

MOVE **Cahier** **FORWARD**

6^e

Corrigé

Auteurs

Une équipe d'Encadreurs Pédagogiques



UNIT 1: AT SCHOOL

LESSON 1: GREETINGS

Session 1

Exercise 1

Listen and write the correct moment of the day. Number 1 is an example. Page 7

1. (6 AM): *In the morning*
2. (3 PM): *In the afternoon*
3. (7PM): *In the evening*
4. (11PM): *In the night*

Exercise 2

Read the moment of the day, and write the correct greeting. Number 1 is an example. Page 7

1. In the morning: *Good morning!*
2. In the afternoon: *Good afternoon!*
3. In the evening: *Good evening!*
4. At night: *Good night!*

Exercise 3

Answer correctly the greeting. Number 1 is an example. Page 7

- | | |
|----------------------|---------------------------|
| 1. A: Good morning | B: <i>Good morning!</i> |
| 2. A: Good afternoon | B: <i>Good afternoon!</i> |
| 3. A: Good evening | B: <i>Good evening!</i> |
| 4. A: Good night | B: <i>Good night!</i> |
| 5. A: Hello | B: <i>Hello!</i> |

Session 2

Exercise 1

Listen and answer the question. Page 8

1. (A: how are you?) B: *Fine, thanks.*
2. (A: What's your name?) B: *My name's*

Exercise 2

Complete the dialogue. Page 8

A: Good morning

1.B: *Good morning.*

A: How are you?

2.B: *Fine, thanks.*

A: What's your name?

3.B: *My name's*

Exercise 3

How do you spell it? Page 8

Spell each word like the example.

- 1.Morning: *M-O-R-N-I-N-G*
- 2.Evening: *E-V-E-N-I-N-G*
- 3.Name: *N-A-M-E*
- 4.Thanks: *T-H-A-N-K-S*
- 5.School: *S-C-H-O-O-L*

Session 3

Communication activity

You meet a classmate for the first time, you greet each other and introduce yourselves. Page 9

- Write the dialogue with your partner.
- Roleplay it.

Example of dialogue.

X: Hi, I'm X. What's your name?

Y: Hi, I'm Y. How are you?

X: Fine, thanks. And you?

Y: Fine, thank you. Good bye.

X: Bye.

LESSON 2: IN THE CLASSROOM

Session 1

Exercise 1

Listen to the audio and write what the students say. Page 10

Salif: *Good morning; my name is Salif.*

Affoué: *Hi! I am Affoué.*

Salif: *Nice to meet you Affoué.*
Affoué: *Nice to meet you too, Salif.*

Exercise 2 Listen again to the audio and complete the dialogue between Salif and Affoué. Page 11

Salif: *Where are you from, Affoué?*
Affoué: *I am from Dimbokro; and you?*
Salif: *I am from Odiénné.*

Exercise 3 Listen to the audio once more and write the numbers you hear in letters. Page 11

A - One B - Nineteen C - Three D - Four
E - Five F - Six G - Seven H - Eight
I - Nine J - Ten

Exercise 4 Write 5 numbers on your sheet of paper; don't show your partner. Read the numbers on your paper; your partner writes them down. Page 11

Left to the teacher in class.

Session 2

Exercise 1 Listen to your teacher and write what the persons say. Page 11

Salif: *Where are you from?*
Affoué: *I am from Dimbokro.*
Salif: *OK! I am from Odiénné.*

Exercise 2 Listen to the audio and write the numbers you hear in letters. Page 12

K - Eleven L - Twelve M - Thirteen
N - Fifteen O - Twenty P - Sixteen
Q - Seventeen R - Eighteen S - Two
T - Fourteen

Exercise 3 Listen again and complete the conversation. Page 12

Salif: Good afternoon, Affoué.
Affoué: Hello, Salif; *how are you?*
Salif: I am good; *Who is this?*
Affoué: *He is* Jonhson.
Salif: *Nice to meet you*, Jonhson
Jonhson: Nice to meet you *too*, Salif.
Affoué: And who *is* this?
Jonhson: Solange; *She is my* friend.

Session 3

Communication activity

Possible sentences: Page 12

Greetings: *Hi! Good morning / Good afternoon / How are you? / I am good / Fine, thanks.*

Introducing: *Here is / Meet / This is my friend.... / Who is this? / Nice to meet you / Nice to meet you too.*

LESSON 3: HOW MANY PENS HAVE YOU GOT?

Session 1

Exercise 1 Write the name of the classroom object or action under each picture like in number 1. Page 13

1. a chair (example)	3. a pencil
2. a window	4. a (school) bag
5. a board	7. a table
6. to erase	8. to write

Exercise 2 Answer the question about each classroom object. Write your answers like in the example. Page 14

1. There are two chairs - There is no table. (example)
2. There is one board.
3. There are eight pencils.
4. There is one (school) bag. There are three books.
5. There are five pens. There are no pens. / There is no pen.
6. There are three windows. There is one door.

Session 2

Exercise 1

In front of each of the following names of classroom object, write T if the information is true and F if the information is false. Then correct the false information. Follow the example. Page 16

Salif: Where are you from?

Affoué: I am from Diabo

Salif: OK! I am from Odienné.

- | |
|---------------------------|
| 1. F. a compass (example) |
| 2. F. Three erasers |
| 3. T |
| 4. F. a door |
| 5. F. a set square |
| 6. F. a pencil |

Exercise 2

Observe the pictures and answer the questions about where the following objects or people are. Write your answers like in the example. Page 17

1. The book is on the table. (example)
2. The pencils are in the (school) bag.
3. The ruler is under the table.
4. The teacher is behind the table.
5. The bag is between the table and the chair.

Session 3

Communication activity

At a meeting of the school English club, share information about your classroom objects with a friend from another class to show your progress in the new language. Page 18

- Say what class you are in.
- Indicate how many doors and windows there are in your class.
- List the objects you have and their number.

Eléments d'appréciation

- Une phrase correcte sur la classe d'origine
- Une phrase correcte sur le nombre de fenêtres et de portes à travers une utilisation appropriée de there is et there are.
- Indication des objets possédés.
- L'orthographe correcte des mots relatifs aux objets de la classe et des nombres.

Example of answer:

I am in 6ème 5. In my class (room), there are four windows and two doors. I have a school bag and two pens. I have no pencil and no eraser.

Games and Song

Find the words from this list in the grid and circle them.

DAY - NOON - AFTERNOON - NIGHT - MORNING - EVENING

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

UNIT 2: AT HOME

LESSON 1: THIS IS MY FAMILY

Session 1

Exercise 1

Look at the pictures and answer the questions. Number 1 is an example. Page 20

1. Ackmel Essis (father)

2. Elisabeth Ackmel (mother)

3. Jacqueline Ackmel(sister)

4. Jean Ackmel(brother)

Example: Who is number 1? *This Ackmel Essis, he is my father.*

1. Who is number 1?
father
2. Who is number 2?
This is Elisabeth Ackmel, *she is my mother.*
3. Who is number 3?
This Jacqueline Ackmel, *she is my sister.*
4. Who is number 4?
This is Jean Ackmel, *he is my brother.*

Exercise 2

Listen and write the numbers in letters. Page 20

1. (31): **Thirty-one.**
2. (34): *Thirty-four.*
3. (37): *Thirty-seven.*
4. (39): *Thirty-nine.*
5. (40): *Forty.*

Exercise 3

Answer the question. (Ici, les élèves répondent avec les vrais noms des membres de leurs familles). Page 21

1. What's your father's name?
His name's
2. What's your mother's name?
Her name's
3. What's your brother's name?
His name's
4. What's your sister's name?
Her name's

Exercise 4

Write the correct pronunciation of the "s" sound. Number 1 is an example. Page 21

1. Rock's sister: /s/
2. Anna's mother: .../z/.....
3. Joyce's brother: .../iz/.....
4. Julia's father:/z/.....

Session 2

Exercise 1

Ask and answer questions with your partner. Page 21

Example 1:

A: *Do you have a brother?* **B:** *Yes, I do*

Example 2:

A: *have you got a sister?* **B:** *No, I haven't.*

- | | |
|-------------------|-------------------|
| 1. Brother: | 4. A small family |
| 2. Sister | 5. A bag |
| 3. a large family | 6. A pen |

A. *Do you have a sister?*

A. *Have you got a large family?*

A. *Do you have a small family?*

A. *Have you got a bag?*

A. *Do you have a pen?*

B. *Yes, I do/No, I don't*

B. *Yes, I have/ No, I haven't.*

B. *Yes, I do/ No, I don't.*

B. *Yes, I have/ No, I haven't.*

B. *Yes, I do/ No, I don't.*

Exercise 2

Listen to the questions and answer like in the examples. Page 22

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)
2. (A: *Have you got a brother?*) (Yes)
3. (A: *Do your parents have a house?*) (Yes)
4. (A: *Has your sister got a bag?*) (No)
5. (A: *Do you have many brothers?*) (Yes)

B: *No, he doesn't.*

B: *Yes, I have.*

B: *Yes, they do.*

B: *No, she hasn't.*

B: *Yes, I do.*

Session 3

Communication activity

It's the beginning of the new school year. You and your classmate exchange about your family members. Page 22

- Greet each other
- Ask and answer questions about your family members
- Say "good bye"

Example of dialogue.

X: *Hi, Y.*

Y: *Hi, X*

X: *Tell me, do you have a large family?*

Y: *Yes, I do. There are 10 people in my family. And you? / How about you?*

X: *I have a small family. There only 4 members in my family.*

LESSON 2: MY HOUSE

Session 1

Exercise 1

Listen to the audio and write the letters you hear. Numer 1 is an example. Page 23

- | | | | |
|-------|-------|-------|-------|
| 1 - A | 2 - E | 3 - R | 4 - G |
| 5 - J | 6 - I | 7 - K | 8 - Q |

Exercise 2

Reorder the letters to form correct words about the house. Page 23

Example: 1 - HOUSE

- | | |
|-----------------|-----------------|
| 1 - HOUSE | 2 - KITCHEN |
| 3 - GARAGE | 4 - BATHROOM |
| 5 - BEDROOM | 6 - GARDEN |
| 7 - DINING ROOM | 8 - LIVING ROOM |

Exercise 3

Look at the drawing; with your partner, ask and answer questions with «How many?» and «Where?». Page 23

Example:

You: *How many bedrooms are there?*

Your partner: *There are two.*

You: *Where is the fridge?*

Your partner: *It's in the kitchen.*

Some questions with where and their answers.

- *Where is the sofa?*
→ *It's in the dining room.*
- *Where is the TV set?*
→ *It's in the dining room. / It's on the table.*
- *Where is the table?*
→ *It's in the dining room.*
- *Where are the chair?*
→ *They are in the dining room.*
- *Where is the fridge?*
→ *It's in the kitchen.*
- *Where is the cooker?*
→ *It's in the kitchen.*

Some questions with how many and their answers.

- *How many sofas are there?*
→ *There is one.*
- *How many TV sets are there?*
→ *There is one.*
- *How many tables are there?*

- *There is one.*
 • *How many chairs are there?*
 → *There are four*
 • *How many fridges are there?*
 → *There is one.*
 • *How many cookers are there?*
 → *There is one.*

Session 2

Exercise 1

Write the numbers in letters.
Page 24

40: *Forty* 44: *Forty-four* 42: *Forty-two*

Exercise 3

A - Write each item in the box in the appropriate column; one item is not concerned. Page 25

The living room	The dining room	The kitchen	The bathroom	The bedroom
<i>a sofa</i> <i>the armchairs</i>	<i>a table</i> <i>the chairs</i>	<i>a cooker</i> <i>the fridge</i> <i>the plates</i>	<i>the towels</i> <i>the shower</i>	<i>the beds</i> <i>cupboard</i>

B - Look at the correction of exercise A and write ten correct sentences.

Example:

- 1 - *There are two plates on a table in the dining-room.*
- 2 - *There is a sofa in the living room.*
- 3 - *There is cooker in the kitchen.*
- 4 - *There is fridge in the kitchen.*
- 5 - *There is shower in the bathroom.*
- 6 - *There is a cupboard in the bedroom*
- 7 - *There are armchairs in the living room.*
- 8 - *There are chairs in the dining room.*
- 9 - *There are plates in the kitchen.*
- 10 - *There are towels in the bathroom.*
- 11 - *There are beds in the bedroom.*

Session 3

Communication activity

49: *Forty-nine* 47: *Forty-seven*
 46: *Forty-six* 41: *Forty-one* 45: *Forty-five*
 43: *Forty-three* 48: *Forty-eight* 50: *Fifty*

Exercise 2

Write the names under the pictures. Page 24

1 - <i>a TV set</i>	2 - <i>a sofa</i>
3 - <i>a table</i>	4 - <i>a cooker</i>
5 - <i>a fridge</i>	6 - <i>a plate</i>
7 - <i>a chair</i>	8 - <i>a car</i>

Example of writing: Page 26

Hi Sam, welcome to my house. This is where I live.
 Come with me to see the different places. Here is the living room. You can see a sofa and a TV set on the table. Here you have the dining room. We seat on chairs to eat on a table here. This is the bathroom; there are towels and a shower. Here is my bedroom. I have a bed and a cupboard. I have a table and a chair to study my lesson. There are the bedrooms of my parents and my sister.

That is all; now you know where I live.

LESSON 3: IN THE KITCHEN

Session 1

Exercise 1

The following pictures are about kitchen objects or actions. Match each of them with the appropriate words from the box. Write your answers like in number 1. Page 27

fridge - cooking pot - to pound - cooker-
sauce pan - to fry - stove -
to cook - frying pan

- | | |
|--------------------|---------------|
| 1. stove (example) | 6. cooker |
| 2. to cook | 7. frying pan |
| 3. cooking pot | 8. to pound |
| 4. fridge | 9. sauce pan |
| 5. to fry | |

Exercise 2

Answer the following questions using the correct form of the words in brackets to say what the people are doing. Follow the example. Page 28

1. She is frying fish. (example)
2. She is cooking Placaly.
3. They are pounding Foutou.
4. He is cleaning the fridge.
5. They are eating bread.

Session 2

Exercise 1

Write the name of each kitchen tool or kitchen action under the pictures like in number 1. Page 29

- | |
|-----------------------------|
| 1. a glass (example) |
| 2. a fork |
| 3. a mortar |
| 4. to wash the dishes |
| 5. a pestle |
| 6. a spoon 7. to pound |

Exercise 2

Answer the questions related to the following pictures like in number 1. Page 30

1. Mrs. Koffi cooks with a stove. / She cooks with a stove. (example)
2. They eat with spoons.
3. Chef Loba cooks with a cooker.
4. He eats with his hand.

Session 3

Communication activity

On visit in the family of your Liberian friend, you decide to cook a dish from your country. You are in the kitchen with your friend. Page 31

- Tell him/her the cooking tools you need.
- Ask him/her where each tool is.
- Indicate to your friend where to put each of the tools you need.

Elements d'appréciation

- Des ustensiles de cuisines requis ont été cités.
- des questions sur le lieu où se trouvent des ustensiles de cuisine ont été posées.
- des instructions ont été données sur le lieu où devra être placé chaque objet.

Example of writing:

I'm going to cook Alloco. It is a dish of fried ripe plantain. To cook it, I need a frying pan, a knife, and a ladle. Where is the frying pan? Put it on the cooker. Bring me the knife. Put it on the table. It serves to cut up the ripe plantains.

Games and Song

WHO AM I ?

1. My father is Mr Konan; his father is Mr

Konan; he is **his son**.

2. Anna is my mother's daughter; I am her **sister / brother**.

3. She is my brother's sister; I am her **sister / brother**.

4. He is my brother's brother; I am his **brother / sister**.

UNIT 3: TIME AND DATE

LESSON 1: WHAT'S THE DATE TODAY?

Session 1

Exercise 1 Listening. Page 33

A. Listen and write your answer.

1. How many days are there in a week. (à enregister)
There are seven (7) (weeks).

2. What's the third day of the week?
Wednesday.

3. What day is today?
Today is Friday.

4. What's the date today?
Eg. January 25, 2023.

B. Listen and write in figures.

1. Sixty-three : **63**

2. Sixty-one: ...**61**

3. Sixty-two: ...**62**

4. Sixty-five: ...**65**

Exercise 2 Write correctly the days of the week. Page 33

1. YFIRDA: **FRIDAY**
2. URDYSAT: **SATURDAY**
3. UDNYSA: **SUNDAY**
4. OMNADY: **MONDAY**

Session 2

Exercise 1 Write correctly the months of the year. Number 1 is an example. Page 34

1. ERDMEBC: **DECEMBER**
2. RFRUAEBYR: **FEBRUARY**
3. PARIL: ... **APRIL**
4. EJNU: ... **JUNE**
5. USTGUA: **AUGUST**
6. ERSTPEBM: **SEPTEMBER**
7. YAJRUNA: **JANUARY**
8. CHARM: ... **MARCH**
9. BROCETO: ... **OCTOBER**
10. VONREMBE: **NOVEMBER**
11. YLJU: **JULY**

Exercise 2 Complete. Page 34

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

Session 3

Communication activity

You and your Nigerian pen pal exchange information about yourselves on WhatsApp. Page 35

- Greet each other
- say your name
- say when your birthday is

Example of answer:

X: Hi, how are you?

Y: Hi, I'm fine, thanks; and you?

X: Fine, thanks. Tell me, when's your birthday?

Y: January 25. When's yours?

X: March 15.

Games and Song

1. I am between Tuesday and Thursday. I am **Wednesday**.
2. I am after February, and before April. I am **March**.
3. I am a school subject. Students learn to calculate with me. I am **Mathematics**.
4. I am a time. You find me right after 7:59. I am **8:00**.
5. I am the day that comes after Saturday. I am **Sunday**.
6. I am the month just before July. I am **June**.

LESSON 2: WHAT'S THE TIME?

Session 1

Exercise 1

A - Write the correct words in the given spaces. Page 36

- 1 - The long hand.
- 2 - The short hand
- 3 - A clock

Session 2

Exercise 1

Listen to the audio and write what you hear. Page 39

- 1 - Quarter 2 - Half 3 - Past
- 4 - Quarter past ten 5 - Ten, fifteen
- 6 - Quarter to eight 7 - Nine past ten

- 8 - Five, forty 9 - Nineteen past seven
- 10 - Fourteen, thirty 11 - Nine, fifteen
- 12 - Twelve to twelve 13 - Eight, fifty-five
- 14 - One past six 15 - Quarter past two

Exercise 2

Listen to the audio and check the time you hear. Page 39

A. 10:15 Ten, fifteen	B. 22:29	C. 10:45 Ten, forty-five
D. 11:00 Eleven o'clock	E. 23:59	F. 09:09 Nine past nine
G. 05:40	H. 17:54 Seventeen, fifty-four	I. 14:30 Half past fourteen

B - Write the time under each picture. Page 37

- A - Eight o'clock B - Half past one
 C - Eleven past eleven D - Four o'clock
 E - (a) Quarter past four F - Twenty-five past five
 G - Nine o'clock H - Half past ten
 I - Half past ten J - Eighteen past six

Exercise 2

With your partner, ask and answer questions about the pictures in 1-B, like this: Page 38

Picture B

You: What time is it on watch B?

Your partner: It's eleven past eleven.

You: Is it half past ten on clock B?

Your partner: No, it's eleven past eleven.

Picture E

You: What's the time on watch E?

Your partner: It's quarter past four.

You: Is it eight o'clock on clock E?

Your partner: No, it's quarter past four.

Picture H

You: What time is it on watch H?

Your partner: It's half past ten in the evening.

You: Is it half past ten in the evening?

Your partner: Yes, it is.

Exercise 3

Look at the picture and complete the dialogue between Djiro and Kouakou. Page 40

Djiro: *Is this a watch or a clock?*

Kouakou: *It's a clock.*

Djiro: *Is the long hand on 10?*

Kouakou: *No, it's on eight.*

Djiro: *Where is the short hand?*

Kouakou: *It's on 9.*

Djiro: *What's the time?*

Kouakou: *It's quarter to eight.*

Session 3

Communication activity

Example of writing: Page 41

Dear friend, this is my timetable about Maths, English and French.

I have Maths on Monday at 7h30 and on Fridays at 10h15.

I have English on Monday at 11h10, on Wednesday at 9h25 and on Thursday at 3h00 pm.

I have French on Monday and Wednesday at 8h25 and on Friday at 9h20.

Thank you.

LESSON 3: THE TIMETABLE

Session 1

Exercise 1

Complete with the missing letters from each list to write names of school subjects. Write your answers like in number 1. Page 42

1. FRENCH (example)
2. HISTORY
3. BIOLOGY

4. ENGLISH
5. GEOGRAPHY
6. MATHEMATICS

Exercise 2

Choose in the box the correct word to complete each of the sentences, like in the example. Page 42

French - Biology - History - English - Mathematics

1. In **History** we learn that the Akan people came from Ghana.
2. We speak **French** in Côte d'Ivoire, Mali, or Guinea.
3. People speak **English** in Ghana, Liberia or Nigeria.
4. I calculate numbers in **Mathematics**.
5. I learn parts of my body in **Biology**.

Exercise 3

Observe the schedule of these students and answer the questions related to it. Write your answers like in the example. Page 43

1. **Stephy has English on Monday. (example)**
2. *Kacou has Biology on Wednesday.*
3. *On Monday, Yann has Mathematics; Angeo has English.*
4. *Kacou has Geography on Friday.*
5. *No, she doesn't.*
6. *Yann has English on Tuesday.*

Session 2

Exercise 1

Write the name of the correct school subject under each picture like in number 1. Page 44

- | | |
|-------------------|-----------------------|
| 1. Arts (example) | 5. Civics |
| 2. Music | 6. German |
| 3. Physics | 7. Physical education |
| 4. Spanish | |

Exercise 2

Choose in the box the correct word to complete each of the sentences, like in the example. Page 45

Music - Physical Education - Civics - Chemistry.

1. We learn how to make soap in **Chemistry**.
2. We sing a lot of good songs with our **Music** teacher.
3. During **Physical Education** we run, we jump and we play football.
4. The **Civics** teacher says that we must respect the President of the republic.

Exercise 3

Reorder the words from each list to write correct sentences about time tables. Write your answers like in the example.

1. Aya has German on Friday. (example)
2. Okou and Anna have Physical education every Monday.
3. When do you have Arts?
4. We have Physics and Chemistry on Thursday.

Session 3

Communication activity

You read this in a letter from your Ghanaian penfriend, Atsu. Page 46

Dear friend,

For a presentation on education in neighbouring countries, give me the name of your school. Tell me how many subjects you study and when you have each subject in your time-table.

Atsu, Tamale Middle School, Ghana.

Respond to Atsu's letter.

In your letter,

- Indicate the name of your school.
- Say how many subjects you study.
- Mention the subjects you have in your time-table from Monday to Friday.

Example of letter:

Dear Atsu,
I go to school at Collège Moderne PK 18 Abobo, in the economic capital of Côte d'Ivoire, Abidjan. I study nine subjects: French, Mathematics, Physics, Biology, History and Geography, Arts, Civics, Physical education, and English. I have Mathematics and French on Mondays, Thursdays, and Fridays. Every Tuesday and Thursday, I have English and Biology. I have history and Geography on Wednesday. I have Biology too.

WHO AM I?

1. I am between Tuesday and Thursday. I am **Wednesday**.
2. I am after February, and before April. I am **March**.
3. I am a school subject. Students learn to calculate with me. I am **Mathematics**.
4. I am a time. You find me right after 7:59. I am **8:00 (eight o'clock)**.
5. I am the day that comes after Saturday. I am **Sunday**.
6. I am the month just before July. I am **June**.

UNIT 4: JOBS AND OCCUPATIONS

LESSON 1: WHAT DO YOUR PARENTS DO?

Session 1

Exercise 1

Write the job under each picture. Page 48

1. What does the man do?
He's a taxi driver

2. What's the woman's job?
She's a lawyer.

3. What does the girl do?
She's an air-hostess.

4. What the man's job?
He's a mechanic

5. What does the man do?
He's a doctor.

6. What does the boy do?
He's a shoe polisher

7. What's the man's job?
He's a pilot.

Exercise 2

Write the words correctly.
Number 1 is an example.
Page 49

- | | |
|-------------------|--------------------|
| 1. LPOTI: | PILOT |
| 2. ICMHAEC: | MECHANIC |
| 3. ORCTDO: | DOCTOR |
| 4. SSATISHOE RAI: | AIR HOSTESS |
| 5. RETAECH: | TEACHER |

Exercise 3

What do your parents do? Write a sentence for each member of your family. Page 49

Example:

- Dad: **is a mechanic.**
- Mum: **is a teacher.**
- Sister: **...is a pupil.**
- Brother: **is a pilot.**
- 100: **One hundred**

Session 2

Numbers from 90 to 100

Exercise 1

Write in letters. Page 49

- 92: **Ninety-two**
- 93: **Ninety-three**
- 95: **Ninety-five**
- 99: **Ninety-nine**
- 100: **One hundred**

Exercise 2

Listen and circle the number you can hear. Page 49

- 90 91 92 93 94 95 96
97 98 99 100

Session 3

Communication activity

Your Liberian pen-pal asks you about what your parents do. Answer his question and, in turn, ask him/her about his/her parents' occupations. Page 50

Example of response:

Hi X,
Dad is a lawyer and Mum is a midwife.
What do your parents do?

LESSON 2: WHAT DO YOU WORK WITH?

Session 1

Exercise 1

Listen to the audio and write the names of the work tools you hear. Page 51

- | | |
|----------------------|-------------------------|
| 1 - A screwdriver | 9 - A sponge |
| 2 - A saw | 10 - A thermometer |
| 3 - A board | 11 - Pliers |
| 4 - A stethoscope | 12 - A pair of scissors |
| 5 - Pilot sunglasses | 13 - A sewing machine |
| 6 - A hammer | 14 - Nails |
| 7 - A law book | 15 - Butcher |
| 8 - shoe polish | |

Exercise 2

The items in the box are work tools; Write each of them in front of the persons who work with them. Page 51

Jobs	Work tools
<i>Mechanic</i>	<i>Screwdrivers - Pliers</i>
<i>Dressmaker</i>	<i>A pair of scissors - Sewing machines</i>
<i>Teacher</i>	<i>A board - Pens - Books - Chalk</i>
<i>Doctors</i>	<i>Stethoscopes - Thermometers - Syringes</i>
<i>Shoe polisher</i>	<i>A shoe polish - A sponge</i>
<i>Tailors</i>	<i>A pair of scissors - Sewing machines</i>
<i>Pilot</i>	<i>Sunglasses - Headsets - Kneeboard - Pen - Paper</i>
<i>Carpenter</i>	<i>A saw - A hammer - Nails</i>

Exercise 3

With your partner, ask and answer questions about the pictures in exercise 2 like this: Page 52

Some examples:

You: What does a dressmaker work with?

Your partner: He / She works with a pair of scissors and a sewing machine.

You: What do teachers work with?

Your partner: They work with a board, pens, books and chalk.

You: What does a doctor work with?

Your partner: He / She works with stethoscopes, thermometers and syringes.

You: What do shoe polishers work with?

Your partner: They work with a shoe polish and a sponge.

You: What does a tailor work with?

Your partner: He / She works with a pair of scissors and a sewing machine.

You: What do pilots work with?

Your partner: They work with sunglasses and headsets.

You: What does a carpenter work with?

Your partner: He / works with a saw, a hammer and nails.

Session 2

Exercise 1

Look at the pictures and write correct sentences like in number 1. Page 52

1. Mr Kouaho is a teacher; he works with a board and some chalk.

2. Eloïse is a doctor; she works with a stetoscope.

3. Eric is a tailor; he works with a sewing machine.

4. Sam is a taxi driver; he works with his taxi.

5. Moussa and Yao are mechanics; they

work with pliers and screwdrivers.

6. Elisa is a dressmaker; she works with a pair of scissors.

7. Mamou is a butcher; he works with a knife and a machette.

8. Abou is a shoe polisher; he works with a shoe polish and a sponge.

9. Sékou is a carpenter; he works with a hammer, a saw and nails.

Exercise 2

With your partner, ask and answer questions about the pictures in exercise 1 like this:
Page 54

Example:

You: Who works with a stetoscope?

Your partner: Eloïse does.

You: Does Eric work with a sewing machine?

Your partner: Yes, he does.

You: Who works with his taxi?

Your partner: Sam does.

You: Do Moussa and Yao work with a sewing machine?

Your partner: No, they don't; they work with pliers and screwdrivers.

You: Who works with a pair of scissors?

Your partner: Elisa does.

You: Does Mamou work with a knife and a machette?

Your partner: Yes, he does.

You: Who works with a shoe polish and a sponge?

Your partner: Abou does.

You: Does Sékou work with a stetoscope?

Your partner: No, he doesn't; he works with a hammer, a saw and nails.

Session 3

Communication activity

Example of writing: Page 55

Hi Johnson! Welcome to my house. These are my family. This is my father. He is a carpenter. At work, he uses a saw, a harmer, and some nails. Here is my mother. She is

a nurse. Her tool to work is the stetoscope. Here is my brother; he works with a sewing machine and a pair of scissors. He is a tailor. And this is my sister. She is a student. She works with copybooks, books, pens and pencils.

Now, you know my family.

LESSON 3: WHERE DOES A TEACHER WORK?

Session 1

Exercise 1

Match each workplace from column A with the correct job in column B. Write your answers like in the example. Page 56

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

Exercise 2

Look at the pictures below and answer the questions about the people's workplaces. Follow the example. Page 56

- 1. Zoumana works in a garage. (example)**
- 2. Camille works in a school.**
- 3. Arouna works in a butchery.**
- 4. Marina works in a pharmacy.**
- 5. Patrice works in a hospital.**

Session 2

Exercise 1

Write the appropriate name of job or workplace under each of the following pictures like in number 1. Page 57

1. trader (example)	3. a farmer
2. a farm	4. a policeman
5. a butchery	7. a carpentry
6. a market	8. a police station

Exercise 2

In these dialogues about jobs and workplaces, write the questions or the answers like in number 1. Page 58

Dialogue 1

Nomel: My father is a carpenter

Ahou: **Where does he work? (example)**

Nomel: He works in a carpentry.

Dialogue 2

Nahounou: *What is your mother's job?*

Appy: She is a nurse

Nahounou: *Where does she work?*

Appy: *She works in a hospital.*

Dialogue 3

Adaye: My parents are farmers.

Raïssa: *Do they work in a school? (Accepter toute autre question correcte et logique)*

Adaye: No they don't, they work on a farm.

Dialogue 4

Koutouan: *What is your parents' job?*

Asso: They are policewomen.

Koutouan: *Where do they work?*

Asso: They work in a police station.

Session 3

Communication activity

During the Christmas holidays, you meet some Liberian students in a vacation camp and you talk with them to reinforce your relationships. Page 59

- Introduce yourself to them.
- Ask them questions about themselves and their families.
- Give them information about two members of your family.

Example of writing:

Hi,

My name is Akmel. I come from Côte

Games and Song

Read the information and write who/what he/it is.

A - 1- I work with a lot of young persons,
2 - I stand in front of the persons I work with,
3 - I give lessons and tests,
4 - I correct and mark papers:
I am a **teacher**.

B - 1- I work in a hospital
2 - I tell patients to use a brush and a tooth paste
3 - I tell patients to open their mouths
4 - I treat the patients' teeth:
I am a **dentist**.

UNIT 5: CLOTHES AND COLOURS

LESSON 1: WHAT ARE YOU WEARING?

Session 1

Exercise 1

A. What are the people wearing? Listen to the audio and choose in the list to complete the table. Number one is an example. Page 61

a skirt and	and a blouse	a headscarf
a pair of shoes	a jacket	and a tie
pyjamas	a pair of trousers	

Mrs Kone is wearing a headscarf; Assi is wearing a pair of trousers; Mel is wearing a pair of shoes; Gueu is wearing a jacket and a tie; Anna is wearing a skirt and a blouse. Silue is wearing pyjamas.

Number	Name	She/he is wearing
1	Mrs Koné	a headscarf
2	Assi	a Pair of trousers
3	Mel	a Pair of shoes
4	Gueu	a jacket and a tie
5	Anna	a skirt and a blouse
6	Silue	pyjamas

Exercise 2

B. Look at the pictures. Say what the people are wearing. Page 61

1. The man is wearing a jacket.	2. A night gown	3. A dress
4. Trousers	5. Yellow shoes	6. Pyjamas

Session 2

Exercise 1

Read the text and say what it is about. Page 62

Today is John's birthday. People are wearing beautiful clothes. John is wearing a jacket, a white shirt and a tie with black shoes. His sister Anna is wearing a blue dress. His friend Mel is wearing a pair of trousers a T-shirt and a cap. His parents are wearing traditional clothes. They are eating, drinking and dancing. They are happy.

The text is about John's birthday party.

Exercise 2

Write your answers to the questions about the text. Page 63

1. What are the following people wearing?

- John: is wearing a jacket, a white shirt and a tie with black shoes.
- Anna: is wearing a blue dress.
- Mel: is wearing a pair of trousers a T-shirt and a cap.
- His parents: are wearing traditional clothes.

2. What are the people doing?

They are eating, drinking and dancing. They are happy.

Session 3

Communication activity

Choose 3 people in your class and describe what they are wearing. Page 63

Example of answers:

1. X is wearing a khaki uniform with trainers
2. Y is wearing a blue skirt and white blouse
3. X is wearing blue T-shirt and a cap.

LESSON 2: I LOVE YOUR BLUE DRESS

Session 1

Exercise 1

Listen to the audio and write 'True' if the description is correct and 'False' if it is not correct. Page 64

Example: 1 - (A blue dress) True

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

Exercise 2

With your partner, ask and answer questions about the given pictures. Page 65

Example:

Picture 1

You: What colour is the dress?

Your partner: It's blue

Or

You: Is the dress blue? / Is the dress black?

Your partner: Yes, it is / No, it isn't; it's blue.

Picture 2

You: What colour are the sandals?

Your partner: They are black.

Picture 3

You: Is the jacket green?

Your partner: Yes, it is.

Picture 6

You: Are the shoes black?

Your partner: No, they are not; they are brown.

Picture 10

You: What colour is the tie?

Your partner: It's red.

Session 2

Exercise 1

Reorder the letters to find the names of clothes and colours.
Page 66

Example: 1-TIE

- | | |
|----------------|---------------|
| 2 - BLUE | 3 - WHITE |
| 4 - PYJAMAS | 5 - DRESSES |
| 6 - PINK | 7 - BLACK |
| 8 - DRESS | 9 - YELLOW |
| 10 - SHOES | 11 - SOCKS |
| 12 - GREEN | 13 - JACKET |
| 14 - PURPLE | 15 - SHORTS |
| 16 - ORANGE | 17 - TROUSERS |
| 18 - COLOUR | 19 - SHIRT |
| 20 - HEADSCARF | 21 - CLOTH |

Exercise 2

With your partner, ask and answer questions about the picture in session 1. Page 67

Example of answers:

Picture 1

You: What is it?

Your partner: It's a blue dress.

Or

You: Is it a blue dress?

Your partner: Yes, it is / No, it isn't.

Picture 3

You: What is it?

Your partner: It's a green jacket.

Picture 5

You: Are they black trousers?

Your partner: No, they are yellow trousers.

Picture 6

You: What are these?

Your partner: They are brown shoes.

Picture 7

You: What is it?

Your partner: It's a black and white shirt.

Picture 9

You: Is it a white headscarf?

Your partner: No, it's a blue, green, and white headscarf.

Picture 12

You: Are they white dresses?

Your partner: Yes, they are.

Session 3

Communication activity

Example of production. Page 67

Possible questions and answers:

- What is Sali wearing?
→ A red dress and black shoes.
- Who is wearing a blue jean?
→ Kouakou is.
- What colour are Mike's trousers.
→ They are brown.
- Is our teacher wearing a Black shirt?
→ No, his shirt is white.

2. *How much are the hats?*

They are 2,000 F.

3. *How much is the shirt ?*

It's 4,000 F

4. *How much are the trousers?*

They are 6,000 F

5. *How much is the watch?*

It's 3,000 F

6. *How much are the sandals?*

They are 1,000 F

LESSON 3: HOW MUCH IS THIS GREEN TEE-SHIRT?

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. Page 68

Example: 1-buy

customer - price - seller -
shop - discount - buy

1. buy (example) 2. seller	3. discount 4. price	5. customer 6. shop
----------------------------------	-------------------------	------------------------

Exercise 2

Ask the correct questions on the articles in the pictures below. Follow the example. Page 68

Example: 1 - How much is the skirt?

1. How much is the skirt? (example)

It's 5,000 F

Session 2

Exercise 1

Match each definition from column A with the appropriate shopping term in column B. Write your answers like in the example. Page 69

Example: 1-c

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

Exercise 2

In this text about shopping, write the verbs in the correct tenses or forms. Write your answers like in the example. Page 70

1. sells (example)	2. receives	3. ask	4. accepts
-----------------------	-------------	--------	------------

Session 3

Communication activity

With a partner, prepare this Dialogue and roleplay it. Page 70

Student A: You are a seller at Accra market. Present your articles to a young student visiting your country.

Student B: On visit in Accra with the English club of your school, you are at the local market to buy some souvenirs. Discuss with

the seller to buy what you want.

Example of answers:

A: There are good and cheap articles here. Come and buy!

B: How much is this yellow t.shirt?

A: It's 7000 F.

B: Wow! It's too expensive.

A: I can make a discount of 1000 F.

B: Please, give it to me at 5000 F. I want to buy these black shoes too.

A: Then you need to pay 15000 F. It's a good deal.

B: I have 12000 F for the two articles.

A: Okay. I accept because you are my first customer.

UNIT 6: FOOD AND DRINKS

LESSON 1: WHAT DO YOU HAVE FOR DINNER TODAY?

Session 1

Exercise 1

Write the name of each food item or action like in number 1. Page 72

1. fish (example)	3. cassava	5. meat	7. rice
2. bread	4. egg(s)	6. yam (s)	8. to eat

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. Page 73

Example: 1 - Nomel usually eats Attiéké

People	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Nomel	Attiéké	Placaly	Yam	Attiéké	Attiéké	Attiéké	Rice
Koffi and Aya	Rice	Fried potatoes	Yam	Rice	Yam	Fried potatoes	Yam
Dally and suzy	Rice	Rice	Kabato	Yam	Rice	Rice	Potatoes
Issa	Rice	Kabato	Kabato	Rice	Kabato	Kabato	Kabato

Examples of questions and answers.

1. What does Nomel usually eat? Nomel usually eats Attiéke. /She usually eats Attiéké. (example)

2. What do Koffi and Aya usually eat? Koffi

and Aya usually eat yam. / They usually eat yam.

3. What do Dally and Suzy usually eat? Dally and Suzy usually eat rice. / They usually eat rice.

4. What does Issa usually eat? Issa usually

eats Kabato. / He usually eats Kabato.

OR

- What does Issa usually eat on Monday and Thursday? He eats rice.
- What do Koffi and Aya usually eat every Tuesday? They eat fried potatoes. Etc.

Session 2

Exercise 1

Write the name of the object or the action under each picture like in number 1. Page 74

1. tea (example)	3. orange juice	5. soda
2. milk	4. coffee	6. to drink

Exercise 2

Use the words between parentheses correctly to express frequency. Follow the example. Page 75

Example: 1 - often cooks

1. My mother **often cooks** tomato soup at home. (**cook / often**)
2. I often wash the dishes after dinner. (**wash / often**)
3. Bamba's parents often eats Kabato. (**eat / often**)
4. What do You often consume in your family? (**consume / often**)
5. Liza often drinks alcohol. (**drink / often**)

Session 3

Communication activity

Listen to this audio document from your Nigerian friend to collect information on food habits in his/her family. Page 75

- Note down the number of people in his/her family.
- List the types of food mentioned.
- Find out what each member of his/her family usually eats.

Audio script

There are seven people in my family. I have three sisters and one brother. My parents usually eat Jollof rice cooked in tomato sauce. They eat it with chicken. My sisters and I prefer Garry. It is a staple food obtained from cassava. We usually eat it with succulent freshwater fish such as carp or seafood such as crabs. My brother usually eats Suya dish. It is cooked with thin slices of beef or chicken that are generously seasoned, then roasted over open charcoal grills.

Adapted from tasteatlas.com

Answers:

1. There are seven people in his/her family.
2. Types of food mentioned: Jollof rice, Garri, Suya, chicken, fish, crabs, meat.
3. The parents usually eat Jollof rice. The friend and his / her sisters usually eat Garri. The brother usually eats Suya.

LESSON 2: FRUIT AND VEGETABLES ARE GOOD FOR YOUR HEALTH

Session 1

Exercise 1

The following names are about the fruit in the pictures. Write **T** for true and **F** for false. Correct the false names. Follow the example. Page 76

Example: 1 - F correction: avocado

1. F. avocado (example)	3. T	5. T
2. F orange	4. F lemon	6. F mango

Exercise 2

Observe the pictures below and answer the questions about what the people like or dislike. Follow the example. Page 77

Example: 1- Answer: Cedric likes mango.

1. Cedric likes mango. (example).
2. Liza dislikes fish.
3. Mathieu and Rosy dislike apples.
4. Anna likes pineapple.
5. Souley doesn't like lemon.

Session 2

Exercise 1

Match each picture from column A with the appropriate vegetable in column B. Follow the example. Page 78

Example: 1-d

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

Exercise 2

In each of the following situations, express preference using the word between parentheses. Follow the example. Page 79

Example: 1- I don't like mangoes; I prefer oranges.

Situation 1: Your friend to you: I have mangoes or oranges for you.

You: (oranges)

I don't like mangoes; I prefer oranges. (example)

Situation 2: Waiter to you: There are pineapples or apples for dessert

You: (pineapples)

I don't like apples; I prefer pineapples.

Situation 3: Your mother to you: Do you want pepper soup or eggplant soup?

You: (eggplant soup)

I don't want pepper soup; I prefer eggplant soup.

Situation 4: Your sister to you: There is banana and an avocado for you and me

You: (banana)

I don't like avocado; I prefer banana.

Situation 5: Rosy to you: Do you want lemon juice or orange juice?

You: (lemon juice)

I don't want orange juice; I prefer lemon juice.

Session 3

Communication activity

Before his visit in your country, you receive a letter from your pen friend from Ghana. He wants information about the fruit and vegetables in your country. Respond to his letter. Page 79

In your letter,

-List the types of fruit in your country.

-Mention the vegetables he can find.

-Tell your pen friend the fruit and vegetable you prefer.

Example of production

Dear friend,

There are a lot of fruit and vegetables in Cote d'Ivoire. You can buy a variety of fruit at low price. There are mangoes, pineapples, papayas, and guavas. There are many vegetables too. It is not difficult to find carrots, cucumbers, onions, eggplants, and so on.

Come, you are going to enjoy your stay.
Your pen friend Angora, Cote d'Ivoire.

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

LESSON 3: AFRICAN CUISINE

Session 1

Exercise 1

What food item or action is there in each picture? Observe and complete like in number 1. Page 80

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

Exercise 2

Complete the text about cooking below with the correct word from the box like in the example. Page 81

beat - Add - pour - break - fry
- cut up - put

It is not difficult to make an omelette. To make an omelette, first, you **cut up** some onions and tomatoes; second, you **break** the eggs in a bowl. Then you **beat** the eggs to mix them with the onions and tomatoes. **Add** some salt. After that, you **pour** some oil in a frying pan to warm it. Finally, you **put** the egg into the hot oil and **fry** it for one or two minutes. Your omelette is ready.

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. Page 82

Example: 1. c

Exercise 2

Recorder the following sentences to obtain an alloco recipe. Page 82

- A. Third, put the slices of ripe plantain into the hot oil.
- B. Cooking alloco is very simple.
- C. Second, pour oil into a frying pan and boil it for five minutes.
- D. In the end, you obtain some delicious alloco.
- E. First, cup up ripe plantain into slices.
- F. Then, fry them for ten to fifteen minutes.

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

Full text

Cooking alloco is very simple. First, cup up ripe plantain into slices. Second, pour oil into a frying pan and boil it for five minutes. Third, put the slices of ripe plantain into the hot oil. Then, fry them for ten to fifteen minutes. In the end, you obtain some delicious alloco.

Session 3

Communication activity

To prepare a presentation on Nigerian cuisine, listen to an audio document from your penfriend Eunice about a local recipe. Page 83

While listening,

- Write the name of the recipe.
- Note the different ingredients.
- Find the regions where this recipe is popular.

Audio script

The Banga soup

The Banga or ofe akwu is a flavorful Nigerian soup. To cook it, you need palm

fruit, vegetables, beef or dried fish. The seasonings are usually salt and chili pepper. People usually eat the Banga soup with cassava, fufu, rice, or yam. The name of the dish comes from two words: ofe,

meaning soup or stew, and akwu, meaning palm fruit.

This dish is more popular in the Delta State and in Eastern Nigeria.

Adapted from tasteatlas.com

UNIT 7: HEALTH AND ENVIRONMENT

LESSON 1: HYGIENE AND PARTS OF THE BODY

Session 1

Exercise 1

Listen and complete the dialogue. Page 85

Teacher: What must you do to keep clean?

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

Teacher: Great! What else?

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

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

Mel: Fabulous!

Exercise 2

What must you do at the following moments? Write your answer, then say it aloud. Page 85

a. Before eating: **wash my hands**

b. Every morning: **take my bath**

c. Before going to bed: **brush my teeth**

d. Every week: **wash my clothes**

e. Before drinking dirty water: **filter it**

Exercise 3

A. Match the action in A with the correct instrument in B. Page 86

Action		Instrument	Answers
1. I must brush my teeth	with	a. a filter	1. c
2. You must take your bath		b. some soap	2. e
3. Mel must wash his hands		c. a toothbrush	3. d
4. Adou must filter the dirty water		d. a hand sanitizer	4. a
5. Anna must wash her clothes		e. a sponge	5. b

B. Now, copy the complete sentences on the space provided below like in the example.

1. I must brush my teeth with a toothbrush.
2. You must take your bath with a sponge.
3. Mel must wash his hands with a hand sanitizer.
4. Adou must filter the dirty water with a filter.
5. Anna must wash her clothes with some soap.

Session 2

Exercise 1

Listen and write down the instructions you hear. Page 86

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. Page 87

1. One child, two
.....**children**.....
2. One tooth, two
.....**teeth**.....
3. One foot, four
.....**feet**.....
4. One sponge, five
.....**sponges**.....

Exercise 3

Read the following action and check what you must do. Page 87

1. Drink clean water ✓
2. Drink dirty water

3. Wash your clothes ✓
4. Wear dirty clothes
5. Wash your hands with a hand sanitizer ✓
6. Eat with dirty hands
7. Brush your teeth every morning ✓
8. Not brush your teeth in the evening
9. Put your finger in your nose
10. Wear clean clothes ✓

Session 3

Communication activity

In your English class, your teacher asks you to talk about what you must do and what you mustn't do to avoid Covid 19? Page 87

- Write 2 sentences with must and 2 sentences with mustn't;
- Read each sentence aloud to your partner.

Example of answers

1. I must wear my face mask.
2. I must wash my hands with a hand-sanitizer.
3. I mustn't shake people's hands.
4. I mustn't blow my nose without a tissue.

LESSON 2: INSALUBRITY AND COMMON DISEASES

Session 1

Exercise 1

Listen and complete each sentence with the missing word. Page 88

1. You should **clean** your room.
2. Your room is **untidy**.
3. You should be **clean** and tidy.

4. You should **throw** junk papers in the rubbish dump.
5. I want you to be **healthy**!

Exercise

2

Read each situation of Mel and give him a piece of advice. Number 1 is an example. Page 88

1. My room is untidy. **You should clean it.**
2. I have a headache. **You should go to the clinic.**
3. My hands are not clean. **You should wash them.**
4. There are mosquitoes in my room. **You should use a mosquito net.**
5. My clothes are dirty. **You should wash them.**

Session 2

Exercise

1

Listen and complete the sentences with the missing words. Page 89

1. We shouldn't **sleep** in untidy rooms.
2. You shouldn't **eat** with dirty hands.
3. We shouldn't **throw** rubbish in the gutters.
4. We shouldn't **come** to school late.
5. We shouldn't **shake** hands.

Exercise

2

Build correct sentences. Number 1 is an example. Page 89

1. Cold/ I/ feel/
I feel cold.
2. Tooth/ hurts/my
My tooth hurts.
3. Sleep/you/ sleep/net/mosquito/under
You should sleep under a mosquito net.
4. Doctor/ see/you/should/the
You should see the doctor.
5. Mow/ should/ grass/you/the
You should mow the grass.
6. Junk papers/ shouldn't/in /throw/ your room/
You shouldn't throw junk papers in your room.

Session 3

Communication activity

Write 5 commandments to avoid catching malaria. Page 89

Examples of responses

1. **You must sleep under a mosquito net.**
2. **You must see a doctor when you have fever.**
3. **You must take antimalarial tablets.**
4. **You mustn't throw rubbish in the gutters.**
5. **You must clean your environment.**

LESSON 3: WATER AND HEALTH

Session 1

Exercise

1

Listen and write. Page 90

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

Exercise

2

Put the words in order. Page 90

- | | |
|-------------|------------------|
| 1. RIFLET | FILTER |
| 2. ELCAN | CLEAN |
| 3. LIMRNEA | MINERAL |
| 4. EDKALIRN | DRINKABLE |
| 5. AEHLT | HEALTH |

Exercise

3

Complete with the words in the box. Page 91

1. Water from lakes is not **drinkable/safe**.
2. You must **filter** water from lakes.
3. **Must** we drink mineral water?
4. We should drink clean water to be ... **healthy**.
5. Clean water is good for **my health**.

Session 2

Exercise 1

Listen and write your answer.
Page 91

1. Why should we drink mineral water? **To be healthy.**
2. Why shouldn't we drink water from lakes and rivers? **Because it contains bacteria.**
3. What is bacteria? **Bacteria are microbes.**
4. Is water from rivers clean? **No, it isn't.**

Exercise 2

Answer the questions. Page 91

1. Write three sources of water: **Tap water - water from lakes - mineral 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 is clean.**

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. Page 92

On the poster,

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

Example of production

- Three sources of water: water from lakes and rivers (non-drinkable); water from the tap (drinkable); mineral water (drinkable)
- Water is called "Blue Gold" because it's important for life.

UNIT 8: SPORTS AND GAMES

LESSON 1: THE IMPORTANCE OF SPORT

Session 1

Exercise 1

Read the description and write what type of sport it is. Page 94

A - Ball sport

B - Combat sport

C - Endurance sport

Exercise 2

Write the name of each sport under the picture. Page 94

1 - High jumping	2 - Football	3 - Basketball
4 - Boxing	5 - Swimming	6 - Running
7 - Karaté	8 - High jumping	9 - Handball
10 - Volleyball	11 - Judo	12 - Table tennis

Exercise 3

With your partner, ask and answer questions about the sport the people practise in the pictures. Page 96

Example:

Picture 1

You: What sport do the people practise?

Your partner: They practise long jumping.

Or

You: Do the people practise football?

Your partner: No, they don't; they practise; long jumping.

Example of answers:

Individual productions

Session 2

Exercise 1

A - Look at the board and answer the questions.
Page 97

1. He practices Judo and karate.
2. No, he doesn't ; he practises swimming and karate.
3. He practices handball, football and basketball.

B - With your partner, ask and answer questions about the sports the persons prefer.
Example:

You: Does Brou prefer swimming to judo?

Your partner: Yes, he does.

Or **Individual productions like:**

You: Do Kouassi and Brou prefer handball to karaté?

Your partner: No, they don't; they prefer karaté to handball.

You: Does Kouassi prefer Karate to football?

Your partner: Yes, he does.

You: Do Kouassi and Brou prefer karate to football ?

Your partner: Yes, they do.

You: Does Zézé prefer judo to football?

Your partner: No, he doesn't. He prefers football to judo.

Exercise 2

A - Listen to the audio and circle each sport you hear between the sports in the box below, like in the example. Page 97

Golf

Boxing

Running

Wrestling

Ping pong

Baseball

Cycling

Tae-kwondo

Rugby

Swimming

Karate

Volleyball

Football

Marathon

Tennis

Skiing

Kick boxing

Basketball

B - Write each sport in the correct column. Page 98

Ball sports	Combat sports	Endurance sports
Golf - ping pong - baseball - rugby - cricket - volleyball - football - tennis basketball	Boxing - wrestling -Tae - kwondo - Karate - Somo - Kick boxing	Running - Cycling - Swimming - Triathlon - Marathon - Skiing - Rowing

Exercise 3

With your partner, ask and answer questions about the sports you like and practice. Page 98

Left to the teacher in class.

Session 3

Communication activity

Example of production. Page 99

Possible questions / Answers

• Konan / Yacou / Elisa / Mobio / Armande, what sports do you prefer ?

→ I prefer combat sports

→ I prefer Ball sports

→ I prefer endurance sports

• **What** combat sports / ball sports endurance sports do you practise ?

→ I practise (golf - baseball - rugby - cricket - volleyball - football - tennis-basketball)

→ I practise (boxing - wrestling - tae-kwondo karate - somo - kick boxing)

→ I practise (running - cycling - swimming - triathlon - marathon - skiing - rowing)

LESSON 2: THE CAN

Session 1

Exercise 1

A - Select each football actor from the box and write it under the correct picture. Page 100

1 - a coach

3 - a team

5 - a referee

7 - a midfielder

2 - a forward

4 - a goal keeper

6 - a defender

B - Match each item in column A with the correct description in column B.

Example: 1 - c

1. A team c) - Is a group of players selected to play together.

2. A goalkeeper d) -stops the opposing team from scoring a goal.

3. Defenders f) -stop the opposing team from entering into their goal area

4. Midfielders g) -take the ball from the defenders and pass it to the forward

5. A Forward a)- scores goals to make his team win the match.

6. The referee b) -directs the match by blowing his whistle.

7. A coach e) - selects the players and trains them to win matches.

Exercise 2

With your partner, ask and answer questions about the football actors in exercise 1. Page 101

Exemple de réponse:

1. The referee

2. The goalkeeper

You: What does a goalkeeper do?

Your partner : He stops the opposing team from scoring goals.

3. Defenders

You: Who stops the opposing team from entering into their goal area?

Your partner : Defenders do.

4. Midfielders

You: Who takes the ball from the defenders and pass it to the forwards?

Your partner : Midfielders do?

5. The Forward (attackers)

You: What do forwards do?

Your partner : They score goals to make his team win the match.

6. A coach

You: What does a coach do?

Your partner : He selects the players and trains them to win matches.

Session 2

Exercise 1

Listen to the audio and write what you hear about football players' actions. Page 102

1 - To tackle a forward

2 - To catch the ball

3 - To dribble a defender

4 - to score a goal

5 - To o kick the ball

6 - To head the ball

7 - to pass the defender

8 - To throw-in

Exercise 2

Write the actions under the pictures. Page 102

1 - To catch	2 - To head	3 - To dribble	4 - To score a goal
5 - To tackle a forward	6 - To pass the defender	7 - To throw-in	8 - To kick the ball

Exercise 3

Select the phrases from the box to complete the following sentences. Page 103

Example: 1. The goal keeper jumps to catch the ball.

1. The goal keeper jumps to catch the ball.

2. Forwards drible to pass defenders.

3. The referee blows his whistle to direct the match.

4. Defenders tackle forwards to stop them.

5. The forward kicks the ball to score goals.

6. The defender jumps to head the ball.

7. The forward catches the ball to do the throw in.

Exercise 4

With your partner, ask and answer questions about the football players' actions in exercise 3. Page 104

Example:

1. The goalkeeper

You: Why does the goalkeeper jump?

Your partner: To catch the ball.

OR

You: Who jumps to catch the ball?

Your partner: The goal keeper does.

2. Forwards

You: Why do forwards dribble?

Your partner: To pass defenders.

3. The referee

You: Who blows his whistle to direct the match?

Your partner: The referee does.

4. The defender

You: Why do defenders tackle forwards?

Your partner: To stop them.

5. The forward

You: Why does the forward kick the ball?

Your partner: To score goals.

6. The defender

You: Why does the defender jump?

Your partner: To head the ball.

7. The forward

You: Who catches the ball to do the throw in?

Your partner: The forward does

Session 3

Communication activity

Example of production. Page 105

The African Cup of Nations is a football competition of some African countries. It takes place every two years in a country.

The players of the different teams play well to win the cup. Goal keepers stop the ball when forwards kick it. Defenders tackle forwards to stop them. Midfielders take the ball and pass it to forwards. Forwards dribble defenders, kick the ball or head it to score goals. Referees direct all the matches. At the end the best team wins the cup for its country.

LESSON 3: TRADITIONAL GAMES

Session 1

Exercise 1

Reorder each set of letters to find the name of a traditional game. Page 106

1 - AWALE 2 - MARBLES 3 - HIDE AND SEEK 4 - LUDO 5 - SAC RACE
6 - LEAP FROG 7 - HOPSCOTCH 8 - DRAUGHTBOARD

Exercise 2

Does the picture match with the game? Write 'TRUE' or 'FALSE'. Write the correct game if it is false. Page 106

1. False: Ludo	2. False: Leap Frog	3. True	4. False: Hide and seek
5. True	6. True	7. False: Draughtboard	8. True

Exercise 3

With your partner, ask and answer questions about the games in exercise 2. Page 107

Examples:

Picture 1

You: What game is number 1?

Your partner: It's ludo.

Picture 2

You: What game is number 2?

Your partner: It's Leap Frog.

Picture 3

You: What game is number 3?

Your partner: It's hopscotch.

Picture 4

You: What game is number 4?

Your partner: It's hide and seek.

Picture 5

You: What game is number 5?

Your partner: It's marbles.

Picture 6

You: What game is number 6?

Your partner: It's sac race.

Picture 7

You: What game is number 7?

Your partner: It's draughtboard.

Picture 8

You: What game is number 8?

Your partner: It's awalé.

Session 2

Exercise 1

Listen to the description and write what game it is. Page 108

1 - Sac race

2 - Hide and seek

3 - Draughtboard

Exercise 2

A - Write each word or expression from the box in the appropriate column. Page 108

Making suggestions	Accepting	Refusing
Why not....? Let's.... I have a great idea... How about...? I suggest that...	Great! That's a good idea! OK! That's interesting. I like this game It develops our intelligence. I like it It's exciting	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.

B - Look at the information in the board and complete the conversations, making suggestions and accepting or refusing adding the reason. Page 109

Example:

Draughtboard

Faty: Let's play draughtboard!

Christ: No, it takes too much time.

Or

Faty: Let's play draughtboard.

Grace: OK, I like it.

Hide and seek

Christ: Let's play **hide and seek**!

Faty: No, I don't know how to play it.

Grace: No, I am busy now.

Ludo

Grace: Let's play ludo.

Faty: OK, I like this game.

Christ: No, It's noisy.

Sac race

Faty: Let's play sac race!

Christ: No, it can be dangerous.

Grace: No, I don't like it.

Marbles

Faty: Let's play marbles.

Christ: No, we have a test tomorrow.

Grace: No, I must wash my clothes.

Session 3

Communication activity

Example of production. Page 110

- What games are we going to play with our friends from Liberia?
- Let's play marbles with them.
- How do we play marbles?
- We put marbles in a circle. Each player throws his marble in the circle to make it go out of the circle. If the marbles go out of the circle, the player takes it. At the end, the player who has more marbles is the winner.
- That's interesting. But it is dirty. Why not play ludo?

Mise en page : Vallesse Éditions
Tel : 2722410821/0101916125
Achevé d'imprimer en Côte d'Ivoire
1^{er} trimestre 2024
Dépôt légal N° XXXX