / He goes to bed at 10 p.m.

Session 3

Communication activity

Dear Conor,

I study many subjects at school. Here is some information about my schedule.

Every school day, I wake up at 5 thirty. I have breakfast at 8 o'clock and I walk to school. On Mondays, I have Mathematics at 8 thirty and from 10 to 12, I have French. I have lunch at 1 p.m. in the school canteen. In the afternoon, I have physical education at 4 p.m. On Tuesdays, I have English at 9 o'clock, and Physics at 3 p.m. On Wednesdays, I have Civics from 11 to 12.

WHO AM I?

1. I am Wednesday
2. I am March
3. I am Mathematics
4. 8:00 (eight o'clock)
5. I am Sunday
6. I am August

UNIT 4: JOBS AND OCCUPATIONS

LESSON 1: MY FATHER IS A FARMER

Session 1

Exercise 1

Write the job under each picture.

1. Look at the picture He is a plumber/ He repairs sinks and taps.	2. Look at the picture She is a lawyer	3. Look at the picture She's a cashier/ She cashes customer's money
--	--	---

4. Look at the picture He's a barber	5. Look at the picture He's a greengrocer/ He sells fruits	6. Look at the picture He plays football./ He's a footballer
--	--	--

Exercise 2

Put the words in the correct order to build correct questions or sentences. Number 1 is an example.

1. **What's your brother's job?**
2. What do your parents do?
3. Your cousin is a greengrocer.
4. What job does your aunt do?
5. Does a cashier get a lot of money?

Exercise 3

What do your parents do? Write a sentence for each member of your family.

Examples:

1. Dad **is a mechanic.**
2. Mum **is a teacher.**
3. Uncle **Guei is a lawyer.**
4. Aunt **Mefou is a cashier.**

Exercise 4

Match the jobs with what the people do.

Job	What people do	Answers
1. A midwife	A. plays football	1.E
2. A greengrocer	B. defends people	2.F
3. A lawyer	C. repairs water equipment	3.B
4. A plumber	D. cashes customer's money	4.C
5. A barber	E. delivers babies	5.G
6. A cashier	F. sells vegetables	6.D
7. A footballer	G. cuts people's hair	7.A

Session 2

Exercise 1

Put the words in order to make sentences or questions.

1. What do your parents do?
2. What's your favourite job?
3. Why do you like this job?
4. Is your Dad a lawyer?
5. Does your mum work in a grocery?

Students are expected to provide their own answers like in the following examples.

1. Dad is a teacher, and Mum is a midwife.
2. I want to be a pilot.
3. Because I like travelling
4. No, he isn't, he's a teacher.
5. No, she doesn't; she works in a clinic.

Exercise 2

Listen and complete the table with the job of each speaker.

1. I'm Kone, I'm a **greengrocer** at the Adjame market.
2. I'm Anna. I'm a **cashier** at Cosmos.
3. I'm Armel, I'm a **plumber** in a construction company.

4. I'm Kate, I'm a **midwife** at a public maternity.
 5. I'm John, I'm a **barber** at Rue Princesse.

Number	Name
Kone	greengrocer
Anna	cashier
Armel	plumber
Kate	midwife
John	barber

Session 3

Communication activity

Example:

Kimbo: Hi Peter, how are you today?

André: Hi Kimbo. I'm good, thanks. What about you?

Kimbo: Fine, thanks. What do your parents do?

André: Mum is a teacher, and Dad is a doctor. What about your parents?

Kimbo: Mum is a lawyer, and Dad is a mechanic.

André: Great! What's the job of your dream?

Kimbo: I want to be an architect; and you?

André: I want to be a pilot.

Kimbo: Well, thank you and good bye!

André: Goodbye!

LESSON 2: WHAT DOES A HAIRDRESSER WORK WITH?

Session 1

Exercise 1

Reorder the letters to write the persons' jobs. Write your answers like in number 1.

- 1 - COMPUTER SCIENTIST
- 2 - CASHIER
- 3 - DRESSMAKER
- 4 - MECHANIC
- 5 - MIDWIFE
- 6 - DENTIST

Exercise 2

With your partner, ask and answer questions like in the example.

Example : (Question 1)

1. Question: What is Akotia?

Answer: He is a **computer scientist**.

2. Question: What is Agnès?

Answer: She is a cashier

3. Question: What is Elisa?

Answer: She is a Dressmaker

4. Question: What is Doffou?

Answer: He/She is a mechanic.

5. Question: What is Nina?

Answer: She is a midwife.

6. Question: What is Koné?

Answer: He/She is a dentist.

Session 2

Exercise 1

Select the worktools from the box to complete what the persons say. A person can use many worktools. Do like in picture 1.

1. My name is Akotia. I am a **computer scientist**. At work, I use a laptop.

2. My name is Agnès. I am a **cashier**. At work, I use a cash register.

3. My name is Elisa. I am a **dressmaker**. At work, I use **a pair of scissors, a sewing machine, an iron, a tape measure and needles to work**.

4. My name is Doffou. I am a **mechanic**. At work, I use **screwdrivers, pliers, a hammer**

and a wrench to work.

5. My name is Nina. I am a **midwife**. I use a **cash register** to work.

6. My name is Sita. I am a **dentist**. At work, I use a **mouth mirror, a face mask, dental nippers and gloves**.

Exercise 2

With your partner, ask and answer questions about the pictures in exercise 1 like this:

You: Who works with a laptop?

Your partner: Akotia does.

Or

You: What tool does a mechanic work with?

Your partner: He works with a screwdriver.

Possible questions and answers.

You: What tool does a dentist work with?

Your partner: He works mouth mirror, a face mask, dental nippers and gloves.

You: Who works with a cash register?

Your partner: A cashier does.

You: Does a midwife work with a hammer?

Your partner: No, she works with gloves.

You: Does a dressmaker work with needles?

Your partner: Yes, she does.

Session 3

Communication activity

Possible production

A. What is your mother's job?

B. She is a midwife.

A. What tools does she use to work?

B. She uses a stethoscope, a thermometer and gloves.

A. Does someone in your family use dental

nippers and mouth mirrors to work?

B. Yes, my father does ; he is a dentist.

A.?

B.

LESSON 3: COME AND SEE ME AT MY WORKPLACE.

Session 1

Exercise 1

Match each job from column A with the correct workplace in column B. Write your answers like in the example.

Example: 1-f

1. f (example)	2.c	3.e	4.a	5.b	6.d
----------------	-----	-----	-----	-----	-----

Exercise 2

The answers below are about workplaces. Ask the corresponding questions like in number 1.

1. Where does Zoungrana work?
2. Where do Camille and Samba work?
3. Where does Arouna work?
4. Where does Marina work?
5. Do you work in a dental hospital?
(Accepter toute autre réponse correcte)

Session 2

Exercise 1

Write the correct name of workplace or job under each of the following pictures like in number 1.

1. a radio station (example)

2. a farmer

3. a library

4. a journalist
5. a football ground
6. a bakery
7. a footballer

Exercise 2

Complete the following dialogues about preferences with the correct questions or answers. Follow the example.

Example: 1. I prefer working as a farmer. / I prefer to work as a farmer.

Dialogue 1

Elisa: We have two job options for you. Do you want to work as a farmer or as a blacksmith?

Yacou: **(1) I prefer working as a farmer. / I prefer to work as a farmer. (example)**

Dialogue 2

Rahim: **(2) Do you want to work in a butchery or in a pharmacy?**

Anna: I prefer working in a pharmacy.

Dialogue 3

Malick: **(3) Do you want to be a librarian or a journalist?**

Lydia: No, I don't want to be a librarian; I prefer to be a journalist.

Dialogue 4

Ramata: Do you want to work in a bakery or in a butchery?

Martins: **(4) I prefer working in a bakery.**

N.B: Accepter toute autre correcte par rapport à la fonction langagière du tableau de contenus.

Session 3

Communication activity

Example:

I am Atowla; I come from Cote d'Ivoire. There are ten people in my family. I have four sisters and two brothers. There is also one cousin. My mother is a dentist, and my father is a baker.

GAMES AND SONGS: READ THE INFORMATION AND WRITE WHO/WHAT/HE/IT IS

A - I am a teacher

B - I am a dentist

UNIT 5: CLOTHES AND COLOURS

LESSON 1: MY SISTER IS WEARING A BEAUTIFUL SKIRT

Session 1

Exercise 1

Listen to the audio and complete and write what the people are wearing. Number one is an example.

Number	Name	She/he is wearing
1	Mrs Koné	A wrapper
2	Assi	Pair of trainers
3	Mel	A necktie
4	Gueu	Pair of gloves
5	Anna	A skirt and a sweater
6	Silue	A suit

Exercise 2 Write the sentences or questions in the correct order.

1. What are the people wearing?
2. Is Anna wearing a blue skirt?
3. I wear my school uniform every day.
4. Do people in the village wear modern clothes?
5. What are you wearing today?

Exercise 3 Write your answers to the following questions.

Examples:

1. *I'm wearing a pair of shoes.*
2. I like traditional clothes.
3. I'm going to wear a jacket and black shoes.
4. Yes, I do/ No, I don't

Session 2

Exercise 1 Write the sentences or questions in the correct order.

1. People usually wear modern clothes in cities.
 2. We wear different clothes in my country.
 3. People from the village can wear modern clothes too.
 4. My sister is wearing a blue skirt.
- I'm going to wear new clothes for my birthday party

Exercise 2 Write your answers to the following questions.

1. I wear jeans and a T-shirt.
2. I like modern clothes.
3. Yes, I do/ No, I don't.
4. Yes, they do/ No, they don't.
5. I'm going to wear traditional clothes.

Exercise 3 Listen and complete the table with people's favourite clothes.

- I'm Armel, I like wearing a T-shirt, and blue jeans.
 I'm Anna. My favourite clothes are a skirt, T-shirts and trainers.
 I'm Alex. I like wearing traditional clothes
 I'm Gnaore. I like wearing jackets.
 I'm Georgy. I like wearing traditional clothes.

Name	Favourite clothes
Armel	T-shirts & blue jeans
Anna	Skirts, T-shirts and trainers
Alex	Traditional clothes
Gnaore	Jackets
Georgy	Traditional clothes

Session 3

Communication activity

What are your favourite clothes? On what occasion do you wear them?

Example:

I usually wear jeans, t-shirts and trainers. But on special events, I can wear a jacket, a long sleeve shirt and black shoes. I can also wear traditional clothes.

1 - True	2 - False	3 - False
4 - False	5 - False	6 - False
7 - True	8 - False	9 - False
10 - False	11 - True	12 - True

LESSON 2: WHAT COLOUR IS DANY'S SHIRT?

Session 1

Exercise 1

Listen to the teacher and complete the text with the colours of the articles in Abou's shop. Number one is done for you.

- 1) - blue 2) - pink 3) - purple 4) - grey, green and brown 5) - black 6) - orange 7) - red 8) - silver 9) - yellow 10) - black 11) - white 12) - indigo 13) - violet 14) - gold 15) - beige

Exercise 2

Answer the following questions about the text in exercise 1.

- 1) - It's blue.
 2) - No, it's grey, green and brown.
 3) - It's black.
 4) - Yes, they are.
 5) - They are white.
 6) - They are indigo, violet, gold and beige.

Session 2

Exercise 1

Look at the pictures and write 'True' if the description is correct and 'False' if it is not correct. Number 1 is an example.

Exercise 2

With your partner, ask and answer questions about the pictures in session 1.

Example:

Picture 1

You: What are they?

Your partner: They are blue trousers.

Or

You: Are they blue trousers ?

Your partner: Yes, they are / No, they aren't.

Picture 2

You: What are they?

Your partner: They are black sandals.

Picture 3

You: Is it a green jacket?

Your partner: Yes, it is.

Picture 4

You: Are they blue shorts?

Your partner: No, they are not; they are blue and white shorts

Picture 6

You: What are they?

Your partner: They are brown shoes.

Picture 8

You: Is it a blue T-shirt?

Your partner: Yes, it is.

Picture 10

You: What is it?

Your partner: It's a red tie.

Session 3

Communication activity

Possible production.

Claude: Here we are, at our English club celebration.

Assetou: Yeah! And there are groups of people. Look there, I can't see very well...

Simon: It's a group of teachers; I can see our Maths teacher.

Raisa: Well...What is he wearing?

Simon: Black jeans, a white T-shirt and a pair of blue trainers.

Claude: Yes, and our English teacher is there too.

Raisa: Is she the one wearing a purple dress and black shoes?

Assetou: Yes, she is.

Simon: Great! Let's go and greet them.

LESSON 3: AT THE MARKET

Session 1

Exercise 1

Choose the correct words from the box to complete the following paragraph about shopping. Write your answers like in the example.

Example: 1- mall

1. mall (example)	2. purchase	3. seller	4. shop	5. hand bag	6. afford
-------------------	-------------	-----------	---------	-------------	-----------

Exercise 2

Match each shopping question from column A with the correct answer in column B. Follow the example.

Example: 1. b

1. b (example)	2. c	3. a	4. e	5. d
----------------	------	------	------	------

Session 1

Exercise 1

Choose the correct ending to complete each definition. Follow the example.

Example: 1- mall

1. b (example)	2. a	3. b	4. b	5. b	6. b
----------------	------	------	------	------	------

Exercise 2

The following answers are about bargaining. Write the corresponding questions.

1. They are 3000 CFA.?
2. Yes, you can. You have a discount of 500 CFA.?
3. It's 1500 CFA.?

Session 3

Communication activity

With a partner, prepare this Dialogue on shopping and role play it.

A: Here you have good and cheap articles. Come and buy!

B: How much is this hat?

A: 2000 F.

B: Wow, it's too expensive. I can't afford it.

A: Well, you can have a discount of 500 F.

B: Ok. Here is the money.

A: Thank you. Wait a minute for your balance.

B: Sure!

UNIT 6: FOOD AND DRINKS

LESSON 1: WHAT DO YOU PREFER FOR BREAKFAST?

Session 1

Exercise 1

Find the missing letters in each list to write a name of food or dish like in number 1.

1. MILLET
2. SANDWICH
3. OMELETTE

4. SAUSAGE
5. PORRIDGE
6. CROISSANT

Exercise 2

Use the information from the following table to answer the questions on what the people usually eat. Write your answers like in the example.

Example: 1- Alima usually eats Kabato.

Answers to the questions

1. **Alima usually eats Kabato. (example)**
2. **Yao and Akissi usually eat yam.**
3. **Kipré and Dago usually eat rice.**
4. **Agnimel usually eats Attiéké.**

Session 2

Exercise 1

Write the name of the object or the action under each picture like in number 1.

1. **curdled milk**
2. **French fries**
3. **fruit juice**
4. **spaghetti**
5. **eat dinner**

Exercise 2

Write about the preference of the following people using the information on them. Follow the example.

Example: 1- Djédjé prefers omelette.

1. **Question:** What does Djédjé prefer?
Djédjé prefers omelette. (example)
2. **Question:** What does Colette prefer?
Colette prefers tea.
3. **Question:** What do Bollou and Yao prefer?
Bolou and Yao prefer Kabato.
4. **Question:** What does Thomas prefer?
Thomas prefers fish.
5. **Question:** What does Annick prefer?
Annick prefers papaya.

Session 3

Communication activity

Example:

*Hi Williams,
There are five people in my family. We*

usually eat yam and rice. I prefer eating yam. My parents prefer yam too, but my sister prefers rice. My junior brother prefers French fries.

LESSON 2: I EAT FRUIT AND VEGETABLES TO BE HEALTHY

Session 1

Exercise 1

Each of the following names is about the fruit in the picture. Write T for true and F for false. Correct the false names. Follow the example.

Example: 1 - F correction: *garlic*

1. F garlic (example)
2. F grapes
3. F cucumber
4. T
5. F melon
6. F papayas

Exercise 2

Observe the pictures below and answer the questions about what the people like or dislike. Follow the example.

Example: 1- Answer: *Atowla dislikes papaya.*

1. *Atowla dislikes papaya. (example)*
2. Assohou likes grapes.
3. Aby and Diana like corn.
4. Anna dislikes cucumber.
5. Dagnogo dislikes garlic.

Session 2

Exercise 1

Match each picture from column A with the appropriate vegetable in column B. Follow the example.

Example: 1- Answer: *Atowla dislikes papaya.*

1. *Atowla dislikes papaya. (example)*
2. Assohou likes grapes.
3. Aby and Diana like corn.
4. Anna dislikes cucumber.
5. Dagnogo dislikes garlic.

Session 2

Exercise 1

Match each picture from column A with the appropriate vegetable in column B. Follow the example.

Example: 1 - e

1. e (example)	2d	3f	4c	5a	6b
----------------	----	----	----	----	----

Exercise 2

Use the information from the following table to answer the questions on how often people eat specific foods.

Example: 1 - *Paterne eats grapes three times a week.*

1. *Paterne eats grapes three times a week. (example)*
2. Gertrude and Anna eat cucumber once a week.
3. Kipré and Dago eat guava twice a week.
4. Agnimel eats melon four times a week.
5. Gertrude and Anna eat pea four times a week.
6. Agnimel eats garlic once a week.

Session 3

Communication activity

Example:

Dear Emorojor,
I am impatient to welcome you in my family. We eat many types of food: rice, yam, plantain, and cassava. We also eat vegetables and fruit. My parents like rice; so they eat it four times a week. I eat yam twice a week with my sister. All the members of the family eat oranges once a week. Please, tell me the types of food you like. I'm going to get them ready for you.

LESSON 3: I CAN COOK ALLOCO

Session 1

Exercise 1

What food item or cooking action is there in each picture? Observe and complete.

Example: 1. c

1. sugar (example)	3. cook	5. oil
2. garlic	4. salt	6. butter

Exercise 2

In this text about cooking, write the verbs in the correct form like in the example.

Example: 1. break

1. break (example)	3. pour	5. pour
2. bake	4. boil	6. cook

Session 2

Exercise 1

Match each definition from column A with the appropriate cooking term or steps in column B. Write your answers like in the example.

Example: 1. c

1. c (example)	3. g	5. b	7. e
2. d	4. f	6. h	8. a

Exercise 2

Recorder the following sentences to obtain an alloco recipe.

Correct order: B; E; C; A; F; D

Session 3

Communication activity

Audio transcript

Afang is a traditional soup from south-east Nigeria. To cook this soup, you need Afang leaves, water, dried fish, and beef. You also need onions, red palm oil, and seasoning cubes.

The Afang leaves are pounded and the onions are chopped before the beef is boiled with the onions and seasoning cubes in a small quantity of water.

The Afang soup is typically served at festive events such as weddings and birthday celebrations.

UNIT 7: HEALTH AND ENVIRONMENT

LESSON 1: HYGIENE AND PARTS OF THE BODY

Session 1

Exercise 1 Answer the following questions.

1. In the rubbish dump.
2. A mop.
3. Take my bath.
4. A hand sanitizer
5. In the rubbish dump

Exercise 2 Listen and complete the dialogue.

Teacher: What do you have to do to keep clean?

John: I have to (1) *take my bath* every morning.

Teacher: Great! What else?

John: I also have (2) *brush my teeth* before going to bed.

Anna: I also have to (3) *wash my clothes*. every week and drink clean water.

Mel: Fabulous!

Exercise 3 What do you have to do at the following moments? Write your answer, then say it aloud.

- a. Before eating:
I have to wash my hands.
- b. Every morning:
I have to take my bath.
- c. Before going to bed:
I have to brush my teeth.
- d. Every week:
I have to wash my clothes.
- e. Before drinking dirty water:
I have to filter it.

Exercise 4 Match the action in A with the correct instrument in B.

Answers: A.3; B.2; C.4; D.1;

Session 2

Exercise 1 Listen and point to or touch the right part of your body.

1. Touch your head
2. Point to your nose
3. Touch your knees
4. Open your mouth
5. Touch your belly

Exercise 2 Write the plural of the following words, then say them aloud.

1. One child, **two children**.
2. One tooth, **two teeth**.
3. One foot, **four feet**.
4. One woman, **five women**.
5. One man, **two men**.

Exercise 3 Read the following action and check what you must do.

- Drink clean water
- Drink dirty water
- Wash your clothes.....
- Wear dirty clothes.....
- Wash your hands with a hand sanitizer.....
- Eat with dirty hands.

Session 3

Communication activity

Example:

To be healthy, I have to do the following things:

First, I must drink clean water;

Second, I have to wash my clothes every week;

Third, I must wash my hands with hand-sanitizers before eating;

LESSON 2: It's forbidden to throw garbage everywhere

Session 1

Exercise 1 Rewrite each sentence starting by "It's forbidden to". Number 1 is an example.

- It's forbidden to throw rubbish in the classroom.*
- It's forbidden to make noise during class;
- It's forbidden to eat too much sweet;
- It's forbidden to use the same syringe;
- It's forbidden to walk in dirty water.
- It's forbidden to enter without wearing a mask!

Exercise 2 Put the words or phrases in the correct order to build correct sentences.

- It's forbidden to throw rubbish in the street;
- You mustn't come in because you have no mask;
- It's forbidden to play in the rubbish;
- You mustn't eat too much sweet;
- I must wash my hands to avoid Covid 19.

Exercise 3 Answer the following questions.

- Bacteria/ When you don't brush your teeth;
- headaches/ fever
- Abstinence/ using condoms
Coughing/fever/ headache

Session 2

Exercise 1 Put the words or phrases in the correct order to build correct sentences.

- You must sleep under a mosquito net to avoid malaria;**
- You must brush your teeth to avoid dental caries.
- You mustn't rub your eyes with your finger to avoid conjunctivitis.
- You must wear shoes to avoid athlete foot.
- You must control your blood pressure to avoid a stroke.

Exercise 2 Answer the following questions.

- What causes flu?
- Fever, headaches, loss of weight, insomnia
- You must not walk in dirty water without shoes on.
- Headache, fever;

Exercise 3 What is forbidden in your school? Write 4 things which are forbidden.

- It's forbidden to throw rubbish in the school yard.**
- It's forbidden to come late to school.
- It's forbidden to cheat.
- It's forbidden to come to school with dirty hands.

Session 3

Communication activity

Write 5 commandments to avoid catching Covid 19.

Example:

To avoid catching Covid19, you must

- You must wear a face mask;

2. You must wash your hands with a hand sanitizer
3. You must sneeze in a tissue
4. You must observe social distancing
5. You must do your test

4. We should drink clean water to be **healthy**.
5. Clean water is good for my **health**.

LESSON 3: WATER AND HEALTH

Session 1

Exercise 1 Listen to the audio and write down what you hear.

1. **Water from the tap**
2. Water from the rain
3. Mineral water
4. A water tank

Exercise 2 Put the words in order.

1. MICROBES
2. CLEAN
3. MINERAL
4. DRINKABLE
5. HEALTH

Exercise 3 Complete with the words in the box.

1. Water from lakes is not **safe**.
2. You must **not drink** water from lakes.
3. **Must** we drink mineral water?

Session 2

Exercise 1 Listen and write your answer.

1. **To be healthy.**
2. To avoid bacteria.
3. It's a microbe.
4. No, it isn't.

Exercise 2 Answer the questions.

1. Write three sources of water: mineral water; water from rivers and lakes; tap water
2. Why can't we drink water from lakes? Because it contains bacteria
3. Why can we drink water from the tap? Because it's safe
4. What must you do before drinking water from rivers.: We must filter it

Session 3

Communication activity

To celebrate the International Day of Water, your English Club asks you to make a poster:

On the poster,

- Write three sources of water
- Classify them into drinkable and non-drinkable
- Say why water is called "The blue gold"

UNIT 8: SPORTS AND GAMES AT SCHOOL

LESSON 1: WHAT SPORT DO YOU PRACTISE?

Exercise 1 Read the description and write what type of sport it is.

- Description 1:** Individual sports
Description 2: Team sports
Description 3: Outdoor sports
Description 4: Indoor sports

Exercise 2

Read the names of the sports in the box below and write each of them in the correct column. One is done as an example.

Some sports can be of more than one type.

Possible answers.

Team sports	Outdoor sports	Individual sports	Indoor sports
Rugby Football Tennis Futsal	Marathon Javelin throw Surfing Boxing	Wrestling Golf Surfing Hurdle Motocross Tennis Marathon Boxing	Futsal

Exercise 3

With your partner, ask and answer questions about the sports in the board in exercise 2.

Examples:

You: What sports do you prefer?

Your partner: I prefer Individual sport (or team sport or indoor sport or outdoor sport).

You: What individual sport do you prefer?

Your partner: I prefer golf.

Session 2

Exercise 1

Write the name of each sport under its picture. Number one is an example.

1 - Wrestling	2 - Motocross	3 - Marathon
4 - Surfing	5 - Hurdle	6 - Javelin throw
7 - Golf	8 - Rugby	9 - Futsal

Exercise 2

Read the information in the board. With your partner, ask and answer questions about the sports the persons prefers. Do like in the example.

Examples:

You: Does Stéphane prefer individual sports to team sports?

Your partner: No, he doesn't; he prefers team sports.

Or

You : Do Stéphane and Tiassou prefer futsal to golf?

Your partner: Yes, they do.

You: Does Awa prefer javelin throw to hurdle?

Your partner: Yes, she does.

You: Does Stephane prefer golf to hurdles?
Your partner: No, he doesn't; he prefers hurdles to golf.

Session 3

Communication activity

Possible production.

Dear Opong,
 I prefer I prefer team sports, some individual sports and some outdoor sports.
 At the competition, I can play footbaal, and practise hurdle too. I like them a lot.
 Thank you.

LESSON 2: WHO WON THE 2015 AFRICAN CUP OF NATIONS?

Session 1

Exercise 1

Reorder the letters below to find words related to the CAN.

Session 2

Exercise 1

Read the text and answer the questions below.

1. From January 9th to February 6th 2022.
2. Twenty-four.
3. Senegal did / won the cup.
4. Yes, it did. It won the silver medal.
5. No, he was the referee of the final.
6. Cameroon won the bronze medal.
7. Egypt did.

Exercise 2

Complete the table below with the missing forms of the given verbs.

Example: UCP → CUP

- 1 - CUP
- 2 - TEAMS
- 3 - STADIUM
- 4 - REFEREE
- 5 - SPECTATORS
- 6 - JOURNALISTS
- 7 - MEDAL
- 8 - VERSUS
- 9 - CONGRATULATIONS
- 10 - WINNERS

Exercise 2

With your partner, ask and answer questions about the words in exercise 1.

Examples:

You: What's word number 1?
Your neighbour: It's CUP.

You: What's word number 5?
Your neighbour: It's spectators.

Tenses	Tenses						
Infinitive	To take	To represent	To win	To play	To be	To loose	To come
Preterite	took	represented	won	played	was	lost	came
Past participle	Taken	represented	won	played	been	lost	come

Exercise 3

Read the text in exercise 1 and ask the questions for the given answers. Do like in the example.

Examples:

Question: Which edition of the CAN took place in Cameroon?

Answer: It was the 33rd edition.

Question: When did the competition start?

Answer: *The competition started in January.*

Question: **Were there coaches at the CAN?**

Answer: *Yes, there were (coaches at the CAN)*

Question: **Which teams played the final at Olembe Stadium? / Where did Senegal and Egypt play the final?**

Answer: *Senegal and Egypt played the final in Olembe Stadium.*

Question: **Who was the referee of the final?**

Answer: *It was Mr Victor Gomes.*

Question: **Did Cote d'Ivoire players win a medal?**

Answer : *No, they didn't (win any medal).*

Session 3

Communication activity

Possible production

In 1992, the African Cup of Nations took place in Senegal. Cote d'Ivoire beat Ghana in the final and won the cup, and got the gold medal too. Ghana won the silver medal. Nigeria came third and won the bronze madal.

LESSON 3: WHAT GAME DID YOU PLAY AT PRIMARY SCHOOL?

Session 1

Exercise 1

Write the name of each game under the corresponding picture. Number 1 is an example.

Kadealo game	Arm wrestling game	Jump rope game
Ampe game	Hand clap game	Rope game

1 - Arm wrestling game	2 - Hand clap game	3 - Rope game
4 - Jump rope game	5 - Kadealo game	6 - Ampe game

Exercise 2

With your partner, ask and answer questions about the games in exercise 2.

Examples:

Picture 1

You: What game is number 1 ?

Your partner: It's Arm wrestling game.

Picture 2

You: What game is number 2?

Your partner: It's hand clap game.

Picture 3

You: What game is number 3?

Your partner: It's rope game.

Picture 4

You: What game is number 4?

Your partner: It's jump rope game.

Picture 5

You: What game is number 5?

Your partner: It's kadealo game.

Picture 6

You: What game is number 6?

Your partner: It's ampe game.

Session 2

Exercise 1

Write each word or expression from the box in the appropriate column in the given box to make, accept or refuse a suggestion.

Making suggestions	Acceptin	Refusing
<ul style="list-style-type: none"> - Why not.....? - Let's.... - I have a great idea... - How about...? - I suggest that... 	<ul style="list-style-type: none"> - Great! - That's a good idea! - OK! - That's interesting. - I like this game. - It develops our intelligence. - I like it It's exciting 	<ul style="list-style-type: none"> - Sorry, I'm busy today . - I don't think this is a good idea. - I am afraid I can't. - It can be dangerous. - We have a test tomorrow. - I am busy now. - It takes too much time. - I don't know how to play it. - It's noisy. I must wash my clothes.

Exercise 2

Look at the games in exercise one. With your partner, make suggestions, accept or refuse suggestions (giving the reason).

Possible questions and answers.

Picture 1

You: Let's play arm wrestling game!

Your neighbour: 'No', I don't feel well.

OR

You: Let's play arm wrestling game!

Your neighbour: OK.

Picture 2

You: Let's play arm wrestling game!

Your neighbour: No, I am busy now.

Picture 3

You: Why not play rope game?

Your neighbour: Great!

Picture 4

You: I suggest that we play ample game.

Your neighbour: OK, it's exciting.

Picture 5

You: I have a great idea; Let's play arm kadealo game!

Your neighbour: No, I must wash my clothes.

Picture 6

You: How about playing ampe game ?

Your neighbour: I don't think this is a good idea.

Session 3

Communication activity

Possible production

Konan: Let's choose some games to play with our Liberian friends.

Rokia: I suggest arm wrestling game.

Lou: Well, I find it dangerous.

N'Tapké: You are right; why not play rope game?

Konan: How do we play it?

N'Tapké: Two teams face each other. Two persons take a part of a rope and make it turn. A member of a team jumps over the rope when it is turning. If he fails, he is eliminated. The other members of each team do the same. The winner is the member who is not eliminated. His team wins the game.

Konan: This is easy. Do you agree to choose it Rokia and Lou ?

Rokia and Lou: Yes, it is very interesting. But let's choose another game to add.

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