MOVE FORWARD Cahier 5e

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SPÉCIMEN

Vallesse

Je me présente

Nom : .....

Prénom(s) : .....

Établissement : .....

Classe : .....

Nom du professeur : .....

Numéros mobiles : .....

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Avant-propos

Cher(e) camarade élève,

Le manuel ' Move Forward with English 5e ' de la Collection « La Réussite » est l'œuvre d'un groupe d'inspecteurs en charge de la formation continue des professeurs d'anglais des lycées et collèges en Côte d'Ivoire. Pour un apprentissage plus efficace et plus fructueux, ils ont décidé d'ajouter au manuel un cahier d'activités au contenu étroitement lié au dit manuel, afin que tu puisses approfondir tes acquis en travaillant seul et sans difficultés.

Cher apprenant, le cahier que tu tiens en main est fondé sur le renforcement des habiletés acquises en vue d'un traitement efficace de situations complexes. Il se distingue par l'intégration des quatre aptitudes ou compétences (l'écoute, la lecture, l'expression orale et l'expression écrite) dans la structure de chaque leçon. Ceci a pour objectif de te permettre d'acquérir ces compétences graduellement, du premier au dernier jour de classe.

Le cahier accompagne les huit unités du manuel articulées autour des thèmes et contenus linguistiques prescrits par les programmes éducatifs. Chaque unité comprend trois leçons et chaque leçon est structurée comme suit :

Deux premières sessions comprenant :

- **Un tableau à trois entrées** qui te donne le contenu de la fonction langagière, de la structure grammaticale et des mots de vocabulaire qui seront à la base de l'apprentissage.

- **Différents types d'exercices dont :**

  - **l'écoute :** qui te permet de répondre à des questions en écoutant des textes et des mots mettant en relief les points de langue étudiés ;

  - **le parler :** qui t'amène à faire des exercices oraux avec d'autres camarades de classe ou de niveau afin de fixer les points d'apprentissage essentiels ;

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Tous nos efforts pour retrouver les ayants droit de certaines images utilisées dans cet ouvrage sont restés vains. Toutefois, nous poursuivons nos recherches afin de nous conformer à la réglementation en vigueur.

Avant-propos

- la lecture : qui te permet de répondre à des questions simples basées sur la lecture de mots, d'expressions et de textes de quelques lignes en rapport avec le thème du jour.

- l'écriture : qui t'entraine à la production écrite, d'abord en écrivant des mots, des expressions et des phrases simples provenant d'un matériel audio, puis en répondant à des questions posées sur un court passage, ou encore complétant de petits dialogues.

Une troisième session comprenant un :

Activité de communication : tient lieu de situation d'auto-évaluation. Ceci t'amène à traiter une tâche complexe en mobilisant les ressources installées au cours de la leçon.

Ce cahier d'activités est assurément une aubaine pour les enseignants, les parents et les élèves car tout y est mis en œuvre pour répondre à leurs attentes.

Les auteurs

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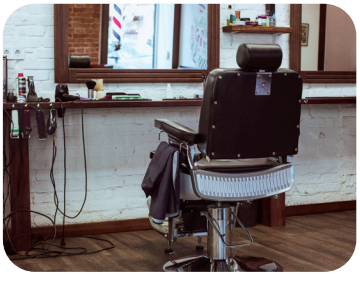


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Summary



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Lesson 1

UNIT 1

At school

Good morning, Sir!

Session 1



Language function	Structures/ Grammar	Vocabulary
Greeting and responding to greetings	Good morning Good evening Good afternoon Good night Hello/Hi	In the morning In the afternoon In the evening At night

Exercise 1 **Listen to the time and the period of the day on the audio, then write the time with AM or PM. Number 1 is an example.**

1. 4:30 AM
2. .....
3. .....
4. .....
5. .....

Exercise 2 **Read the greeting, and write the correct moment of the day. Number 1 is an example.**

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

Exercise 3 **Answer the greeting correctly. Number 1 is an example.**

1. A: Good morning B: Good morning.....
2. A: Good afternoon B: .....
3. A: Good evening B: .....
4. A: Good night B: .....
5. A: Hello B: .....
6. A: Hi B: .....

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Session 2

Language function	Structures/ Grammar	Vocabulary
- Asking about how people feel	A: How are you? B: Fine, thanks.	Fine Thanks/ Thank you Name My / your
- Addressing people	A: Good morning, Sir! B: Good morning, Mrs. Yeo!	Sir Mr. Miss Mrs. Madam

Exercise 1 Listen to the audio and answer the questions.

1. A: How are you? B: .....

2. A: What's your name? B: .....

Exercise 2 Complete the dialogue.

A: Good morning.

1. B: .....

A: How are you?

2. B: .....

A: What's your name?

3. B: .....

Exercise 3 Complete with "Sir", "Mr", "Miss", "Mrs", "Madam".

Spell each word like in the example.

1. Good morning, **S - i - r / M - a - d - a - m**

2. Good evening, ... Mel.

3. Good night, ...

4. Thank you, ... Guei.

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Exercise 4 Write the contracted form.

Write each word like in the example.

1. I am **I'm**

2. You are .....

3. He is .....

4. She is .....

5. It is .....

6. We are .....

7. You are .....

8. They are .....

Session 3



Communication activity

It's the first day of school. You and your English teacher, Mrs. N'goran, greet each other and introduce yourselves. Role-play the dialogue with your partner.

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Lesson 2

UNIT 1

At school

Where's your English book?

Session 1

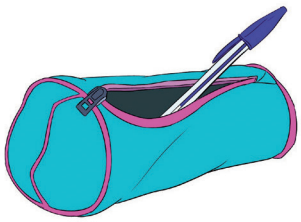
Language function	Structures/ Grammar	Vocabulary
- Locating objects	Where is…? Is… My - your - his - her	Vocabulary related to school things Prepositions: in - on - under - between
- Asking and answering questions about things positions	- Where is your bag? It's on my table.	

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.



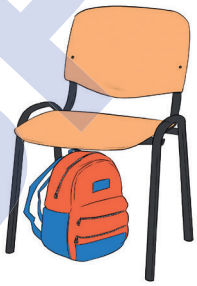
1

The book is on the bag.



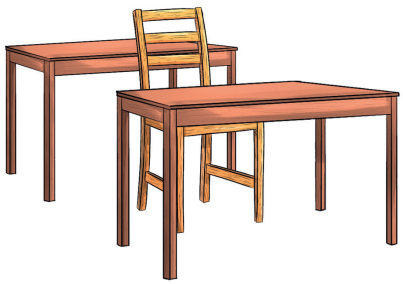
2

The pen is on the pencil case.



3

The bag is under the chair.



4

The chair is between the tables.

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Mr Konan is behind Marie.



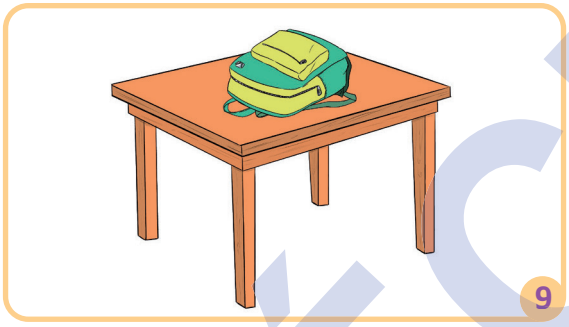
The pencil is in the pocket.



Mawa is sitting on the table.



Mrs Assoumou is in front of N'Takpé.



The bag is on the table.

Picture 1: False **The book is in the bag.**

Picture 2: .....

Picture 3: .....

Picture 4: .....

Picture 5: .....

Picture 6: .....

Picture 7: .....

Picture 8: .....

Picture 9: .....

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Exercise 2 **Look at the pictures and answer the questions.**

Picture 1: Where is the book? ⇒ The book is in the bag.

Picture 2: Where is the pen? ⇒ .....

Picture 6: Is the pencil in the pocket? ⇒.....

Picture 7: Where is Mawa sitting? ⇒.....

Picture 8: Is Mrs Assoumou in front of N'Takpé? ⇒.....

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

Example:

Picture 1

You: Where is the book?

Your partner: It's in the bag.

Or

Picture 2

You: Is the book on the bag?

Your partner: No, it's not; it's in the bag.

Exercise 4 **Look at the pictures in Exercise 1. Ask and answer questions using** "my", "your", "his" or "her"**. Do like in picture 1 and 7.**

Picture 1:

A: Koffi, where's **your** book?

B: It's in **my** bag.

Koffi's book is in **his** bag.

Picture 7:

Mawa is sitting on a chair; **her** bag is on the table.

A: Mawa, where is **your** bag?

B: **My** bag is on **my** table.

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Session 2

Language function	Structures/ Grammar	Vocabulary
Asking and answering questions about people's positions	his - her Where are	near - next to - close to - far from

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

Example:

(About Téné and Hopeson)

You: Where is Téné sitting?

Your partner: She is sitting next to Hopeson.

Board

Teacher

Hopeson (Boy)	Téné (Girl)	Zokou (Boy)	Tra Lou (Girl)	Gnangui (Boy)	Zadi (Boy)	Ako (Boy)	Rokia (Girl)
Ablo (Boy)	Orné (Girl)	Marina (Girl)	Kassi (Boy)	Eloise (Girl)	Aken (Boy)	Achi (Boy)	Iwoh (Girl)
Grace (Girl)	Mawa (Girl)	Guéi (Boy)	Aké (Boy)	Marie (Girl)	Sié (Boy)	Soro (Girl)	Odé (Girl)
Guiro (Boy)	Akissi (Girl)					Carl (Boy)	Iwoh (Girl)

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A- (About Guiro, Eloise and Akissi)

You: ..... ?

Your partner: .....

B- (About the teacher and the students)

You: ..... ?

Your partner: .....

C- (About Odé and Iwoh)

You: ..... ?

Your partner: .....

D- (About Tra Lou and Guiro)

You: ..... ?

Your partner: .....

E- (About Ablo and Orné)

You: ..... ?

Your partner: .....

Exercise 2 **Look at the picture again and complete the sentences. Number one is an example.**

1. Zokou and Tra Lou are sitting between Téné and Gnangui.
2. Zadi is ..... Ako.
3. Akissi is ..... Guei.
4. Guéi and Aké are ..... Akissi and Guiro.
5. The teacher is ..... the board.
6. Sié is ..... the board.

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Session 3



Communication activity

At break, you and some classmates meet other friends in the school yard. You talk about your positions in your classrooms.

- Ask your friends where they sit in their classroom.
- Answer your friends' questions about your position and your friends' positions in your classroom.

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Lesson 3

UNIT 1

AT SCHOOL

I have got three pens in my bag

Session 1



Language function	Structures/ Grammar	Vocabulary
Asking and answering questions about the classroom	- Are you in 5eme 6? - Have you got…..? - Yes, I have/ No, I haven't.	pupil - neighbour - bench - floor - ceiling - light - desk - cupboard

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

neighbour – bench – floor – ceiling – light – desk – cupboard – pupil

My name is Assohoun. I am a (1) **pupil**. I go to school in Lycée Moderne Adiaké. In my classroom, I sit on a wooden (2)..... . I am not alone. I have a female (3)..... . Her name is Sophia. Our classroom is not dirty. We clean the (4)..... every day. Our classroom is modern. When it is dark, you just press on a button to put on the (5)..... . In addition, there is a (6)..... that helps to keep the temperature cool. Many teachers like our classroom because there is a comfortable (7)..... . They fill in the teaching documents after their lessons. There is also a big (8)..... . They can keep all the classroom objects they can't take home. I am very happy to be in this classroom.

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Exercise 2 **Match each question from column A with the right answer in column B. Write your answers like in the example.**

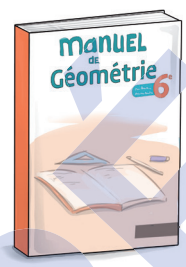
Example: 1. B

A	B	Answers
1. Are you a pupil? 2. How many pens have you got? 3. Are you in 4eme? 4. Have you got a school uniform? 5. Have you got a Spanish teacher?	a. No, we haven't. b. Yes, I am. c. I have got three. d. No, we aren't. e. Yes, we have.	1. B ....

Session 2

Language function	Structures/ Grammar	Vocabulary
Asking and answering questions about people's identity.	- Who is your Mathematics teacher? - It's Mrs. Fofana. / It's ……	compass - set square - pencil case - eraser - geometry - ruler

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



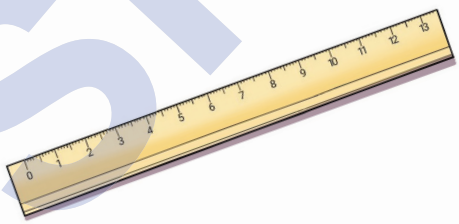
1

a geometry book



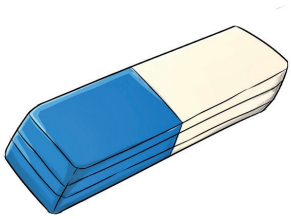
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3

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4

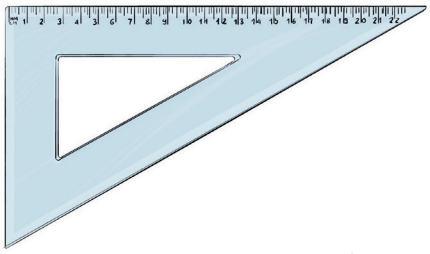
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5



6

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

Assohoun is a pupil. He is from Akounougbey, an attractive village near Adiaké. Akouba is from Samo. She sells fruit on the local market. Sita buys pineapples with her every day. She lives in Abidjan.

Questions	Answers
1. Who is a pupil?	.....
2.	It's Akouba.
3.	It's Sita.
4. Who is from Akounougbey?	.....

Session 3

Communication activity

At a meeting of the English club, share information about your classroom with the other members of the club to obtain information about their classrooms.

- Say who you are and the classroom you are in.
- Indicate what is there in your classroom.
- Mention the objects you take to school every day.

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Games and Song

THE GREETING SONG

Good morning, good morning
Good afternoon!
Good evening, good evening
Good night, good night!
Nice to meet you,
Nice to meet you too,
Good bye, good bye,
See you (later/Next time)

https://www.youtube.com watch?v=gVIFEVLzP4o

MY NAME SONG

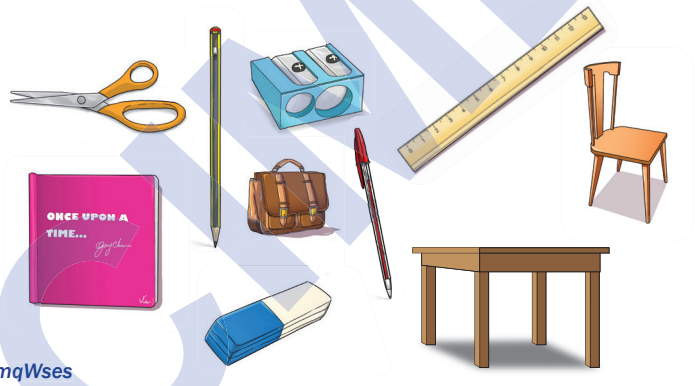
How do you do?
How do you do?
Nice to meet you.
Nice to meet you.
What is your name?
What is your name?
My name is :.....

I like your name, wow!
I like your name, wow!
Let's play together,
Let's all be friends!

https://www.youtube.com watch?v=95EFNsXgRhQ

SCHOOL SUPPLIES SONG

Pencil! Pencil!
Sharpener! Sharpener!
Eraser! Eraser!
Ruler! Ruler!
Book! Book!
Scissors! Scissors!
Chair! Chair!
Desk! Desk!
Pen! Pen!
Bag! Bag!



https://www.youtube.com watch?v=41cJ0mqWses

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

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Lesson 1

UNIT 2

AT HOME

I have a large family

Session 1

Language function	Structures/ Grammar	Vocabulary
- Introducing family members	- This is Rock Gnagne, he's my cousin. Possessive adjectives: my, your, our, his, her	Extended family members: wife, husband, uncle, aunt, grandmother, grandfather, grandson, granddaughter, cousin.
- Asking and answering questions about the extended family	- What's Kate to Rock? Kate is Rock's sister. - Do you have a large family? Yes, I do/ No, I don't.	

Exercise 1 Complete the following statements about family relations.

1. My boy is my .....
2. My girl is my .....
3. My sister's son is my .....
4. My brother's daughter is my .....
5. My brother's children and my children are .....
6. My daughter's son is my .....

Exercise 2 Answer the following questions.

1. Do you have a large or nuclear family? .....
2. How many members are there in your family? .....
3. How many brothers and sisters have you got? .....
4. What's your mother's sister to you? .....
5. What's your sister's daughter to you? .....

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Exercise 3 Write the correct possessive adjective for each personal pronoun

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

Exercise 4 Answer the question. Use the right possessive adjectives.

1. What's your uncle's name? His name's
2. What's your aunt's name? .....
3. What's your cousin's name? .....
4. What's your grandfather's name? .....

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

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

Session 2

Language function	Structures/ Grammar	Vocabulary
- Asking and answering questions with "Have you got…?" **- Asking about numbers**	- Have you got a large family? Yes, I have/ No, I haven't. A: How many members have you got in your family? B: We've got 10.	Large / extended / nuclear families: Grandparents grandchildren

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Exercise 1 Write a short answer to the question. Do like in the examples.

1. Have you got brothers and sisters?
   Yes, I have/ No, I haven't.
2. Does Anna have cousins?
   Yes, she does/ No, she doesn't.
3. Do you have a large family?

.....

4. Has Kate got a boyfriend?

.....

5. Does Anoh have a wife?

.....

6. Do the students of your class have computers?

.....

7. Have you got a penpal?

.....

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: .....
   B: No, ...
2. A: .....
   B: Yes, ...
3. A: .....
   B: Yes, ...
4. A: .....
   B: No, ...
5. A: .....
   B: Yes, ...

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Session 3




Communication activity

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

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

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Lesson 2

UNIT 2

AT HOME

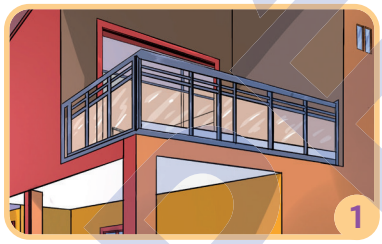
Let's visit my house

Session 1

Language function	Structures/ Grammar	Vocabulary
- Describing a house **- Using determiners** **- Asking and answering questions with correct intonation**	**Affirmative:** There is…. / There are… **Questions:** How many…? Is there…? Are there…? Where is…? Where are…?	Vocabulary related to rooms, A duplex An apartment building A hut, A living room, A bathroom, A bedroom, A kitchen, A balcony.

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.**

a balcony - a living room - a bungalow - a kitchen - huts - a bathroom
a palace - an apartment building - a cupboard - a duplex - a bedroom



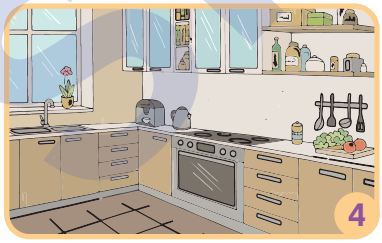
a balcony



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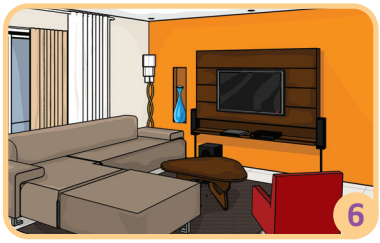
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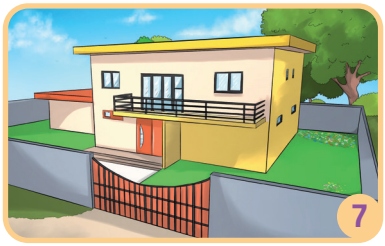
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SPECIMEN

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....

Exercise 2 **With your partner, ask and answer questions like in the example.**

Example: Picture 2 (beds)

Question: How many beds are there in picture 2?

Answer: There are two.

Picture 3 (apartment, buildings)

Question: ..... ?

Answer: .....

Picture 6 (tables)

Question: ..... ?

Answer: .....

Picture 6 (TV sets)

Question: ..... ?

Answer: .....

Picture 8 (huts)

Question: ..... ?

Answer: .....

Session 2

Language function	Structures/ Grammar	Vocabulary
- Describing a house **- Using determiners** **- Asking and answering questions with correct intonation**	Affirmative: There is…. / There are….. Questions: How many…? Is there…? Are there…? Where is…? Where are…?	Vocabulary related to furniture and house appliances A cupboard, A split, A fridge, A sink, An electric socket, A bookshelf.

SPÉCIMEN

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Exercise 1

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

Example: 1. AFN ⇒ FAN

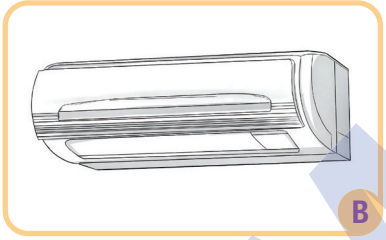
2. LTPSI ⇒ .....
3. RGFIED ⇒ .....
4. KNIS ⇒ .....
5. OUABCPRD ⇒ .....
6. TKOSCE ⇒ .....
7. SHOBFEKLO ⇒ .....

Exercise 2

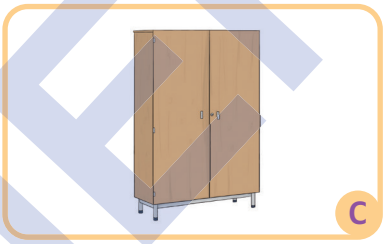
All the names written under the pictures are not correct except one. Write the correct name under each picture. A is an example.


A

a fridge


B

a sink


C

a cupboard

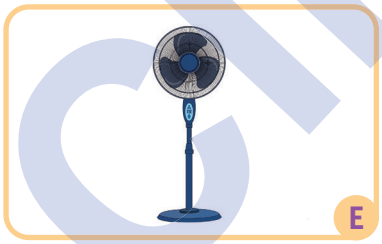
a bookshelf/ bookshelves

.....

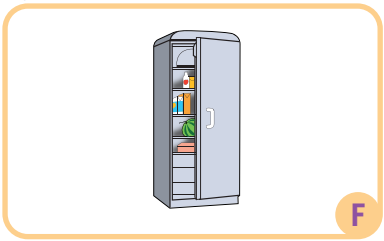
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D

a fan


E

a sofa

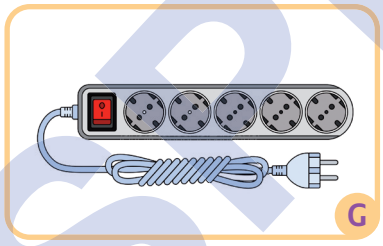

F

a bookshelf

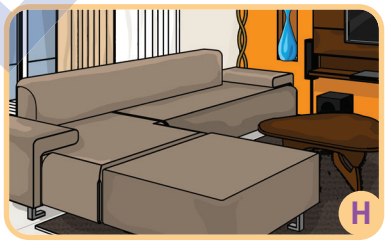
.....

.....

.....


G

a split


H

an electric socket

.....

.....

SPECIMEN

MOVE FORWARD Anglais 5e Cahier 26062023.indd 26 26/06/2023 12:21

Exercise 3 **Select the best option to complete each of the following sentences.**

1. To drink fresh water, I take a bottle from the ..... (fridge – cupboard – sink).
2. When I come back from school, I put my uniform in the ..... (bookshelf – cupboard – sink).
3. I don't have a split in my room, so I put on my ..... (cupboard – sink – fan) to have fresh air.
4. To wash my clothes, I use a ..... (sink – socket – bookshelf).
5. Awa's school things are in her ..... (cupboard – bookshelf – sink).

Session 3

Communication activity

Student A: Your friends come to visit you at home. Show them round.

- Tell them the different places of your house.
- List the different appliances that are in your house.
- Tell them what you do in the different rooms.

Student B: You go to visit your friend at home.

- Ask him questions about the different rooms of his house.
- Ask him questions about the furniture and appliances of his house.

SPÉCIMEN

MOVE FORWARD Anglais 5e Cahier 26062023.indd 27 26/06/2023 12:21

Lesson 3

UNIT 2

AT HOME

Konan is washing the dishes

Session 1



Language function	Structures/ Grammar	Vocabulary
Asking and answering questions about where people are	- Where is your sister? - She's in the kitchen. - Where are Clarisse and Fatim? - They are in the dining-room.	trash bag - coffee pot - vacuum cleaner - goblet - cooker - broom

Exercise 1 **Match each definition from column A with the correct word in column B. Write your answers like in the example.**

Example: 1. e

A	B	Answers
1. A machine for boiling coffee. 2. An instrument for collecting dirty things. 3. A manual instrument for cleaning the floor. 4. A modern machine for cooking food. 5. An electrical machine for cleaning dust. 6. A drinking glass with a foot.	a. goblet b. broom c. cooker d. vacuum cleaner e. coffee pot f. trash bag	**1. e** **2.** ..... **3.** ..... **4.** ..... **5.** ..... **6.** .....

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. Where is Atowla? (in the kitchen)
   He is in the kitchen.
2. Where are Nomel and Abou? (in the dining-room)

.....

3. Where is the broom? (under the table)

.....

SPECIMEN

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4. Where are the pupils? (at school)

.....

5. Where is the teacher? (in the classroom)

.....

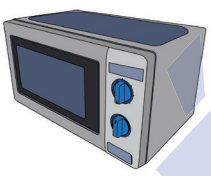
6. Where are the pens? (in the school bag)

.....

Session 2

Language function	Structures/ Grammar	Vocabulary
- Asking and answering questions about what people are doing **- Asking and answering questions about cooking tools**	- What is your mum doing? - She is cooking dinner. - What does she cook with? - She cooks with a stove.	microwave – mixer – bottle opener – carafe – egg beater – trash bag.

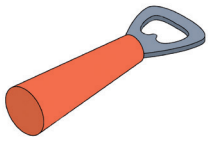
Exercise 1 **Write the name of each kitchen tool under each picture like in number 1.**



1



2

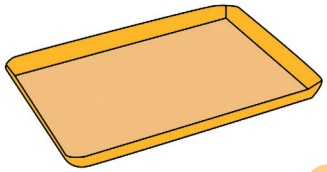


3

a microwave ....



4



5



6

....

SPECIMEN

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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. She is cooking rice.



What is Atowla doing?
(to cook rice)
She is cooking rice



What are Rosy and Moussa doing? (to wash the dishes)

.....

.....

.....

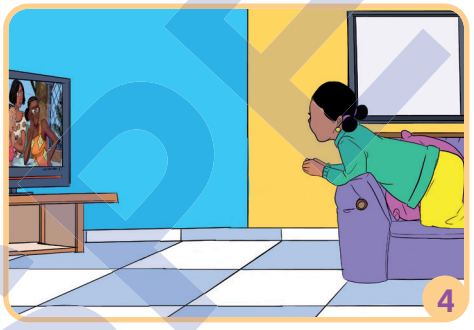


What are Paterne and his mother doing? (to have breakfast)

.....

.....

.....



What is Anna doing?
(to watch television)

.....

.....

.....

.....

SPECIMEN

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Session 3

Communication activity

Describe the kitchen of your house to your Liberian pen friend to help him or her prepare a presentation on cooking tools and habits in Africa. In your description,

- say where the kitchen is located in your house ;
- indicate the different cooking tools there are in your kitchen;
- specify the role of each cooking tool.

SPÉCIMEN

MOVE FORWARD Anglais 5e Cahier 26062023.indd 31 26/06/2023 12:21

Games and Song

WE ARE FAMILY SONG

Mommy and daddy,
Sister and brother,
Grandma and grandpa,
My family.

Mommy and me,
Daddy and me,
My family,
I love my family.
Sister and me,
Brother and me,
My family,
I love my family.

https://www.youtube.com watch?v=GiRUF7hvWuM

Grandma and me,
Grandpa and me,
My family,
I love my family.

I love my family,
I love my family,
I love my family.
And my family loves me.



A,B,C

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

Now I know my ABC
Next time won't you sing with me?,



WHO AM I?

1. My father is Mr Konan; his father is Mr Konan; he is .....
2. Anna is my mother's daughter; I am her.....
3. She is my brother's sister; I am her .....
4. He is my brother's brother; I am his.....



SPÉCIMEN

MOVE FORWARD Anglais 5e Cahier 26062023.indd 32 26/06/2023 12:21

Lesson 1

UNIT 3

TIME AND DATE

Can you tell me the date, please?

Session 1



Language function	Structures/ Grammar	Vocabulary
Asking and answering questions about days, dates and months	- What's the date today? - What day is today? - When were you born?	- The days of the week - The months of the year

Exercise 1 Write the way you say the following.

I write it	I say it
1. July 1, 1995	The first of January nineteen ninety-nine.
2. November 3, 2010	.....
3. September 19, 1996	.....
4. February 15, 2013	.....
5. April 30, 1990	.....

Exercise 2 Listen and complete the table.

Name	Date of birth
Kone	
Mariam	
Coulibaly	
Anna	
Guei	

SPECIMEN

MOVE FORWARD Anglais 5e Cahier 26062023.indd 33 26/06/2023 12:21

Exercise 3 Answer the following questions.

1. When were you born?

.....

2. When's your birthday?

.....

3. When's the Independence Day of your country?

.....

4. How old are you?

.....

Session 2



Language function	Structures/ Grammar	Vocabulary
- Asking and answering questions about number **- Ranking**	- How many months are there in the year? There are 12. Ordinal numbers - What's the first month of the year? It's January.	- Months of the year January, February, March, April, May, June, July, August, September, October, November, December

Exercise 1 Write in letters.

1st: .....

2nd: .....

3rd: .....

4th: .....

10th: .....

Exercise 2 Complete.

1. The second month of the year is .....
2. The fourth month of the year is .....
3. The sixth month of the year is .....

SPECIMEN

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4. There are ..... days in January.
5. There are ..... months in the year.
6. There are ..... to ..... days in a month.

Exercise 3 Complete.

1. How many days are there in a week? .....
2. How many days are there in a month? .....
3. How many months are there in the year? .....
4. How many days are there in the year? .....

Session 3




Communication activity

You and your Nigerian pen pal exchange information about your birthdays on Whatsapp because you want to invite each other for your next birthday parties.

- Greet each other;
- say your names;
- say when your birthdays are;
- say what each of you is going to do for the next birthday party.

SPÉCIMEN

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SPÉCIMEN

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Lesson 2

UNIT 3

TIME AND DATE

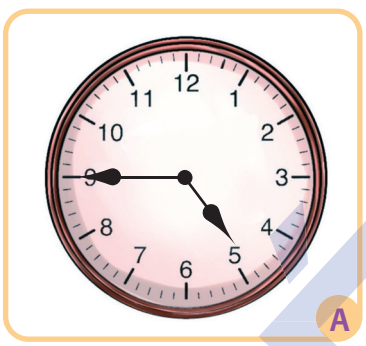
What time is your next lesson?

Session 1

Language function	Structures/ Grammar	Vocabulary
- Asking and answering questions about the time **- Telling the time**	- What's the time? It's nine to two. - What is the time? It's ten o'clock.	Vocabulary related to time: o'clock - half - quarter - past - to

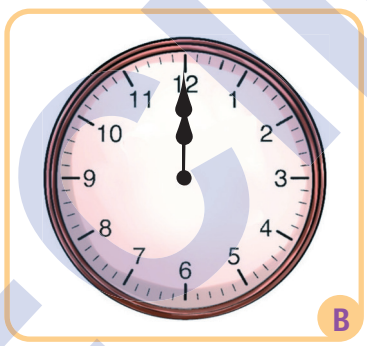
Exercise 1

Look at each clock and check (✓) the correct time below. A is an example.



A

It's half past five.
It's a quarter to five. ✓
It's a quarter past five.



B

It's twelve o'clock.
It's half past twelve
It's twelve past one.



C

It's a quarter past eight.
It's a quarter to seven.
It's a quarter to eight.



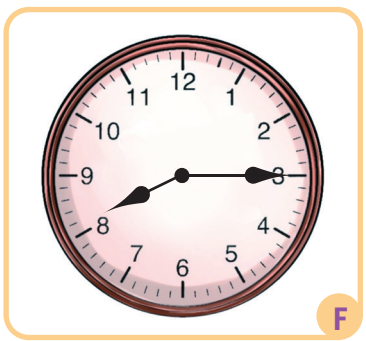
D

It's half past one.
It's half past twelve.
It's half past six.



E

It's half past twelve.
It's half past eleven.
It's a quarter to eleven.



F

It's a quarter to eight.
It's a quarter past eight.
It's twelve past one.

SPECIMEN

MOVE FORWARD Anglais 5e Cahier 26062023.indd 37 26/06/2023 12:22



It's six o'clock.
It's seven o'clock.
It's twelve o'clock.



It's a quarter to ten.
It's half past twelve.
It's half past six.



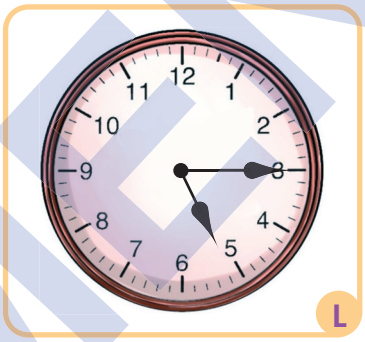
It's a quarter past one.
It's two o'clock.
It's a quarter to two.



It's half past five.
It's half past six.
It's six o'clock.



It's half past five.
It's five o'clock.
It's half past twelve o'clock.



It's half past three.
It's a quarter to five.
It's a quarter past five.

Exercise 2 **Look at the clocks in exercise 1. With your partner, ask and answer questions about the time. Do it like in the example:**

Clock A

You: What time is it on clock A?
Your partner: It's a quarter to five.
OR
You: Is it a quarter past five on clock A?
Your partner: No, it isn't. It's a quarter to five.
OR
You: What's the time on clock A?
Your partner: It's a quarter to five

Clock B

You: ..... ?
Your partner: .....
OR

SPÉCIMEN

MOVE FORWARD Anglais 5e Cahier 26062023.indd 38 26/06/2023 12:22

You: ..... ?
Your partner: .....
OR
You: ..... ?
Your partner: .....

Clock C

You: ..... ?
Your partner: .....
OR
You: ..... ?
Your partner: .....
OR
You: ..... ?
Your partner: .....

Session 2



Language function	Structures/ Grammar	Vocabulary
- Asking and answering questions about the time **- Telling the time**	- What time is it? It's twelve twenty-five. - Is it eleven to ten? Yes, it is / No, it isn't; it's five o'clock. - What time is your Geography lesson?	Midday – midnight – afternoon – morning – evening – numbers

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

Midday ; Midnight ; Nine to nine in the evening ; Nine forty-five in the morning ; Three o'clock in the morning ; Thirteen to seven in the morning ; Ten twenty in the evening ; Four thirty in the evening ; Seven past seven in the evening ; Five to ten in the morning ; Six thirty in the morning ; Eight past two in the morning ; Four in the afternoon ; One to one in the afternoon ; Nineteen to three in the afternoon ; Five twenty in the afternoon.

SPÉCIMEN

MOVE FORWARD Anglais 5e Cahier 26062023.indd 39 26/06/2023 12:22


1

Midday



2



3



4


5



6



7

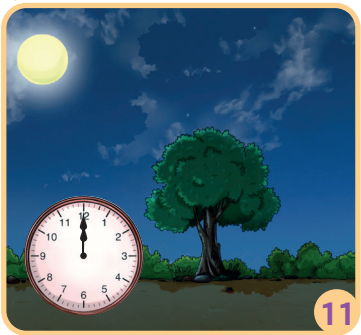


8


9



10


11

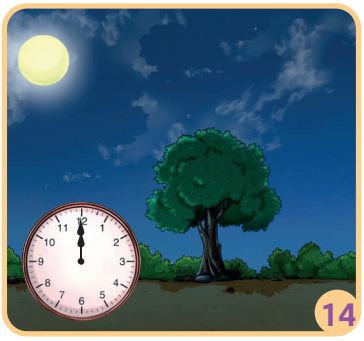


12

SPÉCIMEN

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.....

.....





.....

.....

Exercise 2 **Listen to the audio and complete the passage with the time you hear. Number 1 is the example.**

My name is N'Takpé. I am a student of 5ème in Lycée Moderne Agboville. Every school day, I get up at (1) **half past five**. I get ready and walk to school at (2) ..... . My school is fifteen minutes far from my home. So, I arrive there at (3) ..... . Classes start at (4) ..... . There is a break at (5) ..... and we start again at (6) ..... . Classes finish at (7) ..... .
When I go back home, I wash myself and have dinner at (8)..... .
Then I study my lessons and I go to bed at (9) ..... in the evening.

Exercise 3 **Answer these questions about the paragraph in exercise 2.**

1. What time does N'Takpé get up? .....
2. Does N'Takpé go to school at a quarter past six? .....
3. What time does N'Takpé start classes? .....
4. What does N'Takpé do at seven forty-five? .....

SPECIMEN

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Session 3



Communication activity

Your friend from Ghana wants to know about your school schedule.

- Tell him the subjects you have at school.
- Indicate the time you have each subject.

SPÉCIMEN

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Lesson 3

UNIT 3

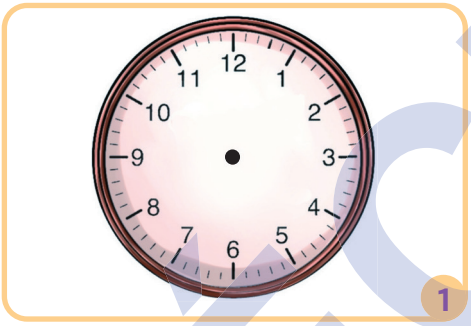
TIME AND DATE

The timetable

Session 1

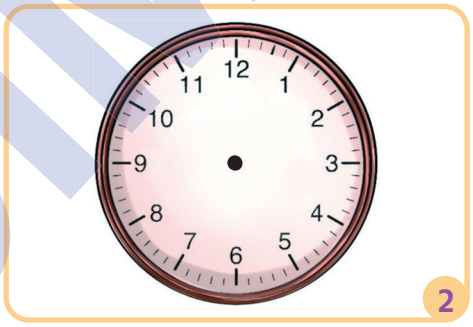
Language function	Structures/ Grammar	Vocabulary
Asking and responding to questions about the time	- What time is it? - What is the time? - It's ten-thirty.	o'clock, sharp, eight-thirty, week, month, year

Exercise 1 Read the time and draw the hands of each clock.



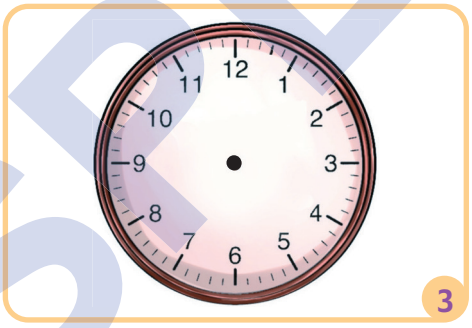
1

Quarter to ten



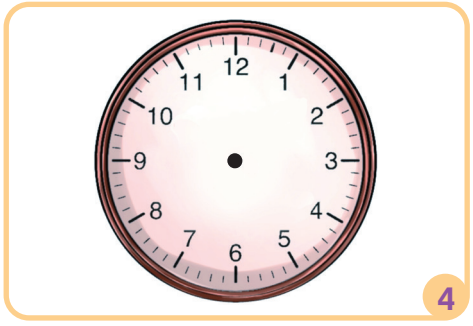
2

Ten o'clock



3

Quarter past ten



4

Ten-thirty

SPECIMEN

MOVE FORWARD Anglais 5e Cahier 26062023.indd 43 26/06/2023 12:22



5

Eight, fifty



6

Three o'clock p.m.



7

Three o'clock a.m.



8

Twenty past midnight



9

Five, twenty-five



10

Fourteen hours

Exercise 2 **Match each definition from column A with the correct meaning in column B. Write your answers like in the example.**

Example: **1.c**

A	B	Answers
1. a period of 24 hours	a. month	**1. c**
2. a period of 30 or 31 days	b. year	2. .....
3. a period of 7 days	c. day	3. .....
4. a period of 365 days	d. week	4. .....

SPECIMEN

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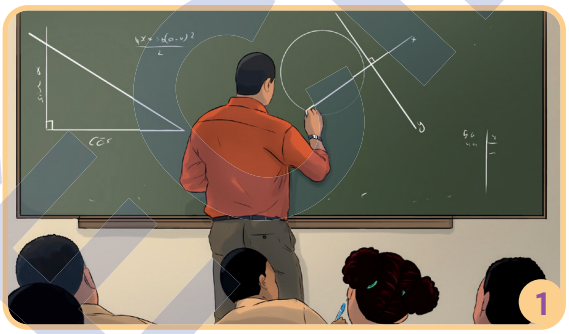
Exercise 3 The following are answers about time. Ask the corresponding questions.

1. It's twelve thirty. .....
2. It's seven o'clock. .....
3. No, it isn't; it's quarter past nine. .....

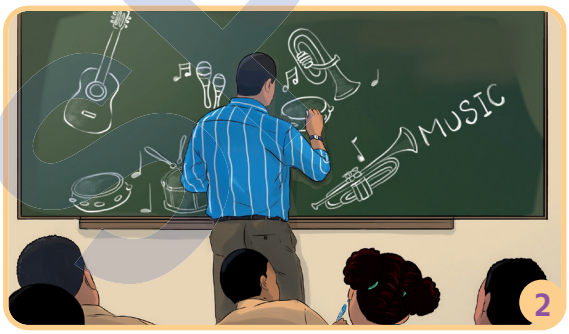
Session 2

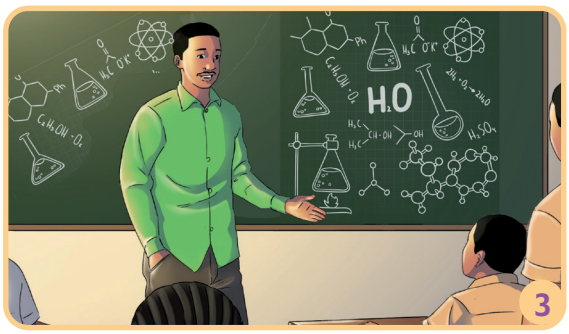
Language function	Structures/ Grammar	Vocabulary
Asking and answering questions about schedules and school subjects	- What do you do on Fridays? - On Fridays, I have biology.	take a bath – Physics – have breakfast – Arts – have dinner – French – eat dinner – Biology – English – Music – History and Geography

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



Mathematics / Maths





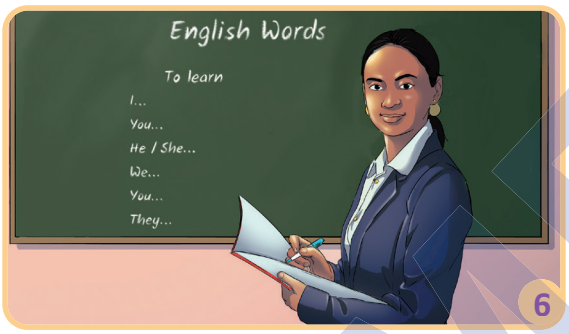
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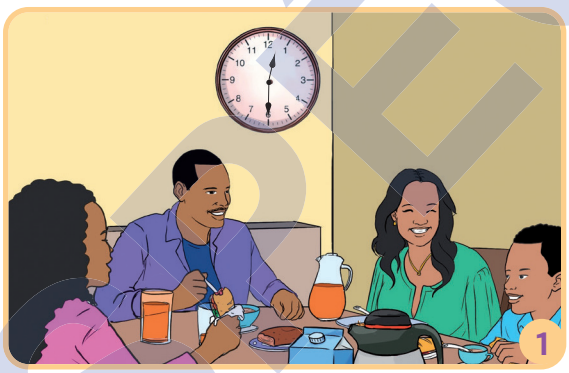






Exercise 2 **Match each picture with the correct action from the box like in number 1.**

eat dinner – take a shower – have breakfast – go to school – have lunch



have lunch



SPÉCIMEN

MOVE FORWARD Anglais 5e Cahier 26062023.indd 46 26/06/2023 12:22







Exercise 3 **Read this text about Nahounou's schedule and answer the questions related to it.**

My name is Nahounou. Every morning, I wake up at 6 o'clock. Then I wash my face and brush my teeth. Next, I take a shower. At 7 o'clock, I have breakfast. At 7 thirty, I go to school by bus. I usually have lunch at quarter to one and finish my last class around 4 p.m, and I go back home. At 7 p.m, I watch television. After dinner at 8 p.m, I do my homework and at 10 p.m, I go to bed.

Questions

1. What time does Nahounou wake up every morning?
2. List three things Nahounou does before breakfast.
3. What time does he go to school?
4. Does Nahounou go to school by bicycle?
5. What time does he go to bed?

SPECIMEN

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Session 3




Communication activity

You recently received a letter about the daily schedule of your American penfriend Conor. Reply to give some information about your schedule. In your letter,

- say what time you wake up every day;
- indicate the periods you have breakfast and lunch;
- give information about the subjects you study at school and what time you have each of them.

SPÉCIMEN

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Games and Song

THE DAYS OF THE WEEK

Monday,
Tuesday,
Wednesday,
Thursday,
Friday,
Saturday,
Sunday.
The days of the week !

https://www.youtube.com/watch?v=mXMofxtDPUQ



WHAT'S YOUR FAVOURITE SUBJECT

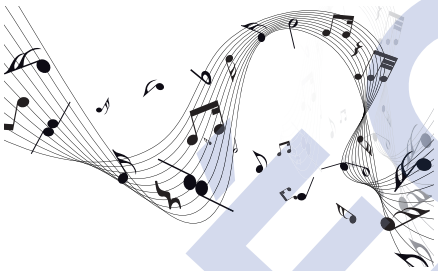
What's your favourite subject? (×4)

I like Maths and Science
I like Art and Music (×2)
I like Drama and English
I like History and Social science

(×2)

I like Geography and PE
I like mechanics and computers
I like philosophy and religion
I like cooking and creative writing

https://www.youtube.com/watch?v=-Xrs09kihwk



THE MONTHS OF THE YEAR

January, February, March,
April, May,
June, July,
August, September, October, November,
December

https://www.youtube.com/watch?v=Fe9bnYRzFvk

WHO AM I ?

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



SPECIMEN

MOVE FORWARD Anglais 5e Cahier 26062023.indd 49 26/06/2023 12:22

Lesson 1

UNIT 4

JOBS AND OCCUPATIONS

My father is a farmer

Session 1

Language function	Structures/ Grammar	Vocabulary
Asking and answering questions about people's jobs and occupations	What do your parents do? What's your mother's job? What does your Dad do? She's a teacher.	Jobs: a lawyer, a cashier, a greengrocer, a plumber, a cook, a footballer, a barber

Exercise 1 Write the job under each picture.



What does the man do?



What's the woman's job?



What does the girl do?



What's the man's job?



What does the man do?



What does the boy do?

SPECIMEN

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Exercise 2 Put the words in the correct order to build correct questions or sentences. Number 1 is an example.

1. brother's/ What's/ job / your / ? **What's your brother's job?**

2. do/ your/ What/ parents / do / ? .....

3. Your /greengrocer/ is / cousin /a .....

4. What/ does / job/ your/ do/aunt / ? .....

5. a lof of/Does/ a / get / cashier/ money / ? .....

Exercise 3 What do your parents do? Write a sentence for each member of your family.

1. Dad: .....

2. Mum: .....

3. Uncle: .....

4. Aunt: .....

Exercise 4 Match the jobs with their definitions. Number 1 is an example.

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

SPECIMEN

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Session 2

Language function	Structures/ Grammar	Vocabulary
Talking about favourite jobs and what people want to do later on	A. What's your favourite job? B. I want to be a plumber. A. What do you want to do later on?	Favourite job/ The job of your dream Later on One day Seriously What's wrong with...?

Exercise 1 Answer the following questions about your family.

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?

.....

Exercise 2 Listen and complete the table with the job of each speaker.

Name	Job
Kone	**greengrocer**
Anna	
Armel	
Kate	
John	

SPECIMEN

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Session 3



Communication activity

You and your Liberian friend talk about your parents' jobs and the job of your dream. In your discussion, follow the points below.

- Greet each other.
- Ask and answer questions in turn about your parents' jobs.
- Ask and answer questions about the job of your dream.
- End the conversation : say thank you and good-bye.

SPÉCIMEN

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Lesson 2

UNIT 4

JOBS AND OCCUPATIONS

What does a hairdresser work with?

Session 1



Language function	Structures/ Grammar	Vocabulary
Asking and responding to questions about people's jobs.	- What is Konan? He is a dentist.	Computer scientist, Cashier, Dressmaker, Mechanic, Dentist, Midwife

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

	PERSONS' NAMES	LETTERS	PERSONS' JOBS
1	Akotia	PCMROUET SCIENTIST	Computer scientist
2	Agnès	ECRASHI	
3	Elisa	RDSESKAMER	
4	Doffou	ECMHAICN	
5	Nina	MEIFWDI	
6	Koné	NETITDS	

Exercise 2 **With your partner, ask and answer questions like in the example.**
Example:

1. Question: What is Akotia?
Answer: He is a computer scientist.

2. Question: ..... ?
Answer: .....

3. Question: ..... ?
Answer: .....

SPÉCIMEN

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4. Question: ..... ?

Answer: .....

5. Question: ..... ?

Answer: .....

6. Question: ..... ?

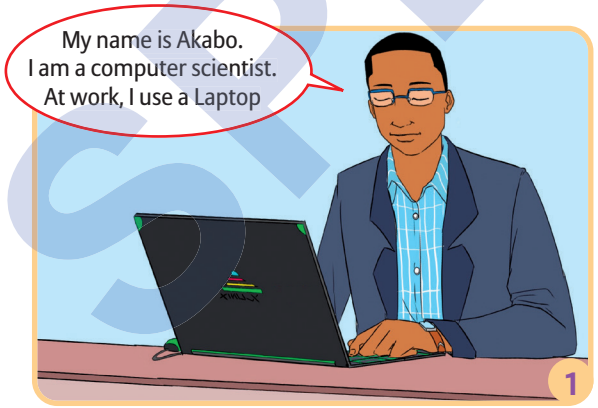
Answer: .....

Session 2

Language function	Structures/ Grammar	Vocabulary
Asking and responding to questions about working tools	Interrogative pronoun 'Who': Who works with a face mask? Interrogative pronoun 'What': What tool does a computer scientist use to work? Do / does: The midwife does. / Mechanics do.	Iron - Needles - Gloves - Laptop - Cash register - Hammer - Wrench - Sewing machine - Tape measure - Dental nippers - Mouth mirror - Face mask -

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.**

Screwdrivers - Pliers - A pair of scissors - Sewing machines - Tape measure - Face mask - Dental nippers - Mouth mirror - Cash register - Laptop - Iron - Needles - Hammer - Wrench - Gloves

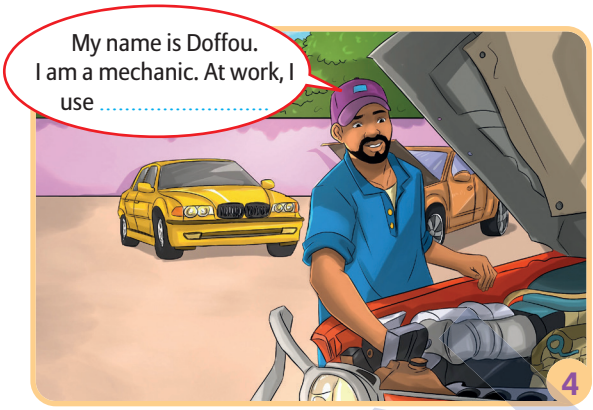




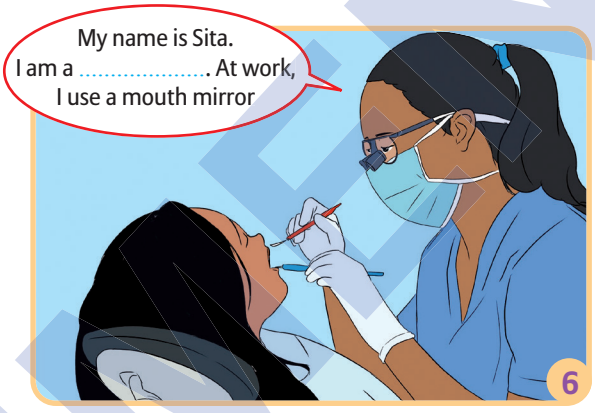
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Exercise 2 **With your partner, ask and answer questions about the pictures in exercise 1 like this:**

You: Who works with a laptop?

Your partner: Akabo does.

Or

You: What tool does a mechanic work with?

Your partner: He works with a screwdriver.

SPECIMEN

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Session 3



Communication activity

You meet your Liberian friend. To know more about each other, you ask and answer questions about the jobs of your family members.

1. Give the jobs of three members of your family.
2. Tell your friends what tools each member of your family uses to work.

SPÉCIMEN

MOVE FORWARD Anglais 5e Cahier 26062023.indd 57 26/06/2023 12:22

Lesson 3

UNIT 4

JOBS AND OCCUPATIONS

Come and see me at my workplace

Session 1

Language function	Structures/ Grammar	Vocabulary
Asking and answering questions about workplace	- Where does a mechanic work? He works in a garage.	fire station - factory - pharmacy - chef - forge - dental hospital - to work - pharmacist - blacksmith

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

A	B	Answers
1. fireman	a- restaurant	**1- f**
2. blacksmith	b- dental hospital	**2.** .....
3. pharmacist	c- forge	**3.** .....
4. chef	d- hospital	**4.** .....
5. dentist	e- pharmacy	**5.** .....
6. nurse	f- fire station	**6.** .....

Exercise 2

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

1. Zoumana works in a garage.
Where does Zoumana work?
2. Camille and Samba work in a school.
..... ?
3. Arouna works in a butchery.
..... ?
4. Marina works in a pharmacy.
..... ?
5. No, I don't, I work at a fire station.
..... ?

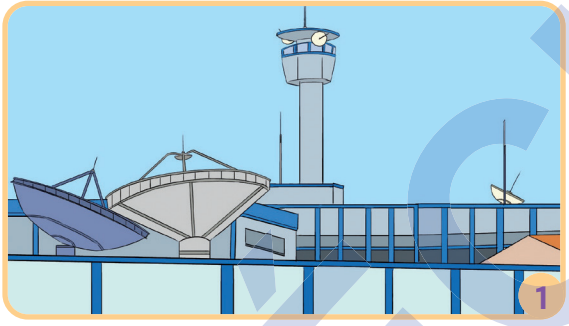
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Session 2

Language function	Structures/ Grammar	Vocabulary
Asking and answering questions about preferences	- Do you want to work as a policeman or as a fireman? - I prefer working (I prefer to work) as a policeman. - Do you want to work in a police station or in a fire station? - I prefer working in a police station.	bakery - radio station - librarian - journalist - library - footballer - farm - football ground - farmer

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



a radio station



.....



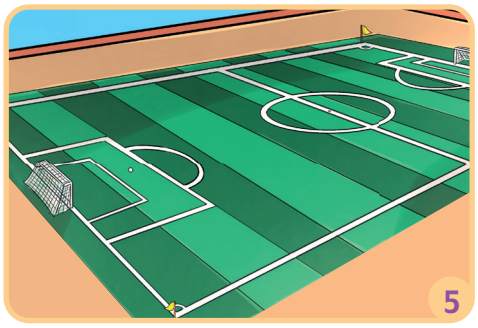
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.....

SPECIMEN

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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) .....

Dialogue 2

Rahim: (2) ..... ?

Anna: I prefer working in a pharmacy.

Dialogue 3

Malick: (3) ..... ?

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) .....

SPÉCIMEN

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Session 3




Communication activity

On a visit in Ghana with the English club, you are living in a host family.
Some family members want some information on you and your family.

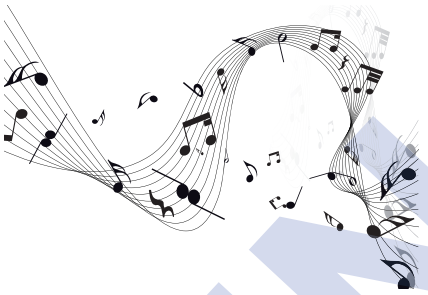
- Tell them who you are and where you come from.
- Say how many people there are in your family.
- Talk about your parents' jobs and indicate where you prefer to work at the end of your studies.

SPÉCIMEN

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Games and Song

WHAT DO YOU DO?



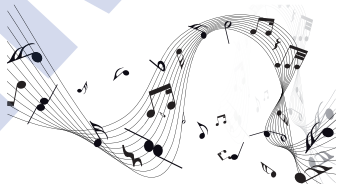
What do you do?
What do you do?
I'm a teacher, I'm a teacher, I'm a teacher.
What do you do?
I'm a teacher, everybody say your ABC- A.B.C.D.E!

What do you do?
I'm a doctor, I'm a doctor, I'm a doctor.
What do you do?
I'm a doctor, everybody listen to your heartbeat!

What do you do?
I'm a dentist, I'm a dentist, I'm a dentist!
What do you do?
I'm a dentist,
Everybody brush, brush, brush, your teeth!

What do you do?
I'm a carpenter, I'm a carpenter, I'm a carpenter
What do you do?
I'm a carpenter, everybody bang your hammer!

What do you do?
I'm a pilot, I'm a pilot, I'm a pilot,
What do you do?
I'm a pilot, everybody fly a big a big plane!



https://www.youtube.com/watch?v=syut1tqUPWQ

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 .....

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 .....

SPÉCIMEN

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Lesson 1

UNIT 5

CLOTHES AND COLOURS

My sister is wearing a beautiful skirt

Session 1



Language function	Structures/ Grammar	Vocabulary
Asking and answering questions about what people are wearing	- What are you wearing? I'm wearing khaki shorts and a T-shirt.	**Clothes:** wrapper - necktie - earrings - trainers - sweater- suit - gloves - skirt **Verbs:** to pick up - to wear **Exclamations:** Great! Nice! Fabulous! Super!

Exercise 1 **Listen to the audio and write what the people are wearing. Number one is an example.**

Number	Name	She/he is wearing
1	Mrs Koné	A headscarf
2	Assi	
3	Mel	
4	Gueu	
5	Anna	
6	Silue	

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

1. the people / What / wearing / are / ?

.....

2. Anna / a / Is / wearing /blue / skirt / ?

.....

SPECIMEN

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3. everyday / I / school / wear / my /uniform

.....

4. Do / in / village / wear / clothes / the / people / modern?

.....

5. are / What / wearing / today / you?

.....

Exercise 3 **Write your answers to the following questions.**

1. What are you wearing now?

.....

2. What's your favourite type of clothes?

.....

3. What are you going to wear for your next birthday party?

.....

4. Do you wear your school uniform everyday?

.....

Session 2



Language function	Structures/ Grammar	Vocabulary
Asking and answering questions about what people usually wear or are going to wear	A. What do you wear for school? B. I wear my khaki uniform. A. What are you going to wear for your birthday party? B. I'm going to wear a suit.	By the way (to change topic)

SPECIMEN

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

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

1. .....
2. .....
3. .....
4. .....
5. .....

Exercise 2 Write your answers to the following questions.

1. What do you wear on Sundays?
2. What's your favourite colour?
3. Do you like traditional clothes?
4. Do people in your country wear modern clothes?
5. What are you going to wear on the 1st of January?

1. .....
2. .....
3. .....
4. .....
5. .....

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

Name	Favourite clothes
Armel	
Anna	
Alex	
Gnaore	
Georgy	

SPÉCIMEN

MOVE FORWARD Anglais 5e Cahier 26062023.indd 65 26/06/2023 12:22

Session 3




Communication activity

On a telephone conversation with your Ghanaian pen friend, he/she asks you these questions. What are your favourite clothes? On what occasions do you wear them? Give answers to these questions.

SPÉCIMEN

MOVE FORWARD Anglais 5e Cahier 26062023.indd 66 26/06/2023 12:22

Lesson 2

UNIT 5

CLOTHES AND COLOURS

What colour is Dany's shirt?

Session 1

Language function	Structures/ Grammar	Vocabulary
Asking and answering questions about colours	- What colour is your shirt ? It's red / It is red. - Is the skirt white or green? It's green.	red - orange - yellow - green - blue - indigo - violet - purple - pink - silver - gold - beige - brown - grey - black - white

Exercise 1 **Listen to the audio and complete the text with the colours of the articles in Abou's shop. Number one is done for you.**

Abou's shop

There are a lot of articles in my shop; come and buy, come and buy! There is a (1) **blue dress**, a (2) ..... jacket, a (3) ..... T-Shirt and a (4) ..... , ... and ..... headscarf. There is also a (5) ..... tie and an (6) ..... piece of cloth. There are also (7) ..... trousers, ... (8) shorts, ... (9) trousers, (10) ..... shoes and (11) ..... dresses. There are new clothes of different colours; (12) ..... , (13) ..... , (14) ..... and (15) ..... You can buy all the attire you want; come and buy, come and buy!

Exercise 2 **Answer the following questions about the text in exercice 1.**

1. What colour is the dress? .....
2. Is the headscarf black? .....
3. Is the tie black or orange? .....
4. Are the trousers red? .....
5. What colour are the dresses? .....
6. What colour are the new clothes? .....

SPECIMEN

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Session 2

Language function	Structures/ Grammar	Vocabulary
Asking and answering questions about colours	- What is this? - It's a black blouse - What are these? - They are brown shoes. - Are they green shirts? - No, they are black shirts.	colours: blue - white - black - green - yellow - purple - orange - pink - brown - red - grey

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.**



1

Black trousers: True



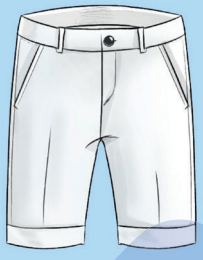
2

White trousers .....



3

A brown jacket .....



4

Blue and white shorts .....



5

Yellow trousers .....



6

Black shoes .....



7

A black and white shirt .....



8

A purple T-Shirt .....



9

A blue, green and white headscarf .....

SPECIMEN

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10

A black tie .....


11

Orange cloth .....


12

White dresses .....

Exercise 2 **With your partner, ask and answer questions about the pictures in Exercise 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: ..... ?

Your partner: .....

Picture 3

You: ..... ?

Your partner: .....

Picture 4

You: ..... ?

Your partner: .....

Picture 6

You: ..... ?

Your partner: .....

SPÉCIMEN

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Picture 8

You: ..... ?

Your partner: .....

Picture 10

You: ..... ?

Your partner: .....

Session 3



Communication activity

Your English club is organising a celebration. With your friends, describe the people who are there.

1. Ask and answer questions about what the people are wearing.
Say what they are wearing.
2. Ask and answer questions about the colour of the clothes the people are wearing.

SPÉCIMEN

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Lesson 3

UNIT 5

CLOTHES AND COLOURS

At the market

Session 1

Language function	Structures/ Grammar	Vocabulary
Asking and answering questions about shopping	- How much is the handbag? It's 5,000 CFA. - How much are the shoes? They are 15,000 CFA.	hand bag - shop - customer - seller - mall - afford - purchase

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**

purchase – afford – seller – shop – **mall** – hand bag

There are many changes in Yopougon, the biggest residential area North of Abidjan. In addition to new buildings and larger streets, there is a (1) **mall** called Cosmos. It is a big commercial center where you can (2) ..... anything you like. At present, I am in front of a (3) ..... . There are diverse articles in his (4) ..... . I want to buy a (5) ..... for my sister. I finally discover that I can't (6) ..... it because I don't have enough money in my pocket.

Exercise 2

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

Example: **1. b**

A	B	Answers
1. What is your size?	a. They are 15,000 CFA.	**1. b**
2. How much is the hand bag?	b. I wear medium.	2. .....
3. How much are the black shoes?	c. It's 7,000 CFA.	3. .....
4. Where are you going?	d. No, it's too expensive.	4 .....
5. Can you afford this smartphone?	e. To Yopougon Mall.	5. .....

SPECIMEN

MOVE FORWARD Anglais 5e Cahier 26062023.indd 71 26/06/2023 12:23

Session 2

Language function	Structures/ Grammar	Vocabulary
Bargaining	- How much is the yellow tee-shirt? It's 7,000 CFA. - Can I have a discount?	discount - to bargain - cheap - balance - expensive - good deal

Exercise 1 **Choose the correct ending to complete each definition. Follow the example.**

1. To bargain means to

a. augment the price.

b. negotiate a reasonable price.

c. examine the price.

2. When a product is expensive, it costs

a. much money

b. little money

c. no money

3. A good deal means

a. a poor arrangement

b. a profitable arrangement

c. a fast arrangement

SPÉCIMEN

MOVE FORWARD Anglais 5e Cahier 26062023.indd 72 26/06/2023 12:23

4. When a product is cheap, it costs

a. much money

b. little money

c. no money

5. A wrapper is

a. a singer

b. a female clothing

c. a plant

6. A balance in shopping refers to

a. a measurement instrument

b. money difference

c. money movement

Exercise 2 **The following answers are about bargaining. Write two possible corresponding questions to them.**

A.

1. ..... ?

2. ..... ?

They are 3,000 CFA.

B.

1. ..... ?

2. ..... ?

Yes, you can. You have a discount of 500 CFA.

C.

1. ..... ?

2. ..... ?

It's 1500 CFA.

SPÉCIMEN

MOVE FORWARD Anglais 5e Cahier 26062023.indd 73 26/06/2023 12:23

Session 3



Communication activity

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

Student A: You are a seller at a Liberian weekly market on the border with Cote d'Ivoire. Present your articles to a young student visiting your market.

Student B: You are on visit with the English club at a Liberian weekly market on the border of your country. You want to buy some souvenirs. Discuss with the seller to buy at a reasonable price.

SPÉCIMEN

MOVE FORWARD Anglais 5e Cahier 26062023.indd 74 26/06/2023 12:23

Games and Song

THE CLOTHING SONG

Socks, shoes, pants, T-shirt, muscleman suit,
dress, jeans, skirt, sweater, pajamas,
shirt, shorts, sweatshirt, cap,
superhero suit!

What are you wearing?
What are you wearing?
What are you wearing today?

I'm wearing socks, I'm wearing socks,
I'm wearing shoes, I'm wearing shoes,
I'm wearing pants, I'm wearing pants,
I'm wearing a T-shirt, I'm wearing a T-shirt,
And I'm wearing a muscleman suit! That's funny!

I'm wearing a dress, I'm wearing a dress,
I'm wearing jeans, I'm wearing jeans,
I'm wearing a skirt, I'm wearing a skirt,
I'm wearing a sweater, I'm wearing a sweater,
And I'm wearing pajamas!

I'm wearing a shirt, I'm wearing a shirt,
I'm wearing shorts, I'm wearing shorts,
I'm wearing a sweatshirt, I'm wearing a sweatshirt,
I'm wearing a cap, I'm wearing a cap,
And I'm wearing a superhero suit!

https://www.youtube.com/watch?v=KFQxBCvgx70



COLOUR SONG

Red, yellow, blue
Orange, green and brown
Red, yellow, blue
Purple, pink and grey
Red, yellow, blue
Orange, green and brown
Red, yellow, blue
Purple, pink and grey



Red-red-red-red, Red-red-red-red, Red-red-red-red!
Blue-blue-blue-blue, Blue-blue-blue-blue, Blue-blue-blue-blue,
Yellow-yellow-yellow-yellow, yellow-yellow-yellow-yellow, yellow-yellow-yellow-yellow
Orange-orange-orange orange, Orange-orange-orange orange, Orange-orange-orange orange,

Green-green-green-green, Green-green-green-green, Green-green-green-green,
Brown-brown-brown-brown, Brown-brown-brown-brown, Brown-brown-brown-brown,
Purple-purple-purple-purple, Purple-purple-purple-purple, Purple-purple-purple-purple,
Pink-pink-pink-pink, Pink-pink-pink-pink, Pink-pink-pink-pink,

https://www.youtube.com/watch?v=4Ig3CzYIyu4

SPÉCIMEN

MOVE FORWARD Anglais 5e Cahier 26062023.indd 75 26/06/2023 12:23

Lesson 1

UNIT 6

FOOD AND DRINK

What do you prefer for breakfast?

Session 1

Language function	Structures/ Grammar	Vocabulary
Asking and answering questions about food and drinks habits	- What do you usually have for breakfast? I usually have rice porridge.	millet - porridge - breakfast - sausage - omelette - croissant - sandwich

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

1. M --- L ---- ---- T MILLET
2. S --- --- D ---- I --- --- .....
3. --- M -- L --- T -- E .....
4. ---- A ---- S ---- ----- E .....
5. – O --- --- ID ---- ----- .....
6. ---- R ---- ----- SS ---- ---- T .....

Exercise 2 **Use the information from the following table to say what the people in the box usually eat. Write your answers like in the example.**

Example: 1. **Alima usually eats Kabato.**

People	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Alima	Kabato	Placaly	Yam	Kabato	Kabato	Kabato	Rice
Yao and Akissi	Rice	Yam	Yam	Rice	Yam	Yam	Yam
Kipré and Dago	Rice	Rice	Kabato	Yam	Rice	Rice	Rice
Agnimel	Rice	Attiéké	Attiéké	Yam	Attiéké	Attiéké	Attiéké

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Questions

1. What does Alima usually eat? .....
2. What do Yao and Akissi usually eat? .....
3. What do Kipré and Dago usually eat? .....
4. What does Agnimel usually eat? .....

Session 2

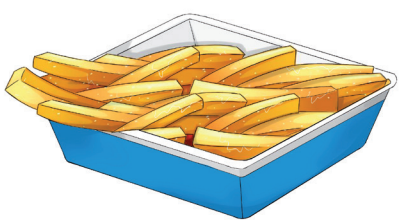
Language function	Structures/ Grammar	Vocabulary
Asking and responding to questions about food preferences	- What do you usually have for dinner? We usually have rice or foutou but I prefer foutou.	dinner - eat dinner - spaghetti - French fries - meat - curdled milk - fruit juice

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



1

curdled milk



2

.....



3

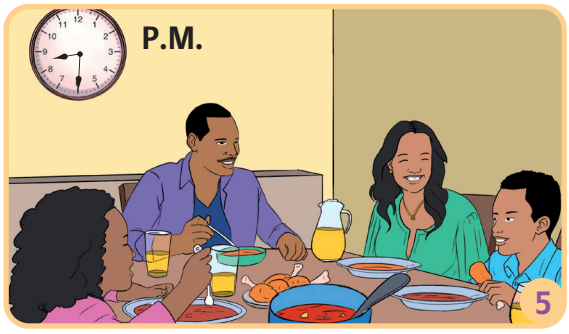
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4

.....

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.....

Exercise 2 **Write about the preferences of the following people using the information on them. Follow the example.**

1. When he has the choice between spaghetti and omelette, Djédjé always eats omelette.

Question: What does Djédjé prefer?

Answer: **Djédjé prefers omelette.**

2. When she has the choice between tea and coffee, Colette always drinks tea.

Question: What does Colette prefer?

Answer:.....

3. When Bollou and Yao have the choice between rice and Kabato, they always eat Kabato.

Question: What do Bollou and Yao prefer?

Answer:.....

4. When Thomas has the choice between meat and fish, he always eats fish.

Question: What does Thomas prefer?

Answer:.....

5. When she has the choice between papaya and mango, Annick always eats papaya.

Question: What does Annick prefer?

Answer:.....

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Session 3




Communication activity

Your Liberian penfriend, Williams, has to write an article on food habits in West Africa. In a voice mail, he asks you the following questions to collect information.

- How many people are there in your family?
- What do you usually eat?
- What do you prefer eating?

Record your answers and post them to Williams.

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Lesson 2

UNIT 6

FOOD AND DRINK

I eat fruit and vegetables to be healthy

Session 1

Language function	Structures/ Grammar	Vocabulary
Expressing likes and dislikes	I like grapes; I dislike papaya.	garlic - cucumber - melon - papaya - grapes - corn

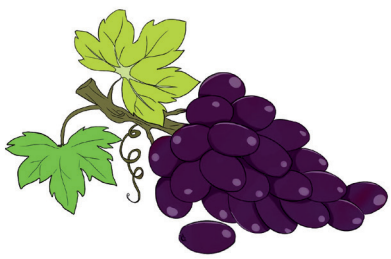
Exercise 1 Each of the following names is about the fruit in the picture. Write "T" for true and "F" for false. Correct the false names. Follow example 1.



1

Avocado ..... F .....

Garlic



2

Orange .....

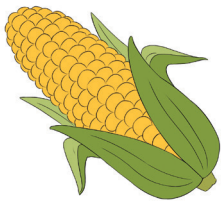
.....



3

Melon .....

.....

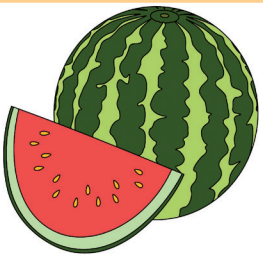


4

Corn .....

.....

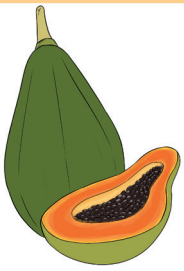
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5

Papaya .....

.....



6

Grapes .....

.....

Exercise 2 **Observe the pictures below and answer the questions about what the people like or dislike. Follow the example.**



1

Question: What does Atowla dislike?

Answer: Atowla dislikes papaya.



2

Question: What does Assohou like?

Answer: .....



3

Question: What do Aby and Diana like?

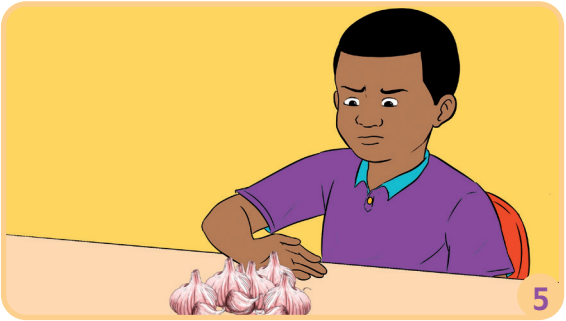
Answer: .....



4

Question: What does Anna dislike?

Answer: .....



5

Question: What does Dagnogo dislike?

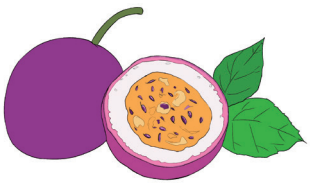
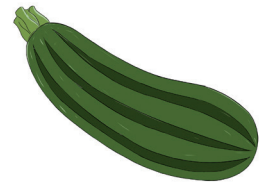
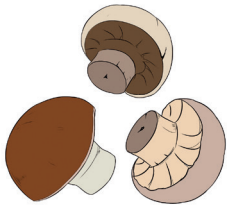
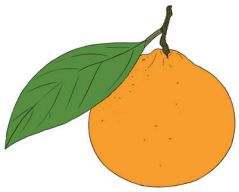
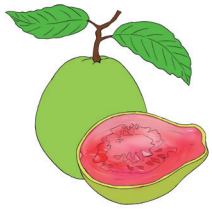
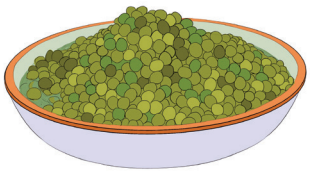
Answer: .....

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Session 2

Language function	Structures/ Grammar	Vocabulary
Expressing frequency	- How often do you eat garlic? - I eat garlic twice a week.	mushroom - mandarin - pea - passion fruit - courgette - guava

Exercise 1 **Match each picture from column A with the appropriate vegetable in column B. Follow the example.**

A	B
 1  2  3  4  5  6	**a.** guava **b.** pea **c.** mandarin **d.** courgette **e.** passion fruit **f.** mushrooms

1. e

2. .....

3. .....

4. .....

5. .....

6. .....

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Exercise 2 **Use the information from the following table to answer the questions on how often people eat specific foods.**

Example: 1. **Patern eats papaya twice a week.**

People	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Patern	papaya	Placaly	grapes	papaya	grapes	garlic	avocado
Gertrude and Anna	cucumber	Yam	pea	pea	papaya	pea	pea
Kipré and Dago	mandarin	Rice	guava	mushrooms	pea	guava	garlic
Agnimel	Rice	Attiéké	garlic	melon	grapes	melon	papaya

Questions

1. How often does Patern eat papaya? **Patern eats papaya twice a week.**
2. How often do Gertrude and Anna eat cucumber? .....
3. How often do kipré and Dago eat guava? .....
4. How often does Agnimel eat melon? .....
5. How often do Gertrude and Anna eat pea? .....
6. How often does Agnimel eat garlic? .....

Session 3

Communication activity

Before your Nigerian pen friend Emorojor arrives in your family for the Easter holidays, write a letter to give him information about the food habits in your family. In your letter,

- list the types of food you usually eat in your family;
- mention how often you eat each type of food;
- ask your friend what food he likes and what food he dislikes.

.....

.....

.....

.....

.....

.....

.....

.....

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Lesson 3

UNIT 6

FOOD AND DRINKS

I can cook alloco

Session 1

Language function	Structures/ Grammar	Vocabulary
Giving instructions	- Boil some plantain, put it into a mortar, pound it, etc.	recipe - cuisine - aubergine - ingredients - cook

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



Sugar



.....



.....



.....

MOVE FORWARD Anglais 5e Cahier 26062023.indd 84 26/06/2023 12:23





....

Exercise 2 **In this text about cooking, choose the correct word from the box to fill the gaps.**

Example: 1. **Break**

pour – heat – break – pour – fry – beat

It is not difficult to make omelette. To make omelette,

(1) ..... the eggs;

(2)..... the eggs in a bowl to obtain a fluid;

(3) ..... oil into a frying pan;

(4) ..... the oil for one to two minutes;

(5) ..... the egg fluid into the hot oil and

(6) ..... it for two to three minutes.

Your omelette is ok.

Session 2

Language function	Structures/ Grammar	Vocabulary
Expressing sequences	First, buy some meat, secondly, cut up the meat, third, cook it for 45 minutes, etc.	soup - grain soup - cuisine - enjoy - succulent - pour

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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**

A	B	Answers
1. number two	a- then	**1. c**
2. constituents	b- in the end	**2.** .....
3. all the instructions for cooking something	c- second	**3.** .....
4. repast	d- ingredients	**4.** .....
5. finally	e- add	**5.** .....
6. number three	f- meal	**6.** .....
7. put in (to)	g- recipe	**7.** .....
8. next	h- third	**8.** .....

Exercise 2

Reorder the following sentences to obtain an alloco recipe. Write your answer like in the example.

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 heat it for two minutes.

D. In the end, you obtain some delicious alloco.

E. First, cut up ripe plantain into slices.

F. Then, fry them for ten to fifteen minutes.

1. B

2. .....

3. .....

4. .....

5. .....

6. .....

MOVE FORWARD Anglais 5e Cahier 26062023.indd 86 26/06/2023 12:23

Session 3




Communication activity

To prepare a presentation on Ghanaian cuisine, listen to an audio document from your pen friend Eunice about a local recipe.

While listening,

- write the name of the dish;
- note the different ingredients.

Where is this recipe popular in Africa?

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Games and Song

Healthy meal

I eat fruit, I eat fruit, every single day,
I eat fruit, I eat fruit, every single day,
Mondays, Tuesdays, Wednesdays,
Thursdays, Fridays, Saturdays, Sundays.

Mondays I eat apples, Mondays I eat apples,
Tuesdays I eat pears, Tuesdays I eat pears,
Wednedays I eat cherries, Wednedays I eat cherries,
Thursdays I don't care, Thursdays I don't care.

Chorus

Fridays I eat mangoes, Fridays I eat mangoes,
Saturdays some grapes, Saturdays some grapes,
Sundays I eat berries, Sundays I eat berries,

I think that fruits are great! I think that fruits are great!
Apples, apples!
Pears, pears!
Cherries, cherries!
I don't care, I don't care!
Mangoes, mangoes!
Grapes, grapes!
Berries, berries!
Fruits are great, fruits are great!

https://www.youtube.com/watch?v=mfReSbQ7jzE



MOVE FORWARD Anglais 5e Cahier 26062023.indd 88 26/06/2023 12:24

Lesson 1

UNIT 7

HEALTH AND ENVIRONMENT

Hygiene and parts of the body

Session 1

Language function	Structures/ Grammar	Vocabulary
Expressing necessity	- What do you have to do to keep clean? I have to take my bath every morning.	Take one's bath Brush one's teeth Sponge, Hand sanitizer Filter water, Toothbrush Toothpaste

Exercise 1 Answer the following questions.

1. Where do you have to throw rubbish?

.....

2. What do you have to clean the floor with?

.....

3. What do you have to do every morning?

.....

4. What do you have to clean your hands with?

.....

5. Where mustn't you throw rubbish?

.....

Exercise 2 Listen and complete the dialogue.

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

John: I have to (1)..... every morning.

Teacher: Great! What else?

John: I also have (2) ..... before going to bed.

Anna: I also have to (3) ..... every week and (4) .....

Mel: Fabulous!

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

a. Before eating: .....

b. Every morning: .....

c. Before going to bed: .....

d. Every week: .....

e. Before drinking dirty water: .....

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

A : Action		B : Instrument	Answers
A. I have to brush my teeth.	with	1. A filter	A. .....
B. You have to take your bath.		2. A sponge	B. .....
C. Mel has to wash his hands.		3. A toothbrush	C. .....
D. Adou has to filter the dirty water.		4. A hand sanitizer	D. .....

Session 2



Language function	Structures/ Grammar	Vocabulary
Expressing prohibition	- What mustn't you drink? I mustn't drink dirty water.	Parts of the body Touch Point to

Exercise 1 **Listen to the instructions and point to or touch the right part of your body. Then write down the instructions.**

1. .....

2. .....

3. .....

4. .....

5. .....

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

1. One child, two .....
2. One tooth, two .....
3. One foot, four .....
4. One woman, five .....
5. One man, two .....

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

1. Drink clean water ✓
2. Drink dirty water ☐
3. Wash your clothes ☐
4. Wash your hands with a hand sanitizer ☐
5. Wash your hands with a hand sanitizer ☐
6. Eat with dirty hands. ☐

Session 3




Communication activity

In your English class, your teacher asks you to write about what you have to do or mustn't do to be healthy. Write down your answers.

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

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Lesson 2

UNIT 7

HEALTH AND ENVIRONMENT

It's forbidden to throw garbage everywhere

Session 1



Language function	Structures/ Grammar	Vocabulary
Expressing prohibition	It's forbidden to throw papers in in the street. You mustn't throw rubbish in the streets	rubbish - sweet - avoid rub - throw Common diseases (part 1): malaria - covid 19 - fever - cough

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

1. You mustn't throw rubbish in the classroom.

It's forbidden to throw rubbish in the classroom.

2. You mustn't make a noise during class.

.....

3. You mustn't eat too much sweet.

.....

4. You mustn't use the same syringe.

.....

5. You mustn't walk in dirty water.

.....

6. You mustn't enter without wearing a mask.

..... !

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

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

.....

.....

.....

.....

.....

Exercise 3 Answer the following questions.

1. What causes dental caries?

.....

2. What are the symptoms of malaria?

.....

3. How can you prevent HIV/AIDS?

.....

4. What are the symptoms of Corona Virus?

.....

Session 2



Language function	Structures/ Grammar	Vocabulary
Describing disease symptoms and prevention measures	A: What's the matter? B: I feel cold.	Common diseases (part 2): fever - pain - vomiting - sneezing - insomnia - coughing

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

1. must /sleep /under /You/ a /to/ malaria/ mosquito net/ avoid
2. You / your teeth /to avoid /must / brush/ dental caries
3. mustn't/ your / rub / conjunctivitis/ with /your /finger /eyes / You /to avoid
4. wear /to avoid/ must/ shoes/ athlete foot/You
5. You/ control/ your /must /to avoid/ stroke/ blood pressure

.....

.....

.....

.....

.....

Exercise 2 Answer the following questions.

1. What causes flu?

.....

2. What are the symptoms of AIDS?

.....

3. How can you prevent athlete foot?

.....

4. What are the symptoms of typhoid fever?

.....

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

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

MOVE FORWARD Anglais 5e Cahier 26062023.indd 94 26/06/2023 12:24

Session 3




Communication activity

Write 5 commandments to avoid catching Covid-19. Then write other commandments for another disease in your region.

COVID-19

1. .....
2. .....
3. .....
4. .....
5. .....

OTHER DISEASE

1. .....
2. .....
3. .....
4. .....
5. .....

MOVE FORWARD Anglais 5e Cahier 26062023.indd 95 26/06/2023 12:24

Lesson 3

UNIT 7

HEALTH AND ENVIRONMENT

Water and health

Session 1

Language function	Structures/ Grammar	Vocabulary
Expressing possibility	A: Can we drink water from the tap? B: Yes, we can/ No, we can't.	Vocabulary related to water and health: water from the tap, water from the rain, water tank

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

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

Exercise 2 Put the letters in order.

1. CMBORIES .....
2. ELCA .....
3. LIMRNEA .....
4. EDKALIRN .....
5. AEHLT .....

Exercise 3 Complete with the words in the box. One word is not concerned.

mineral	healthy	good	safe	boil	sick

1. Water from lakes is not .....
2. You must ..... water from lakes in order to drink it.
3. Can we drink ..... water?
4. We should drink clean water to be .....
5. Clean water is ..... for my body.

MOVE FORWARD Anglais 5e Cahier 26062023.indd 96 26/06/2023 12:24

Session 2

Language function	Structures/ Grammar	Vocabulary
Giving reason	A: Why should we drink water from the tap? B: Because it's good for our health.	Vocabulary related to water and health: mineral water, water from the lake, water from the river, clean water.

Exercise 1 Listen and write the answers.

1. Why should we drink mineral water? .....
2. Why shouldn't we drink water from lakes and rivers? .....
3. What is bacteria? .....
4. Is water from rivers clean? .....

Exercise 2 Answer the questions.

1. Write three sources of water: .....
2. Why can't we drink water from lakes? .....
3. Why can we drink water from the tap? .....
4. What must you do before drinking water from rivers? .....

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".

.....

.....

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Games and Song

Wash your hands song

Wash your hands, wash your hands
Everybody come along and wash your hands (×2)

Show me, show me your hands,
Everybody show me, show me your hands.
Are they dirty?
Show me, show me your hands,
Everybody time to wash your hands.

Rub, rub, rub your hands everybody
Rub, rub, rub your hands
Are they soapy?
Rub, rub, rub your hands everybody
Everybody time to wash your hands.

And we sing Chorus (×4)
Dry, dry, dry your hands
Everybody dry, dry, dry your hands
Are they dry yet?
Dry, dry, dry your hands
Everybody time to wash your hands.

Shake, shake, shake your hands
Everybody shake, shake, shake your hands
Are they clean now?
Shake, shake, shake your hands
Everybody time to wash your hands.

And we sing Chorus (×4)
Before you eat, wash your hands
When you come home, wash your hands
In the bathroom, wash your hands
After you play, wash your hands

Chorus (×4)

https://www.youtube.com/watch?v=dDHJW4r3eIE

Song about environment

Lyrics
I turn the faucet off when I am brushing my teeth
I turn the lights off when I am going to sleep
I use cold water to wash laundry
I do all that I can to save energy
Reduce, Reuse, Recycle
I'm going green, I'm keeping the Earth clean
I'm going green, I'm keepin' it, keepin' it clean
I reuse rechargeable batteries again and again
I shop at the thrift store to find a great bargain
I take my bottles and cans and recycle them
We'll make a better world if we all join hands
Reduce, Reuse, Recycle
I'm going green, I'm keeping the Earth clean
I'm going green, I'm keepin' it, keepin' it clean
Reduce energy, water and waste
Reuse what I can before I throw it away
Recycle CD's and DVD's
Newspaper, Junk Mail and Magazines
Cell Phones, Cardboard and Old Machines
I'm going green, would you go with me?
Reduce, Reuse, Recycle
I'm going green, I'm keeping the Earth clean
I'm going green, I'm keepin' it, keepin' it clean
Reduce, Reuse, Recycle
I'm going green, I'm keeping the Earth clean
I'm going green, I'm keepin' it, keepin' it clean

Source: Musixmatch
Songwriters: Mark Luchauer

https://www.youtube.com/watch?v=l08W6aTW4PE

MOVE FORWARD Anglais 5e Cahier 26062023.indd 98 26/06/2023 12:24

What sport do you practice?

Session 1



Language function	Structures/ Grammar	Vocabulary
Expressing preference	What sport do you prefer? - I prefer Long jump. - I am fond of hurdle. - I prefer golf to boxing.	Individual sports Team sports Indoor sports Outdoor sports

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

Description 1: There are certain sports that we play without teammates, where players are alone. They cannot ask anyone to help them when they are playing. **Individual sports.**

Description 2: These types of sports are always played with other athletes in the same group. When playing, they help each other to win. .....

Description 3: Some sports can be played only in the open air, not in a covered place. Players can sometimes be alone, or they can be in groups. .....

Description 4: Sports people play these sports in a closed place, not in the open air. The athletes can be alone, or they can be in a group to play them. .....

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.

Wrestling – Golf – Rugby – Motocross – Surfing – Marathon – Futsal – Hurdle – Javelin throw – Tennis – Boxing – Football

Team sports	Outdoor sports	Individual sports	Indoor sports
.....	.....	....Wrestling	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

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Exercise 3 With your partner, ask and answer questions about your sport preferences. Here's an example.

You: What sports do you prefer?
Your partner: I prefer Individual sport (or team sport or indooor sport or outdoor sport).
You: What individual sport do you prefer?
Your partner: I prefer golf.

You: ..... ?

Your partner: .....

You: ..... ?

Your partner: .....

You: ..... ?

Your partner: .....

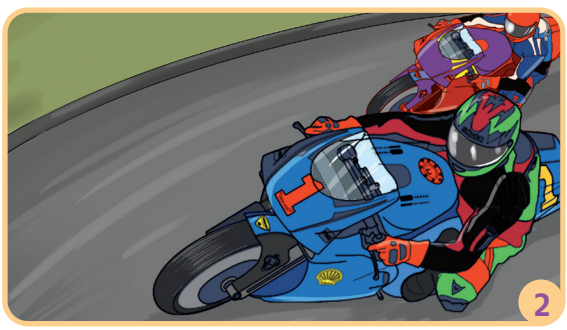
Session 2

Language function	Structures/ Grammar	Vocabulary
Expressing preference	- Do you prefer rugby or hurdle? - I prefer rugby.	Javelin throw - Golf - Wrestling - Motocross - Hurdle - Surfing - American football - Rugby - futsal - Marathon

Exercise 1 Write the name of each sport under its picture. Number one is an example.



Wrestling



.....

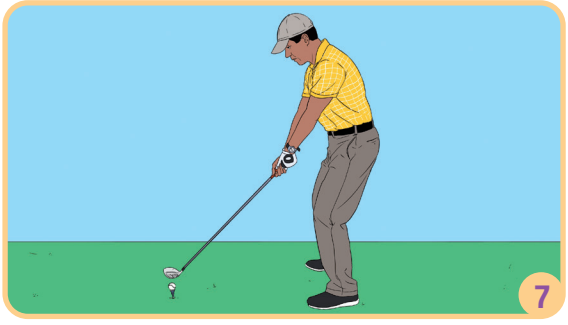
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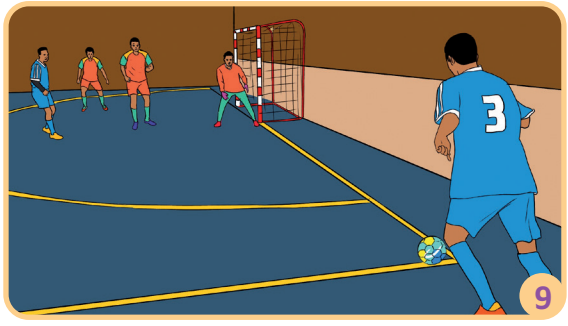












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Exercise 2 **Read the information in the board. With your partner, ask and answer questions about the sports the persons prefer. Do like in the example.**

Match	Sports							
	Indoor sports	Hurdle	Team sports	Rugby	Individual sports	Javelin throw	Golf	Futsal
Stéphane	+	+	+	-	-	-	-	+
Awa	-	-		-	+	+	+	
Tiassou	+	-	+	+	-	-	-	+

Example:

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: .....?

Your partner: .....

You: ..... ?

Your partner: .....

You: ..... ?

Your partner: .....

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Session 3




Communication activity

Your Liberian friend John invites you to take part in some sports competitions. He wants to know your preferences. Write him a letter to give him the information he needs. In your letter, tell him

1. what type of sports you prefer;
2. the sport you practise.

MOVE FORWARD Anglais 5e Cahier 26062023.indd 103 26/06/2023 12:24

Lesson 2

UNIT 8

SPORTS AND GAMES

Who won the 2015 African Cup of Nations?

Session 1

Language function	Structures/ Grammar	Vocabulary
Expressing past actions	- When did the 1st African Cup take place? It took place in…… - What country won the trophy in 1957? Egypt did.	winner - medal - a cup - a team - a referee - a stadium - spectators - journalists - versus - congratulations

Exercise 1 **Reorder the letters below to find words related to the CAN.**

Example: **UCP ⇒ CUP**

1. UCP ⇒ .....
2. SETMA ⇒ .....
4. EREFERE ⇒ .....
3. AUMTDSI ⇒ .....
5. REPSTACTSO ⇒ .....
6. OSRUASJNLTI ⇒ .....
7. MLEAD ⇒ .....
8. UVSRSU ⇒ .....
9. NCRAOGTIULNATSO ⇒ .....
10. RINSEWN ⇒ .....

Exercise 2 **With your partner, ask and answer questions about the words in exercise 1.**

Example:

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

You: ..... ?
Your neighbour: .....
You: ..... ?
Your partner: .....

MOVE FORWARD Anglais 5e Cahier 26062023.indd 104 26/06/2023 12:24

Session 2

Language function	Structures/ Grammar	Vocabulary
Expressing past actions	- Did Cote d'Ivoire win the Cup in 1992? Yes, it did. - Where was the CAN in 2015? It was in Equatorial Guinea.	To win - a trophy - to lose - a coach - to play

Exercise 1 **Read the text and answer the questions below.**

African Nations Cup

The 33rd edition of the African Cup of Nations (CAN) took place in Cameroon, from January 9th to February 6th 2022. Twenty-four national football teams, players, coaches and staff represented their countries. For the first time, the 'Lions of the Teranga', the Senegalese team won the trophy and the gold medal. They played the final against Egypt at the Olembe Stadium in Yaoundé. South African Victor Gomes was the referee of the match in front of many spectators and journalists from all over the world. Egypt lost the match but won the silver medal. The host country, Cameroon came third in this competition. Cote d'Ivoire played well, but lost the 1/8 final versus Egypt, after penalty shots (4/5). Congratulations to the winners of the Terranga!

Questions

1. When did the CAN take place in Cameroon?

.....

2. How many teams represented their countries?

.....

3. Which team won the cup?

.....

4. Did Egypt win a medal?

.....

5. Was Victor Gomes a player?

.....

6. What medal did Cameroon win?

.....

7. Which team eliminated Cote d'Ivoire during the competition?

.....

MOVE FORWARD Anglais 5e Cahier 26062023.indd 105 26/06/2023 12:24

Exercise 2 **Read again the text in exercise 1 and ask appropriate questions for the given answers. Do like in the example.**

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

Answer: It was the 33rd edition.

Question: ..... ?

Answer: The competition started in January.

Question: ..... ?

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

Question: ..... ?

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

Question: ..... ?

Answer: It was Mr Victor Gomes.

Question: ..... ?

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

Exercise 3 **Complete the table below with the missing forms of the given verbs.**

Tenses	Forms						
Infinitive	To take			To play	To be		To come
Preterit	took	represented				lost	
Past participle			won				

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Session 3




Communication activity

Look at the board below and do the task that follows.

Year	Host country	Champion	Silver medal	Third
1984	Côte d'Ivoire	Cameroon	Nigeria	Algeria
1992	Senegal	Côte d'Ivoire	Ghana	Nigeria
2019	Egypt	Algeria	Senegal	Nigeria
2021	Cameroon	Senegal	Egypt	Cameroon

For your school English club magazine, write a text about the African Cup of Nations. Choose one edition and describe it. In your description, say

1. when and where it took place;
2. which countries won medals;
3. what medals these countries won.

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Lesson 3

UNIT 8

SPORTS AND GAMES

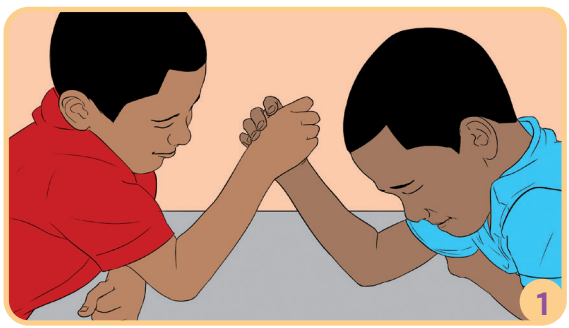
What game did you play at primary school?

Session 1

Language function	Structures/ Grammar	Vocabulary
Making suggestion **Accepting / Refusing**	Let's play awalé. / Why not play Kadealo game? OK / That's a good idea/ Great No / That's a good idea but…	Hand clap game / Arm wrestling game / Rope game / Jump rope game / Kadealo game / Ampe game

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

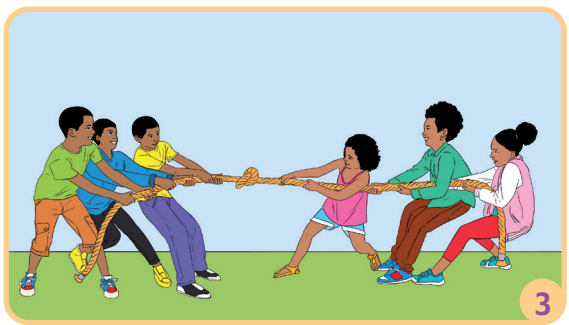
Kadealo game – Arm wrestling game – Jump rope game
Ampe game – Hand clap game – Rope game



Arm wrestling game



.....

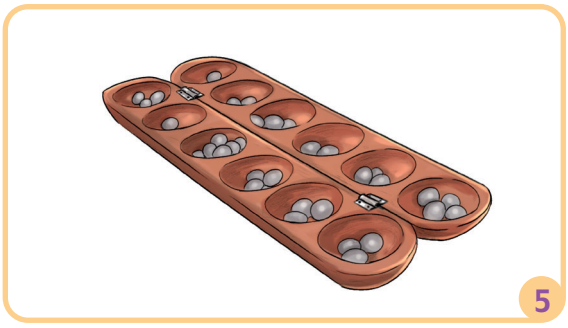


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....

Exercise 2 **With your partner, ask and answer questions about the games in exercise 1.**

Example:

Picture 1

You: What game is number 1?
Your partner: It's Arm wrestling game.

Picture 2

You: ..... ?

Your partner: .....

Picture 3

You: ..... ?

Your partner: .....

Picture 4

You: ..... ?

Your partner: .....

Picture 5

You: ..... ?

Your partner: .....

Picture 6

You: ..... ?

Your partner: .....

MOVE FORWARD Anglais 5e Cahier 26062023.indd 109 26/06/2023 12:24

Session 2

Language function	Structures/ Grammar	Vocabulary
Making suggestion **Accepting / Refusing**	Let's play awalé. / Why not play Kadealo game? OK / That's a good idea / Great No / That's a good idea but…	Hand clap game / Arm wrestling game / Rope game / Jump rope game / Kadealo game/ Ampe game

Exercise 1 **Write each word or expression from the box to make a suggestion, accept a suggestion or refuse a suggestion in the given box.**

- Great!	- I am afraid I can't.	- I am busy now.
- Sorry, I'm busy today.	- That's interesting.	- It takes too much time.
- That's a good idea!	- It can be dangerous.	- I don't know how to play it.
- Why not…..?	- I like this game.	- It's noisy.
- OK!	- I have a great idea.	- It's exciting.
- I don't think this is a good idea.	- We have a test tomorrow.	- How about… ?
- Let's….	- It develops our intelligence.	- I must wash my clothes.
	- I like it.	- I suggest that…

Making suggestions	Accepting	Refusing
Why not…..?	Great!	Sorry, I'm busy today.
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

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Exercise 1 **Look at the games in exercise one. With your partner, make suggestions, accept or refuse suggestions and give the reason .**

Example:

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. That's a good idea.

Picture 2

You: ..... ?

Your partner: .....

Picture 3

You: ..... ?

Your partner: .....

Picture 4

You: ..... ?

Your partner: .....

Picture 5

You: ..... ?

Your partner: .....

Picture 6

You: ..... ?

Your partner: .....

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Session 3



Communication activity

You are going to celebrate the anniversary of your English club with your Liberian friends. You want to choose the games you are going to play during the celebration. With the members of the club,

- suggest the games you can play;
- explain how you play these games;
- accept or refuse the suggestions and choose the games you are going to play.

MOVE FORWARD Anglais 5e Cahier 26062023.indd 112 26/06/2023 12:24

Games and Song

Sport song



What sport do you do?
What sport do you play?
Rugby, baseball, badminton,
Volleyball and tennis,
Basketball, swimming, cycling,
Soccer and table tennis.
There are many sports for you to play.
So get out and do them all today.

https://www.youtube.com/watch?v=WmaSsymG8Rc

The more we are together



The more we get together,
Together, together,
The more we get together,
The happier we'll be.
For your friends are my friends,
And my friends are your friends,
The more we get together,
The happier we'll be.

https://www.youtube.com/watch?v=lldmkrJXQ-E

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Audio Scripts

UNIT 1 AT SCHOOL

Lesson 1

Session 1 **Exercise1: Listen to the time and write the correct greeting of the day. Number 1 is an example.**

1. I woke up very early this morning at half past four.
2. Last night, I went late to bed at eleven o'clock.
3. I'll be late for school this morning. It's already a quarter to seven, and there's no bus.
4. Today, my classes begin at two in the afternoon.
5. I'm staying home this evening because there's Real Madrid vs Barcelona at a quarter past seven.

Session 2 **Exercise 1: Listen and answer the question.**

1. A: how are you? B: .....
2. A: What's your name? B: .....

UNIT 2 AT HOME

Lesson 1

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

UNIT 3 TIME AND DATE

Lesson 1

Session 1 **Exercise 2: Listen and complete the table.**

1. Hi, my name is Koné, I was born on the 2nd of January, 2000.
2. Hello, my name is Mariam; I was born on the 13 of Februrary 2010.
3. Hi, my name Coulibaly, I was born on the 20th of April, 2006.
4. Hi, my name is Anna, I was born on the 28th of July, 2009.
5. Hello! My name is Guei, I was born on October the 15th , 2011.

Lesson 2

Session 2 **Exercise 2: Listen to your teacher and complete the passage with the time you hear. Number 1 is the example.**

My name is N'Takpé. I am a student of 5ème in Lycée Moderne Agboville. Every school day I get up at (1) **half past five**. I get ready and walk to school at (2) ...quarter to seven.. . My school is fifteen minutes far from my home. So, I arrive there at (3) ...seven o'clock... Classes start at (4) ...quarter past seven..... There is a break at (5) ...ten o'clock..... and we start again at (6) ...ten, fifteen... Classes finish at (7) ...five past twelve p.m.....

When I go back home, I wash myself and have dinner at (8) ...half past seven p.m..... Then I study my lessons and I go to bed at (9) ...ten.. in the evening.

MOVE FORWARD Anglais 5e Cahier 26062023.indd 114 26/06/2023 12:24

Audio Scripts

UNIT 4 JOBS AND OCCUPATIONS

Lesson 1

Session 2 **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.

UNIT 5 CLOTHES AND COLOURS

Lesson 1

Session 1 **Exercise 1: Listen to the audio and write what the people are wearing. Number one is an example.**

Mrs Kone is wearing a wrapper; Assi is wearing a pair of trainers; Mel is wearing a necktie; Gueu is wearing a pair of gloves; Anna is wearing a skirt and a sweater. Silue is wearing a suit.

Session 2 **Exercise 3: Listen and complete the table with people's favourite clothes.**

1. I'm Armel, I like wearing a T-shirt, and blue jeans.
2. I'm Anna. My favourite clothes are skirts, T-shirts and trainers.
3. I'm Alex. I like wearing traditional clothes.
4. I'm Gnaore. I like wearing jackets.
5. I'm Georgy. I like wearing traditional clothes.

Lesson 2

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.**

Abou's shop

There are a lot of articles in my shop; come and buy, come and buy! There is a (**1**) ***blue*** dress, a (**2**) **black** jacket, a (**3**) **white** T-Shirt and a (**4**) **yellow, brown** and **grey** headscarf. There is also a (**5**) **red** tie and an (**6**) **orange** piece of cloth. There are also (**7**) **black** trousers, **blue** (**8**) shorts, **green** (**9**) trousers, (**10**) **pink** shoes and (**11**) **silver** dresses. There are new clothes of different colours; (**12**) **purple** (**13**) **yellow,** (**14**) **white** and (**15**) **green**. You can buy all the attire you want; come and buy, come and buy!

UNIT 6 FOOD AND DRINKS

Lesson 3

Session 3 **Communication activity: To prepare a presentation on Ghanaian cuisine, listen to an audio document from your penfriend Eunice about a local recipe.**

While listening,

- write the name of the dish.
- note the different ingredients.
- where is this recipe popular in Africa?

MOVE FORWARD Anglais 5e Cahier 26062023.indd 115 26/06/2023 12:24

Audio Scripts

Eunice: What is the most popular dish in Ghana?

Well, it's **Fufu.**

Fufu is Ghana's national dish. It's composed of yam and stew. The yam is crushed and mixed up in little red palm oil. It is often decorated with pepper powder mixed up in red palm oil. The stew is cooked with fish or meat, tomato, onion, pepper, and some other spices. It is also very popular and regularly eaten throughout West and Central Africa. People love it because it is very much tasty.

UNIT 7 HEALTH AND ENVIRONMENT

Lesson 1

Session 1 **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 to (2) **brush my teeth** before going to bed.

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

Mel: Fabulous!

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

Lesson 2

Session 2 **Exercise 1: Listen and write your answer.**

1. Why should we drink mineral water? **Because it's clean and safe.**
2. Why shouldn't we drink water from lakes and rivers? **Because water from lakes and rivers is dirty and contains bacteria.**
3. What are bacteria? **They are microbes.**
4. Is water from rivers clean? **Water from rivers is dirty because it contains bacteria.**

Lesson 3

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

Session 2 **Exercise 1: Listen and write the answers.**

1. We should drink mineral water because it's much clean and safe.
2. Never drink water from lakes and rivers without treating it. This type of water contains bacteria and is dangerous for good health.
3. Water from the tap is good to drink because it's well treated and does not contain bacteria.
4. Before drinking water from rivers or lakes you should boil or filter it.

MOVE FORWARD Anglais 5e Cahier 26062023.indd 116 26/06/2023 12:24



IRREGULAR VERBS 5e

N°	Infinitive	Simple past	Past participle	French translation
1	**be**	was, were	been	être
2	**become**	became	become	devenir
3	**begin**	began	begun	commencer
4	**break**	broke	broken	casser
5	**bring**	brought	brought	apporter
6	**buy**	bought	bought	acheter
7	**can**	could	could	pouvoir
8	**catch**	caught	caught	attraper
9	**choose**	chose	chosen	choisir
10	**come**	came	come	venir
11	**cost**	cost	cost	coûter
12	**cut**	cut	cut	couper
13	**do**	did	done	faire
14	**draw**	drew	drawn	dessiner / tirer
15	**drink**	drank	drunk	boire
16	**drive**	drove	driven	conduire
17	**eat**	ate	eaten	manger
18	**fall**	fell	fallen	tomber
19	**feel**	felt	felt	se sentir / ressentir
20	**find**	found	found	trouver
21	**get**	got	gotten / got	obtenir
22	**give**	gave	given	donner
23	**go**	went	gone	aller
24	**have**	had	had	avoir
25	**hear**	heard	heard	entendre
26	**keep**	kept	kept	garder

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IRREGULAR VERBS 5e

N°	Infinitive	Simple past	Past participle	French translation
27	**know**	knew	known	connaître / savoir
28	**learn**	learnt	learnt	apprendre
29	**lose**	lost	lost	perdre
30	**make**	made	made	fabriquer
31	**meet**	met	met	rencontrer
32	**pay**	paid	paid	payer
33	**put**	put	put	mettre
34	**read**	read	read	lire
35	**run**	ran	run	courir
36	**say**	said	said	dire
37	**see**	saw	seen	voir
38	**sell**	sold	sold	vendre
39	**shoot**	shot	shot	tirer / fusiller
40	**show**	showed	shown	montrer
41	**shut**	shut	shut	fermer
42	**sing**	sang	sung	chanter
43	**sit**	sat	sat	s'asseoir
44	**sleep**	slept	slept	dormir
45	**speak**	spoke	spoken	parler
46	**spell**	spelt	spelt	épeler / orthographier
47	**spend**	spent	spent	dépenser / passer du
48	**stand**	stood	stood	être debout
49	**swim**	swam	swum	nager
50	**take**	took	taken	prendre
51	**teach**	taught	taught	enseigner
52	**tell**	told	told	dire / raconter

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IRREGULAR VERBS 5e

N°	Infinitive	Simple past	Past participle	French translation
53	**throw**	threw	thrown	jeter
54	**understand**	understood	understood	comprendre
55	**wake**	woke	woken	réveiller
56	**wear**	wore	worn	porter (avoir sur soi)
57	**write**	wrote	written	écrire

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