MOVE FORWARD Cahier 6e

Auteurs

KODJAHON Aristide
Inspecteur Pédagogique

KOFFI Kouadio
Inspecteur Pédagogique

Sous la supervision de

INDAT Frédéric Emmanuel
Inspecteur de l'Enseignement Sécondaire à la retraite
Directeur de Collection

SPÉCIMEN

Vallesse

Je me présente

Nom : .....

Prénom(s) : .....

Établissement : .....

Classe : .....

Nom du professeur : .....

Numéros mobiles : .....

Whatsapp / Facebook : .....

E-mail : .....

Groupe sanguin : .....

SPÉCIMEN

© Vallesse Éditions, Abidjan, 2021
ISBN : 978-2-38403-040-8
Toute reproduction interdite sous peine de poursuites judiciaires.

Avant-propos

Cher(e) camarade élève,

Le manuel 'Move Forward with English 6ème' 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 audit 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 ;

SPECIMEN

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

Communication Activity : 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 un bon outil pour enseignants, parents et élèves car tout y est mis en œuvre pour répondre à leurs attentes.

Les auteurs

SPÉCIMEN

Summary



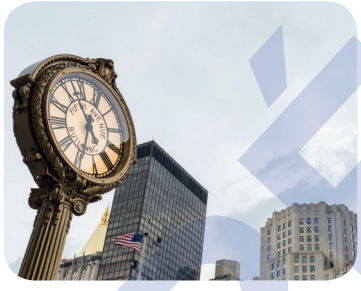
UNIT 1: AT SCHOOL

Lesson 1: Greetings 07
Lesson 2: In the classroom 10
Lesson 3: How many pens have you got? 13

UNIT 2: AT HOME

Lesson 1: This is my family 20
Lesson 2: My house 23
Lesson 3: In the kitchen 27





UNIT 3: TIME AND DATE

Lesson 1: What's the date today? 33
Lesson 2: What's the time? 36
Lesson 3: In the kitchen 42

UNIT 4: JOBS AND OCCUPATIONS

Lesson 1: What do your parents do? 48
Lesson 2: What do you work with? 51
Lesson 3: Where does a teacher work? 56



SPECIMEN

Summary



UNIT 5: CLOTHES AND COLOURS

Lesson 1: What are you wearing? 61
Lesson 2: I love your blue dress 64
Lesson 3: How much is this green tee-shirt? 68

UNIT 6: FOOD AND DRINKS

Lesson 1: What do you have for dinner today? 72
Lesson 2: Fruit and vegetables are good for your health 76
Lesson 3: African cuisine 80





UNIT 7: HEALTH AND ENVIRONMENT

Lesson 1: Hygiene and parts of the body 85
Lesson 2: Insalubrity and common diseases 88
Lesson 3: Water and health 90

UNIT 8: SPORTS AND GAMES

Lesson 1: The importance of sport 94
Lesson 2: The CAN 100
Lesson 3: Traditional games 106





APPENDICES

IRREGULAR VERBS 112
AUDIO SCRIPTS 117

SPECIMEN

Lesson 1

UNIT 1

At school

Greetings

Session 1



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

Exercise 1

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

1. 6 AM: **In the morning**
2. .....
3. .....
4. .....

Exercise 2

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

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

Exercise 3

Answer correctly the greeting.
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: .....

SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 7 25/01/2023 17:39

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
- Asking people's names	A: What's your name? B: My name is….	

Exercise 1 Listen to the audio and answer the questions.

1. B: .....
2. 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 How do you spell…?

Spell each word like the example.

1. Morning: **M-O-R-N-I-N-G**
2. Evening: .....
3. Name: .....
4. Thanks: .....
5. School: .....

SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 8 25/01/2023 17:39

Session 3



Communication activity

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

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

SPÉCIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 9 25/01/2023 17:39

Lesson 2

UNIT 1

At school

In the classroom

Session 1

Language function	Structures/ Grammar	Vocabulary
- Greetings **- Introducing oneself** **- Asking and answering questions about people** **- Saying numbers**	- How are you? - Where are you from? - I am from…	- Numbers 1 to 10 - Good morning / afternoon, - How are you? - I, am, she, he

Exercise 1 Listen to the audio and write what the students say.

1 : .....
.....
2 .....
.....
.....

1 : .....
.....
2 .....
.....
.....



Salif Affoué

SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 10 25/01/2023 17:39

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

Salif: ..... , Affoué?

Affoué: ..... Dimbokro; .....?

Salif: ..... Odienné.

Exercise 3 Listen to audio number three and write the numbers you hear in letters.

A - ..... B - ..... C - .....

D - ..... E - ..... F - .....

G - ..... H - ..... I - .....

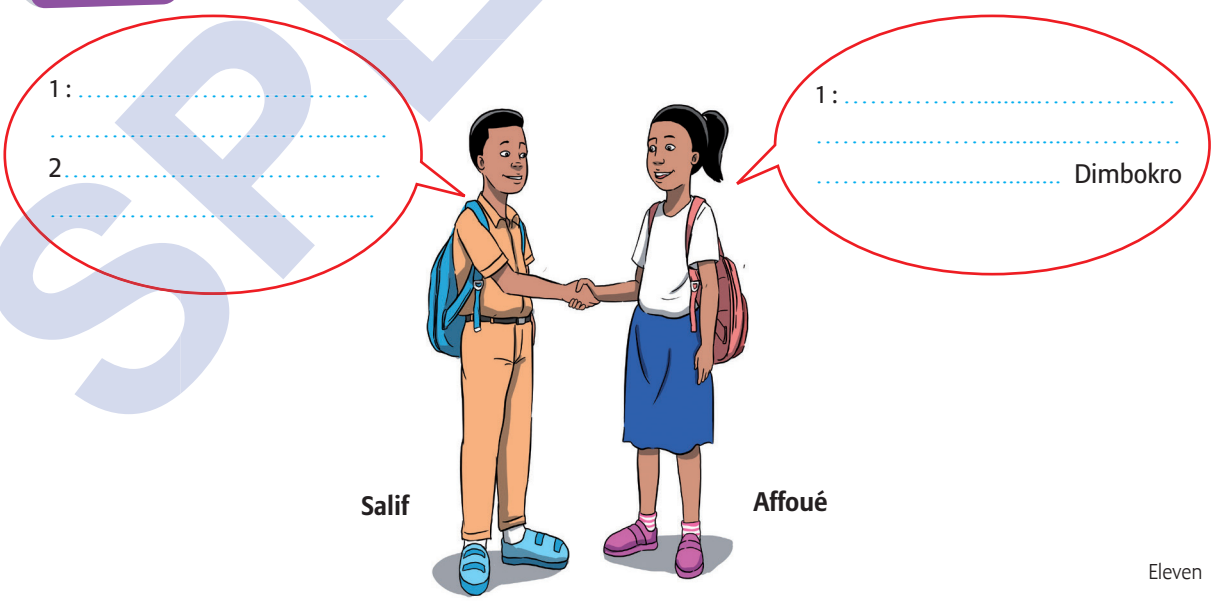
J - .....

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

Session 2

Language function	Structures/ Grammar	Vocabulary
- Greetings - Introducing someone - Asking and answering questions about people - Saying numbers	- Who is this? She/He is … - Where is he/she from? He/She is from… Here is…	- Numbers 11 to 20 - Afternoon, how are you? - I, am, he, she

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



SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 11 25/01/2023 17:39

Exercise 2 Listen to the audio and write the numbers you hear in letters. "K" is an example.

K - **Eleven** L - ..... M - .....

N - ..... O - ..... P - .....

Q - ..... R - ..... S - .....

T - .....

Exercise 3 Listen to this audio and complete the conversation.

Salif: Good afternoon, Affoué.

Affoué: Hello, Salif; .....?

Salif: I am good; .....?

Affoué: ..... Johnson.

Salif: ....., Johnson.

Johnson: Nice to meet you ....., Salif.

Affoué: And who ..... this?

Johnson: Solange; ..... is ..... friend.

Session 3

Communication activity

After the English class, your friends and you meet a group of 6ème students from another class.

- Greet the students of 6ème.
- Introduce your friends to the students of 6ème.

.....

.....

.....

.....

.....

.....

.....

.....

.....

SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 12 25/01/2023 17:39

Lesson 3

UNIT 1

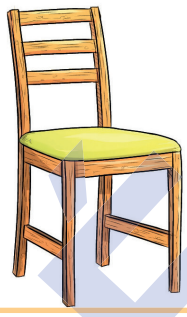
At school

How many pens have you got?

Session 1

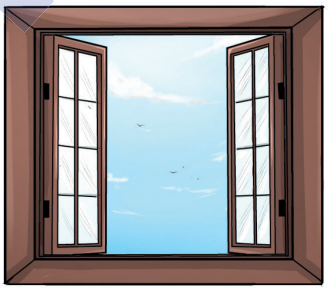
Language function	Structures/ Grammar	Vocabulary
- Asking and answering questions about classroom objects **- Counting from 20 to 30**	- How many books are there? There are three.	board, chair, table, school bag, book, to write, to clean, pen, pencil

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



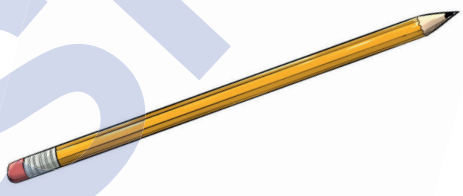
1

a chair



2

.....



3

.....

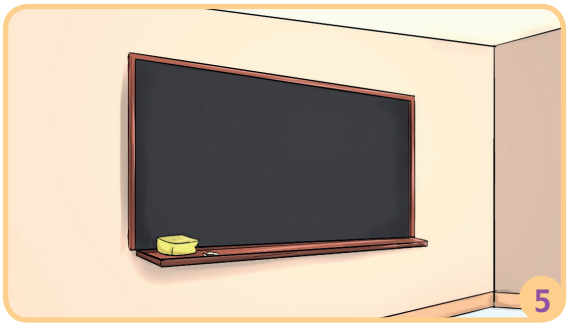


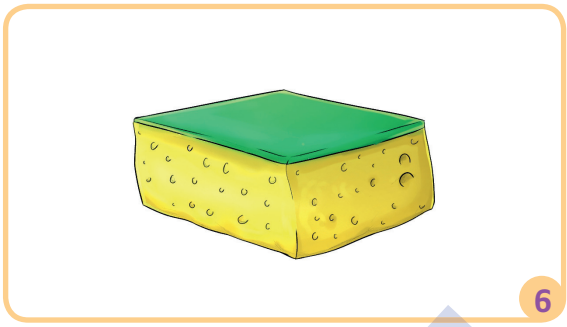
4

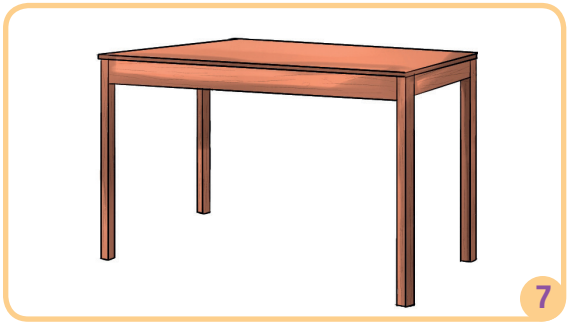
.....

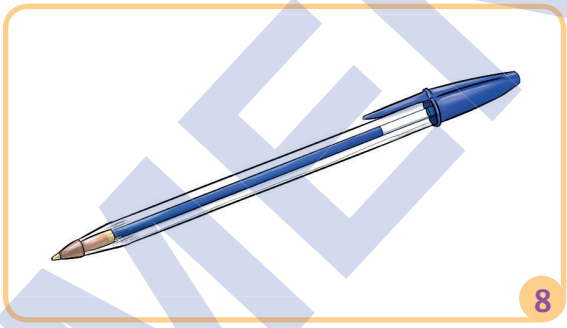
SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 13 25/01/2023 17:39



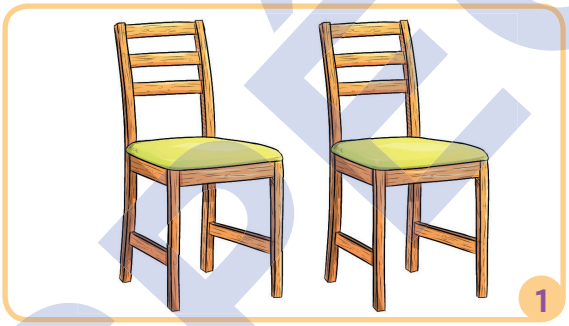






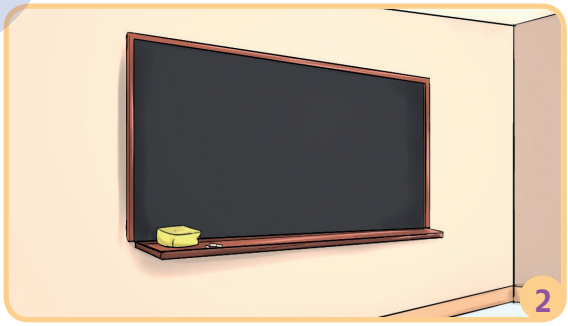
Exercise 2 **Answer the question about each classroom object. Write your answers like in the example.**

Example: 1. There are two chairs. – There is no table.



How many chairs are there?

How many tables are there?



How many boards are there?

SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 14 25/01/2023 17:39



3

How many pencils are there?

.....

.....



4

How many school bags are there?
How many books are there?

.....

.....

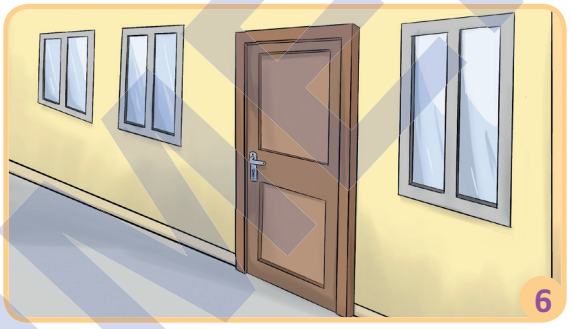


5

How many pens are there?
How many pencils are there?

.....

.....



6

How many windows are there?
How many doors are there?

.....

.....

Session 2

Language function	Structures/ Grammar	Vocabulary
- **Asking and answering questions about objects possessed** - **Asking and answering questions about location of objects**	- How many rulers have you got? I've got one ruler. - Where is your compass? My compass is in my bag.	ruler, eraser, door, window, compass, protractor, set square, in, on, behind

SPECIMEN

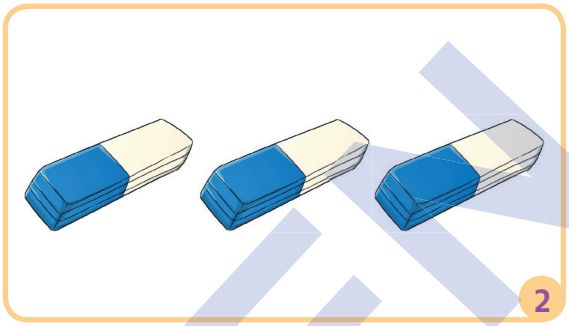
MOVE FORWARD 6e Cahier 25012023_exe.indd 15 25/01/2023 17:39

Exercise 1 In front of each of the following names of classroom objects, write T if the information is true and F if the information is false. Then, correct the false information. Follow the example.

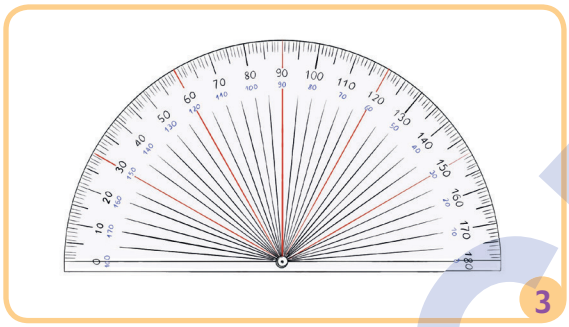
Example: 1. F: a compass



a ruler: F- a compass



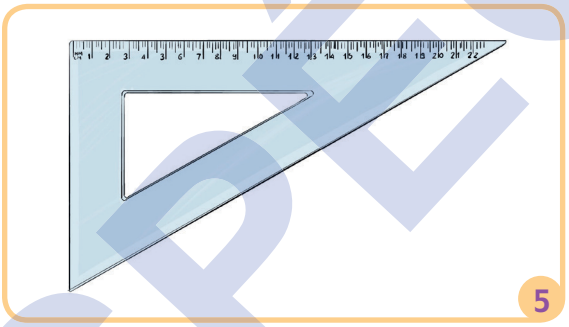
two pencils: .....



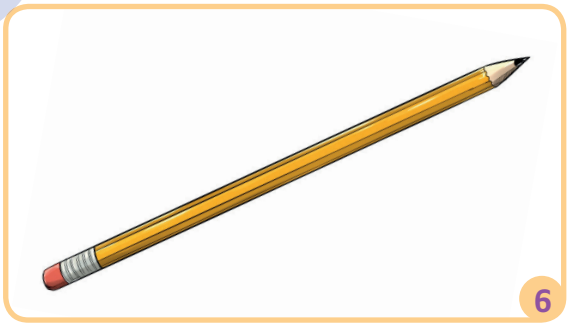
a protractor: .....



a window: .....



a compass: .....



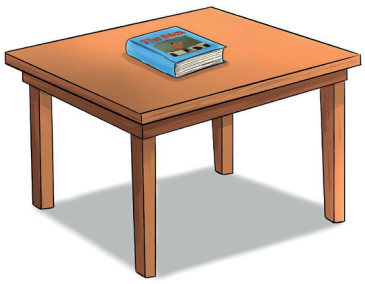
a pen: .....

SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 16 25/01/2023 17:39

Exercise 2 **Observe the pictures and answer the questions about where the following objects or people are. Write your answers like in the example.**

Example: **1.The book is on the table.**



1

Where is the book?

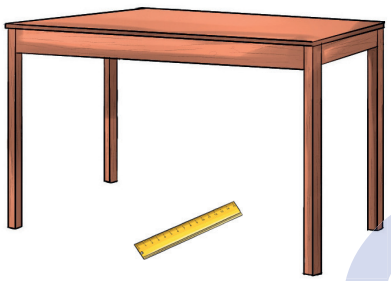
The book is on the table.



2

Where are the pencils?

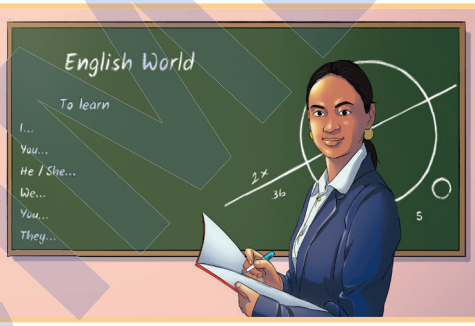
.....



3

Where is the ruler?

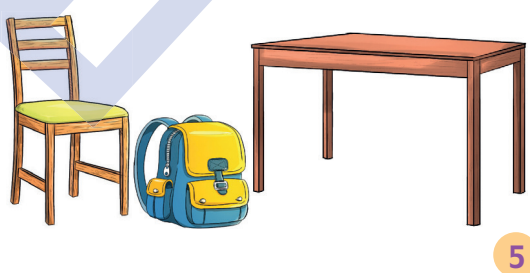
.....



4

Where is the teacher?

.....



5

Where is the bag?

.....

SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 17 25/01/2023 17:39

Session 3



Communication activity

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

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

SPÉCIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 18 25/01/2023 17:39

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

SPÉCIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 19 25/01/2023 17:39

Lesson 1

UNIT 2

AT HOME

This is my family

Session 1

Language function	Structures/ Grammar	Vocabulary
- Introducing family members **- Asking and answering questions about family relations**	- This is Rock Gnagne, he's my brother. - Adjectives: my, your, our, his, her. - What's Kate to Rock? Kate is Rock's sister.	family members: father, mother, sister, brother, parents, son, daughter

Exercise 1 **Look at the pictures and answer the questions. Number 1 is an example.**



1. **A:** Who is number 1? **B: This is Ackmel Essis, he is my father.**
2. **A:** Who is number 2? **B:** .....
3. **A:** Who is number 3? **B:** .....
4. **A:** Who is number 4? **B:** .....

Exercise 2 **Listen and write the numbers in letters. Number 1 is an example.**

1. 31: **Thirty-one**
2. .....

SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 20 25/01/2023 17:39

3. .....
4. .....
5. .....

Exercise 3 Answer the questions.

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

Exercise 4 Write the correct pronunciation of the "s" sound /s/, /z/, /iz/. Number 1 is an example.

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

Session 2



Language function	Structures/ Grammar	Vocabulary
- Asking and answering questions in the present simple **- Asking and answering questions with "Have you got…?"**	- Do you have a large family? Yes I do/ No, I don't. - Have you got a large family? Yes, I have./ No, I haven't.	large, small, people, quite, fine, partner, child, children

Exercise 1 Ask and answer questions with your partner like in the examples.

Example 1: A: Do you have a brother? B: **Yes, I do.**
Example 2: A: have you got a sister? B: **No, I haven't.**

1. Brother A:..... B:.....
2. Sister A:..... B:.....
3. a large family A:..... B:.....

SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 21 25/01/2023 17:39

4. a small family A:..... B:.....
5. a bag A:..... B:.....
6. a pen A:..... B:.....

Exercise 2 Listen to the questions and answer like in the examples.

Example 1: A: Does your sister have a 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. (Yes) B: .....
3. (Yes) B: .....
4. (No) B: .....
5. (Yes) B: .....

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".

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

SPÉCIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 22 25/01/2023 17:39

Lesson 2

UNIT 2

AT HOME

My house

Session 1

Language function	Structures/ Grammar	Vocabulary
Describing a house	- There are four bedrooms in my house. - How many bathrooms are there? - Where are the cars?	house, dining room, bathroom, kitchen, bedroom, garage, garden, living room Prepositions: in-on

Exercise 1 Listen to the audio an write the letters you hear. Number 1 is an example.

1. **A** 2. ..... 3. ..... 4. .....

5. ..... 6. ..... 7. ..... 8. .....

Exercise 2 Reorder the letters to form correct words about the house. Number 1 is an example.

1. OHSUE: **HOUSE**
2. KTHNIEC: .....
3. AGAERG: .....
4. OBTMAORH: .....
5. OEODRBM: .....
6. EDANRG: .....
7. NNIDIG ORMO: .....
8. GINLVI ORMO: .....

Exercise 3 Look at the drawing; with your partner, ask and answer questions with « How many? » and « Where? ».

Example:

You: How many bedrooms are there?
Your partner: There are two.

You: Where is the fridge?
Your partner: It's in the kitchen.



SPÉCIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 23 25/01/2023 17:39

Session 2

Language function	Structures/ Grammar	Vocabulary
Describing a house	There are four bedrooms in my house. - How many bathrooms are there? - Where are the cars?	sofa, TV set, table, cooker, fridge, plate, chair, Numbers: 40 to 50 How many? Prepositions: in-on

Exercise 1 Write the numbers in letters.

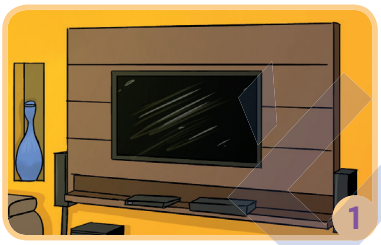
40: ..... **44:** ..... **42:** .....

49: ..... **47:** ..... **46:** .....

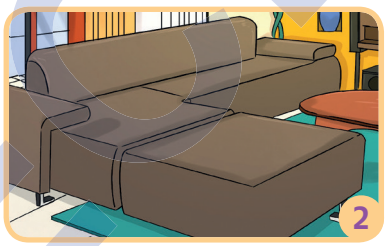
41: ..... **45:** ..... **43:** .....

48: ..... **50:** .....

Exercise 2 Write the names under the pictures. Number 1 is an example.



A TV set



.....



.....



.....



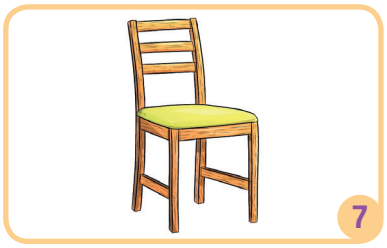
.....

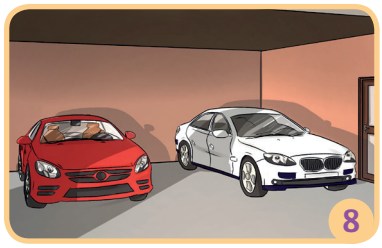


.....

SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 24 25/01/2023 17:39


7


8

....

Exercise 3

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

a table - a sofa - a cooker - the towels - the armchairs - the plates - the fridge - the cupboard - the beds - the cars - the shower - the chairs

The living room	The dining room	The kitchen	The bathroom	The bedroom
.....	.....	.....	The shower	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....

B. Look at the correction of exercise A and write ten correct sentences like in the example.

1. There are two plates on a table in the dining-room.
2. .....
3. .....
4. .....
5. .....
6. .....
7. .....
8. .....
9. .....
10. .....
11. .....

SPÉCIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 25 25/01/2023 17:39

Session 3



Communication activity

Your Ghanaian friend Sam comes to visit you at home. Take him round your house and

- show him the different rooms;
- tell him what there is in each room.

SPÉCIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 26 25/01/2023 17:39

Lesson 3

UNIT 2

AT HOME

In the kitchen

Session 1

Language function	Structures/ Grammar	Vocabulary
- Asking and answering questions about where people are **- Describing ongoing actions**	- Where is your brother? He is in the kitchen. - What is he doing? He's pounding foutou.	sauce pan, cooking pot, stove, cooker, frying pan, to fry, to cook, to pound, fridge

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

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

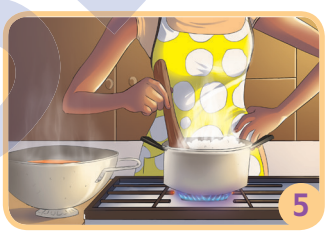


stove











SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 27 25/01/2023 17:39


7


8


9

....

Exercise 2 **Answer the following questions using the correct form of the words in brackets to say what the people are doing. Follow the example.**

Example: 1. She is frying fish.


1

What is Atowla doing?
(to fry fish)
She is frying fish.


2

What is sita doing?
(to cook placaly)
.....
.....
.....


3

What are Bérenger and Gertrude doing?
(to pound foutou)
.....
.....


4

What is Dally doing?
(to clean the fridge)
.....
.....
.....


5

What are Brahim and Anna doing? (to eat bread)
.....
.....
.....

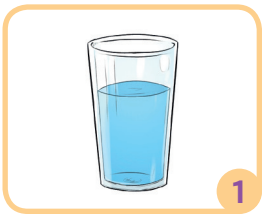
SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 28 25/01/2023 17:39

Session 2

Language function	Structures/ Grammar	Vocabulary
Talking about cooking tools used at home	Does your mother cook on a cooker? What does she cook with?	pestle, mortar, spoon, fork, knife, glass, to wash the dishes

Exercise 1 **Write the name of each kitchen tool or cooking action under the pictures like in number 1.**



a glass



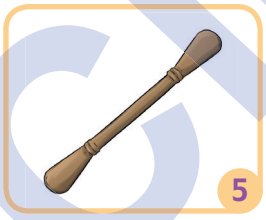
.....



.....



.....



.....



.....



.....

SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 29 25/01/2023 17:39

Exercise 2 Answer the questions related to the following pictures like in number 1.



What does Mrs. Koffi cook with?

Mrs. Koffi cooks with a stove. /
She cooks with a stove.



What do Rosy and Paterne eat with?

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



Does Gnery eat with a spoon?
What does he eat with?

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

SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 30 25/01/2023 17:39

Session 3




Communication activity

On a visit in the family of your Liberian friend, you decide to cook a dish from your country.

You are in the kitchen with your friend.

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

SPÉCIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 31 25/01/2023 17:39

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 6e Cahier 25012023_exe.indd 32 25/01/2023 17:39

Lesson 1

UNIT 3

TIME AND DATE

What's the date today?

Session 1



Language function	Structures/ Grammar	Vocabulary
- Asking and answering questions about days, dates and months **- Counting**	- What's the date today? Today is Monday, october 6th. - What day is today? Today is Friday. - How many days are there in a week? There are seven days.	- The days of the week - Numbers: from sixty to sixty-five

Exercise 1 Listening.

A. Listen to the question and write your answer. Number 1 is an example.

1. How many days are there in a week?
There are seven days.

2. .....

.....

3. .....

.....

4. .....

.....

B. Listen and write in figures.

1. ..... **3.** .....

2. ..... **4.** .....

Exercise 2 Write correctly the days of the week.

1. YFIRDA: FRIDAY

2. URDYHSAT: .....

3. UDNYSA: .....

4. OMNADY: .....

SPÉCIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 33 25/01/2023 17:39

Session 2

Language function	Structures/ Grammar	Vocabulary
- Asking and answering questions about months **- Counting**	- How many months are there in the year? There are 12. - What's the first month of the year? January is.	- Months of the year - Numbers: From 60 to 70

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

1. ERDMEBC: DECEMBER

2. FRUAEBYR: .....

3. PARIL: .....

4. EJNU: .....

5. USTGUA: .....

6. ERSTPEBM: .....

7. YAJRUNA: .....

8. CHARM: .....

9. BROCETO: .....

10. VONREMBE: .....

11. YLJU: .....

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 .....

4. There are ..... days in January.

5. There are ..... months in the year.

6. There are ..... in a month.

SPÉCIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 34 25/01/2023 17:39

Session 3



Communication activity

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

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

SPÉCIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 35 25/01/2023 17:39

Lesson 2

UNIT 3

TIME AND DATE

What's the time?

Session 1

Language function	Structures/ Grammar	Vocabulary
Asking and answering questions about the time	- What's the time? It's nine o'clock. - Is it ten o'clock? Yes, it is. No, it is not; it's ...	time, watch, clock, o'clock, half, quarter, past/to, hand

Exercise 1

A. Write the correct words in the given spaces.



A



B

B. Write the time under each picture.



A



B

SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 36 25/01/2023 17:39



C



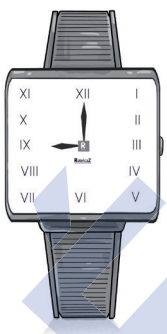
D



E



F



G



H



I



J

SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 37 25/01/2023 17:39

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

Picture A	
You: What time is it on watch A?	**You:** Is it half past ten on clock A?
Your partner: It's eight o'clock.	**Your partner:** No, it's not; it's eight o'clock.
Or	**Or**
You: What's the time on watch A?	**You:** Is it eight o'clock on clock A?
Your partner: It's eight o'clock.	**Your partner:** Yes, it is.

Picture B

You: ..... ?

Your partner: .....

You: ..... ?

Your partner: .....

You: ..... ?

Your partner: .....

Picture E

You: ..... ?

Your partner: .....

You: ..... ?

Your partner: .....

You: ..... ?

Your partner: .....

Picture H

You: ..... ?

Your partner: .....

You: ..... ?

Your partner: .....

You: ..... ?

Your partner: .....

SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 38 25/01/2023 17:39

Session 2

Language function	Structures/ Grammar	Vocabulary
Asking and answering questions about the time	- What's the time? It's nine o'clock. - Is it ten o'clock? Yes it is. No, it is not; it's...	time, watch, clock, o'clock, half, quarter, past/to, hand Numbers: 70 to 80.

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

1. Quarter
2. .....
3. .....
4. .....
5. .....
6. .....
7. .....
8. .....
9. .....
10. .....
11. .....
12. .....
13. .....
14. .....
15. .....

Exercise 2 Listen to the audio and check the time you hear. A is an example.

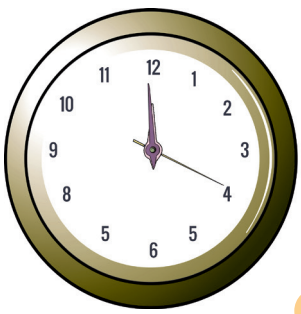


SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 39 25/01/2023 17:39



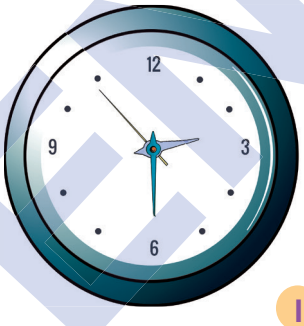
D


E


F


G


H


I

Exercise 3 **Look at the picture and complete the dialogue between Djiro and Kouakou.**



Djiro: Is this a watch or a clock?

Kouakou: .....

Djiro: Is the long hand on 10?

Kouakou: .....

Djiro: Where is the short hand?

Kouakou: .....

Djiro: What's the time?

Kouakou: .....

SPÉCIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 40 25/01/2023 17:39

Session 3

Communication activity

Your friend from Ghana wants to know what time you have English, Maths, and French at school.

- Write the days you have Maths, English and French.
- Write the time you have these subjects.

SPÉCIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 41 25/01/2023 17:39

Lesson 3

UNIT 3

TIME AND DATE

The timetable

Session 1



Language function	Structures/ Grammar	Vocabulary
Asking and answering questions about schedules and school subjects	- What do you have every Tuesday? I have Biology.	Mathematics, French, Geography, History, Biology, English, to have, to study

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

1. F — — N — — **FRENCH**

2. H — — T — — Y .....

3. — I — — O — — .....

4. — — G — — S — .....

5. G — — — R — — H — .....

6. M — — H — — A — — C — .....

Exercise 2 **Choose in the box the corect word to complete each of the sentences, like in the example.**

French – Biology – History – English – Mathematics

1. In **History,** we learn that the Akan people came from Ghana.

2. We speak ..... in Côte d'Ivoire, Mali, or Guinea.

3. People speak ..... in Ghana, Liberia or Nigeria.

4. I calculate numbers in ..... .

5. I learn parts of my body in ..... .

SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 42 25/01/2023 17:39

Exercise 3 **Observe the schedules of these students and answer the questions related to them. Write your answers like in the example.**

Example: 1. Stephy has English on Monday.

Students	Monday	Tuesday	Wednesday	Thursday	Friday
Stephy	English			Maths	
Kacou			Biology		Geography
Yann	Maths	English			
Ange	English		Maths		

1. What does Stephy have on Monday?

Stephy has English on Monday.

2. What does Kacou have on Wednesday?

.....

3. What do Yann and Ange have on Monday?

.....

4. What does Kacou have on Friday?

.....

5. Does Stephy have Biology on Thursday?

.....

6. What does Yann have on Tuesday?

.....

Session 2

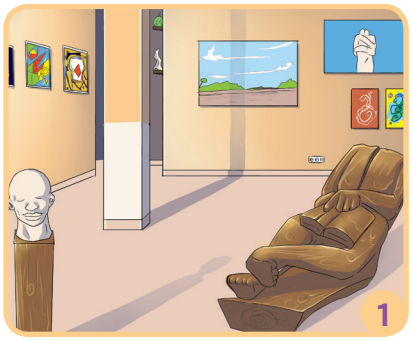


Language function	Structures/ Grammar	Vocabulary
Prepositions of time	- When do you have Music? I have music on Fridays.	Physics and Chemistry, Arts, Music, Physical education, Civics, German, Spanish, to learn

SPÉCIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 43 25/01/2023 17:39

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



Arts



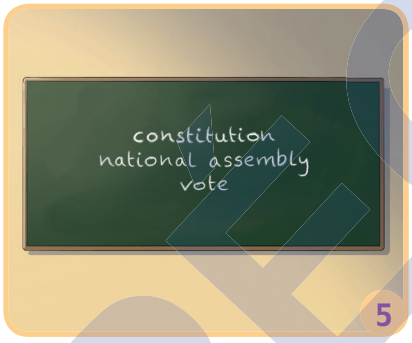
.....



.....



.....



.....



.....



.....

SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 44 25/01/2023 17:39

Exercise 2 Choose in the box the correct word to complete each of the sentences, like in the example.

Music – Physical Education – Civics – Chemistry.

1. We learn how to make soap in **Chemistry**.

2. We sing a lot of of good songs with our ..... teacher.

3. During ..... we run, we jump and we play football.

4. The ..... teacher says that we must respect the President of the republic.

Exercise 3 Choose in the box the corect word to complete each of the sentences, like in the example.

Example: 1. Aya has German on Friday.

1. on / German / has / Friday / Aya
Aya has German on Friday.

2. Monday / Physical / and / Education / every / have / Okou /Anna

.....

3. you / Arts / do / have / When/?

.....

4. Physics / and / Chemistry / on / We / Thursday / have

.....

SPÉCIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 45 25/01/2023 17:39

Session 3




Communication activity

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

Dear friend,

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

Atsu, Tamale Middle School, Ghana.

Respond to Atsu's letter.

In your letter,

- indicate the name of your school;
- say how many subjects you study;
- mention the subjects you have in your time-table from Monday to Friday.

SPÉCIMEN

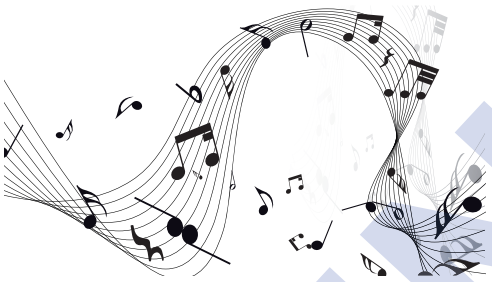
MOVE FORWARD 6e Cahier 25012023_exe.indd 46 25/01/2023 17:39

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 6e Cahier 25012023_exe.indd 47 25/01/2023 17:40

Lesson 1

UNIT 4

JOBS AND OCCUPATIONS

What do your parents do?

Session 1

Language function	Structures/ Grammar	Vocabulary
Asking and answering questions about people's jobs and occupations.	- What do your parents do? - What does your Dad do? He's a farmer. - What's your mother's job? She's a teacher.	Jobs: taxi driver, teacher, pilot, doctor, mechanic, shoe polisher, air-hostess, lawyer

Exercise 1 Write the job under each picture.













SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 48 25/01/2023 17:40



.....

Exercise 2 **Write the words correctly. Number 1 is an example.**

1. LPOTI: **PILOT**

2. NCMHAECI ..... **3.** ORCTDO .....

4. SSTSHOE RAI ..... **5.** RETAECH .....

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

1. Dad: .....

2. Mum: .....

3. Sister: .....

4. Brother: .....

Session 2

Numbers from 90 to 100

Exercise 1 **Write in letters.**

1. 92 ..... **4.** 99 .....

2. 93 ..... **5.** 100 .....

3. 95 .....

Exercise 2 **Listen and circle the number you can hear. Number 1 is an example.**

(90) – 91 – 92 – 93 – 94 – 95 – 96 – 97 – 98 – 99 – 100

SPÉCIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 49 25/01/2023 17:40

Session 3



Communication activity

You and Your Liberian pen-pal talk about what different people do in your family. With your partner, roleplay the conversation you had with your Liberian friend.

SPÉCIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 50 25/01/2023 17:40

Lesson 2

UNIT 4

JOBS AND OCCUPATIONS

What do you work with?

Session 1



Language function	Structures/ Grammar	Vocabulary
Asking and answering questions about work tools	- What does a mechanic work with? He works with a screwdriver. - What do doctors work with? They work with stethoscopes.	screwdriver, saw, board, stethoscope, sunglasses, hammer, book, shoe polish, sponge, thermometer, pliers, pair of scissors, a sewing machine, nails

Exercise 1 **Listen to the audio and write the names of the work tools you hear. Number 1 is an example.**

1. Pliers
2. .....
3. .....
4. .....
5. .....
6. .....
7. .....
8. .....
9. .....
10. .....
11. .....
12. .....
13. .....
14. .....
15. .....

Exercise 2 **The items in the box are work tools; write each of them in front of the persons who work with them. More than one answer is possible.**

screwdrivers – a saw – a board – stethoscopes – sunglasses – pens – a hammer – taxi – a shoe polish – a sponge – books – thermometers – pliers – a pair of scissors – nails – chalk – headset – paper – sewing machines – syringes

Jobs	Work tools
Mechanics	Screwdrivers - .....
Dressmaker	.....
Teacher	.....
Doctors	.....
Shoe polisher	.....

SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 51 25/01/2023 17:40

Tailors	.....
Pilot	.....
Carpenter	.....

Exercise 3 **With your partner, ask and answer questions about the work tools in exercise 2, like this:**

You: What do mechanics work with?
Your partner: They work with pliers.
Or
You: What does a mechanic work with?
Your partner: He works with a screwdriver.

1. You: .....

Your partner: .....

2. You: .....

Your partner: .....

Session 2

Language function	Structures/ Grammar	Vocabulary
Asking and answering questions about jobs	- Who works with pliers? Mechanics do / The mechanic does. - Do tailors work with syringes? No, they don't; they work with sewing machines.	screwdriver, saw, board, stethoscope, sunglasses, hammer, law book, shoe polish, sponge, thermometer, pliers, pair of scissors, sewing machine, nails

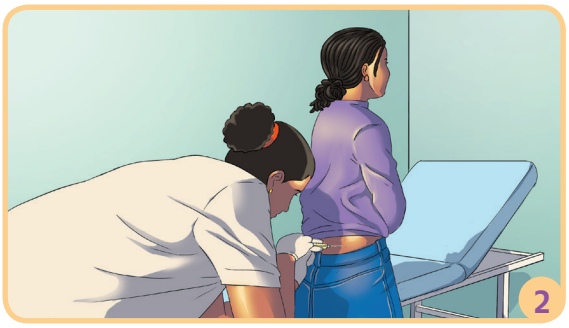
Exercise 1 **Look at the pictures and write correct sentences like in number 1.**



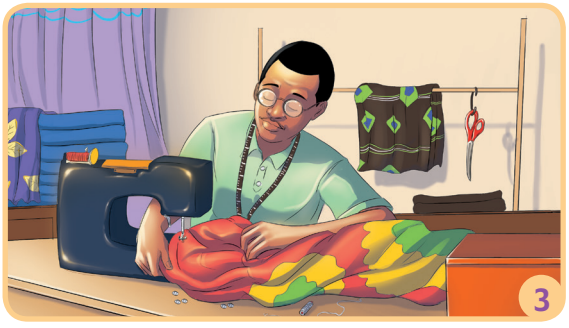
Mr Kouaho is a teacher; he works with a board and some chalk.

SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 52 25/01/2023 17:40



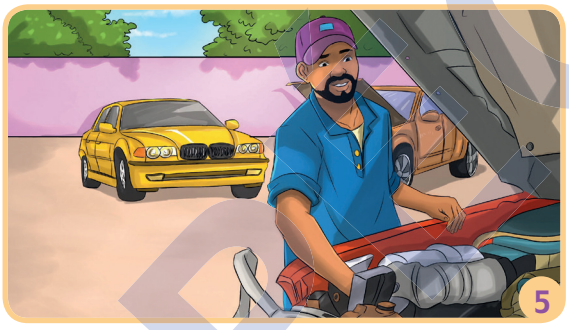
Eloïse .....



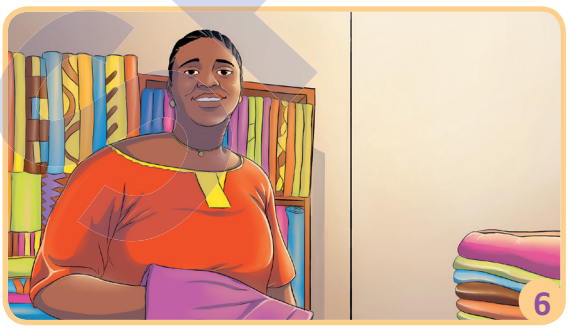
Eric .....



Ana .....



Moussa .....



Elisa .....

SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 53 25/01/2023 17:40



Mamou .....

.....

.....

.....

.....



Abou .....

.....

.....

.....



Sékou .....

.....

.....

.....

.....

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

You: Who works with a board and some chalk?
Your partner: Mr Kouaho does.

Or

You: Does Abou work with pliers?
Your partner: No, he doesn't; he works with a shoe polish.

1. You: .....

Your partner: .....

2. You: .....

Your partner: .....

SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 54 25/01/2023 17:40

Session 3



Communication activity

Your friend from Liberia has come to visit you. Introduce the members of your family to him.

- Say what job they do.
- Tell your friend the tools they work with.

SPÉCIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 55 25/01/2023 17:40

Lesson 3

UNIT 4

JOBS AND OCCUPATIONS

Where does a teacher work?

Session 1

Language function	Structures/ Grammar	Vocabulary
Asking and answering questions about workplaces	- Where does a mechanic work? He works in a garage.	garage, butchery, pharmacy, school, hospital, pharmacist, job, to work, nurse, teacher, mechanic

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

Example: 1.**c**

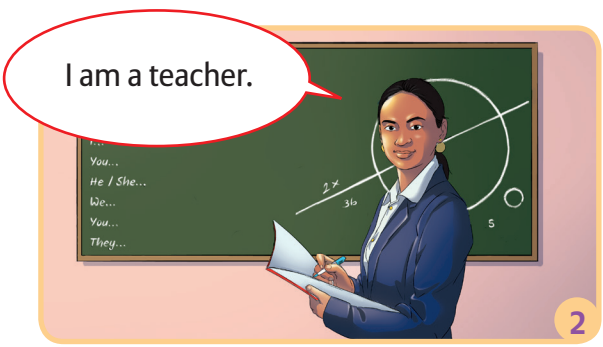
A	B	Answers
1. School	**a.** Pharmacist	1.**c**
2. Garage	**b.** Butcher	
3. Hospital	**c.** Teacher	
4. Butchery	**d.** Mechanic	
5. Pharmacy	**e.** Nurse	

Exercise 2 **Look at the pictures below and answer the questions about the people's workplaces. Follow the example.**



Where does Zoumana work?

Zoumana works in a garage.

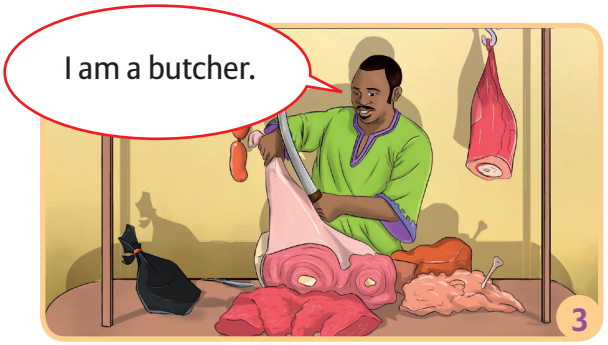


Where does Camille work?

.....

SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 56 25/01/2023 17:40



Where does Arouna work?

.....



Where does Marina work?

.....



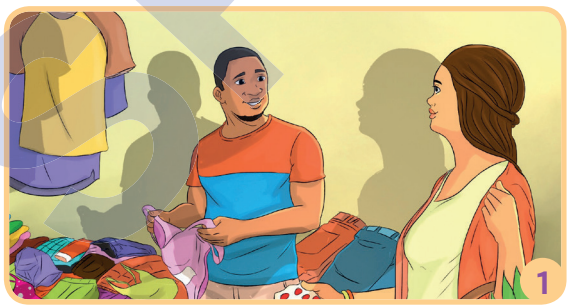
Where does Patrice work?

.....

Session 2

Language function	Structures/ Grammar	Vocabulary
Asking and answering questions about people's jobs and workplaces	- What is your sister's job? She's a nurse. - Where does she work? She works in a hospital.	farmer, farm, police station, policeman, market, trader, carpenter, carpentry

Exercise 1 **Look at the pictures and write the corresponding word like in number 1.**



a trader



.....

SPECIMEN

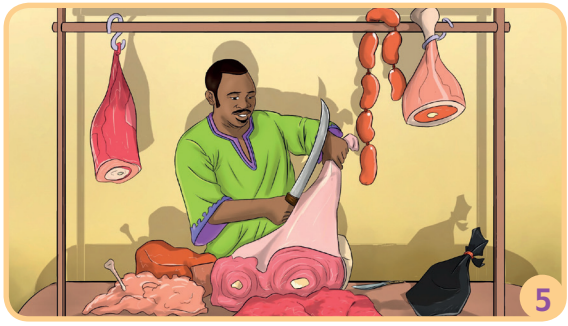
MOVE FORWARD 6e Cahier 25012023_exe.indd 57 25/01/2023 17:40





.....

.....

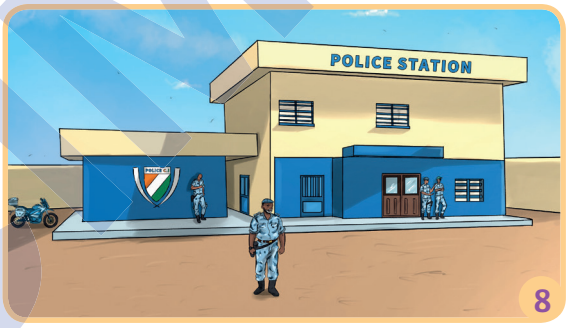




.....

.....





.....

.....

Exercise 2 **In these dialogues about jobs and workplaces, write the questions or the answers like in number 1. Where does he work?**

Dialogue 1

Nomel: My father is a carpenter.

Abou: .....?

Nomel: He works in a carpentry.

Dialogue 2

Nahounou: .....

Appy: She is a nurse.

SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 58 25/01/2023 17:40

Nahounou: Where does she work?

Appy: .....

Dialogue 3

Adaye: My parents are farmers.

Raïssa: ..... ?

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

Dialogue 4

Koutouan: ..... ?

Asso: They are policewomen.

Koutouan: ..... ?

Asso: They work in a police station.

Session 3




Communication activity

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

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

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

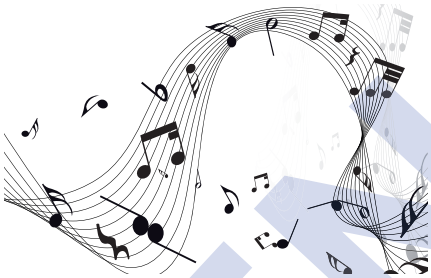
SPÉCIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 59 25/01/2023 17:40

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, every body say your ABC- A.B.C.D.E!



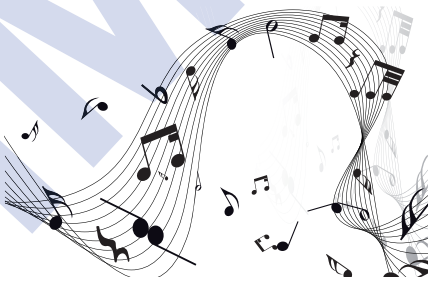
What do you do?
I'm a doctor, I'm a doctor, I'm a doctor.
What do you do?
I'm a doctor, everybody listen to your heartbeat!

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 harmmer!

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

MOVE FORWARD 6e Cahier 25012023_exe.indd 60 25/01/2023 17:40

Lesson 1

UNIT 5

CLOTHES AND COLOURS

What are you wearing?

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:** a pair of shorts, a pair of trousers, pyjamas, a dress, a blouse, a headscarf, a pair of shoes, a pair of socks, jacket, a tie, night gown **Verbs:** to pick up - to wear **Exclamations:** Great! Nice! Fabulous!

Exercise 1

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

a headscarf - a jacket - shorts - a pair of trousers - a dress - pyjamas - a pair of shoes - a skirt - a blouse - a tie

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

Exercise 2

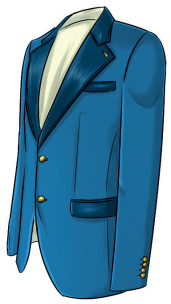
A. Read the words in the box aloud.

headscarf - shorts - a pair of shoes - a pair of trousers - pyjamas - a tie - a jacket - a blouse

SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 61 25/01/2023 17:40

B. Look at the pictures. Write what the people are wearing, like in the example.



1 .....



2 night gown



3 .....



4 .....



5 .....



6 .....

Session 2

Exercise 1 Read the text and say what it is about.

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

SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 62 25/01/2023 17:40

Exercise 2 Read the text again and answer the questions.

1. What are the following people wearing?

- John: .....
- Anna: .....
- Mel: .....
- His parents: .....

2. What are the people doing?

.....

.....

Session 3




Communication activity

You are sending your liberian penpal a message about your birthday with a picture of three of your friends.

- Say when your birthday took place.

- Describe what your friends are wearing.

.....

.....

.....

.....

.....

.....

SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 63 25/01/2023 17:40

Lesson 2

UNIT 5

CLOTHES AND COLOURS

I love your blue dress

Session 1

Language function	Structures/ Grammar	Vocabulary
Asking and answering questions about colours	- What colour is this shirt? It's blue - Is the tie black? Yes it is / No, it isn't. - What colour are your trousers? They are yellow.	Colours: blue, white, black, green, yellow, purple, orange, pink, brown, red, grey

Exercise 1 **Listen to the audio and write 'True' if the description is correct and 'False' if it is not correct.**

Example: **1.** (A blue dress) **True**



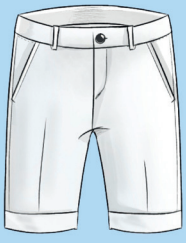
1 .....



2 .....



3 .....



4 .....

SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 64 25/01/2023 17:40



5



6



7



8



9



10



11



12

Exercise 2 **With your partner, ask and and answer questions about some of the pictures above.**

Example:

Picture 1
You: What colour is the dress?
Your partner: It's blue.

SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 65 25/01/2023 17:40

Or

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

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

Picture 2

You: .....

Your partner: .....

Picture 3

You: .....

Your partner: .....

Picture 6

You: .....

Your partner: .....

Picture 10

You: .....

Your partner: .....

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 correct words like in number 1.

1. ITE: 1. TIE
2. LEUB: .....
3. EWHTI: .....
4. AYPSAJM: .....
5. SDEESRS: .....
6. KPNI: .....
7. LKACB: .....
8. SRSED: .....
9. OELYWL: .....
10. HSOSE: .....
11. COSSK: .....
12. REGNE: .....
13. EJCKTA: .....
14. PLPERU: .....
15. SRTHSO: .....
16. EOGARN: .....
17. RTSOESRU: .....
18. OUOCLR: .....
19. HSTRI: .....
20. ERDFASHCA: .....
21. OLCHT: .....

SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 66 25/01/2023 17:40

Exercise 2 With your partner, ask and answer questions about the pictures in session 1.

Example:

Picture 1

You: What is it?
Your partner: It's a blue dress.

Or

You: Is it a blue dress?
Your partner: Yes, it is / No, it isn't.

Picture 2

You: .....

Your partner: .....

Picture 3

You: .....

Your partner: .....

Picture 6

You: .....

Your partner: .....

Picture 10

You: .....

Your partner: .....

Session 3

Communication activity

Your school English club is organising a celebration. With your friends, ask and answer questions about the clothes different people are wearing.

.....

.....

.....

.....

.....

.....

.....

.....

SPÉCIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 67 25/01/2023 17:40

Lesson 3

UNIT 5

CLOTHES AND COLOURS

How much is this green tee-shirt?

Session 1

Language function	Structures/ Grammar	Vocabulary
Asking and answering questions about prices	- How much are these shoes? They are 8,000 CFA.	price, cost, shop, seller, customer, to sell, to buy, discount

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. buy

customer – price – seller – shop – discount – buy

Today, I am at the market of Eloubo at the border of Ghana. I want to (**1**) **buy** a watch. Arouna, the (**2**) ..... says it is 5,000 F but there are only 6,000 F in my purse. I propose 4,000 F but Arouna refuses to make any (**3**)..... He affirms that the (**4**)..... of 5,000 F is for friends like me because the minimum cost of a new watch is 8,000 F. I am a regular (**5**)..... in Arouna's (**6**)..... and the watch is very beautiful. Finally, I accept to take it.

Exercise 2 **Ask the correct questions on the articles in the pictures below. Follow the example.**

Example: 1. How much is the skirt?





....

The skirt? It's 5,000 F. The hats? They are 2,000 F.

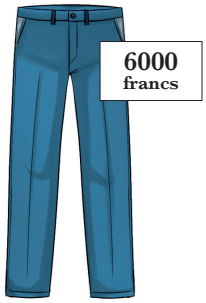
SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 68 25/01/2023 17:40



3

The shirt? It's 4,000 F.



4

The trousers? They are 6,000 F.



5

The watch? It's 3,000 F.



6

The sandals? They are 1,000 F.

Session 2

Language function	Structures/ Grammar	Vocabulary
- Expressing repeated actions **- Counting**	My mother goes to the market every morning.	- cheap, expensive, wrapper, to bargain, bargaining - The numbers from 1000 to 10,000

Exercise 1 **Match each definition from column A with the appropriate shopping term in column B. Write your answers like in the example.**

Example: 1. C

A	B	Answers
1. Reduced price **2.** Discussion to buy at reduced cost **3.** It necessitates much money **4.** Women clothing that covers the legs **5.** Five hundred plus five hundred	**a.** One thousand **b.** Wrapper **c.** Cheap **d.** Bargain **e.** Expensive	**1. C** 2. ..... 3. ..... 4. ..... 5. .....

SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 69 25/01/2023 17:40

Exercise 2 **In this text about shopping, write the verbs in parentheses in the correct tenses or forms.**

Write your answers like in the example.

Diallo is a seller at the black market of Adjamé. He (**1**) **sells** (to sell) many articles. Every day, he (**2**)..... (to receive) many customers. Before buying what they choose, they (**3**) ..... (to ask for) a discount. Diallo is a friendly seller. He always (**4**)..... (to accept) to sell at reduced price.

Session 3



Communication activity

With a partner, prepare this dialogue and roleplay it.

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

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

SPÉCIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 70 25/01/2023 17:40

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

SPECIMEN

MOVE FORWARD 6e Cahier 25012023_exe.indd 71 25/01/2023 17:40

Lesson 1

UNIT 6

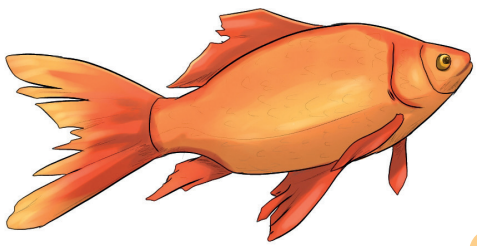
FOOD AND DRINK

What do you have for dinner today?

Session 1

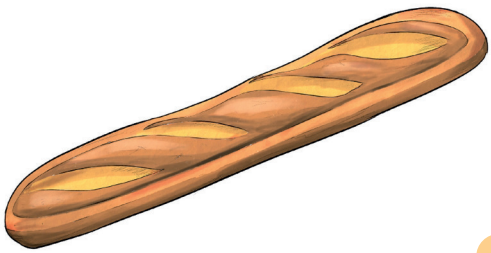
Language function	Structures/ Grammar	Vocabulary
Asking and answering questions about food and drinks	- What do you usually eat? We eat potatoes.	cassava, yam, rice, bread, meat, to eat, egg, fish

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



1

fish



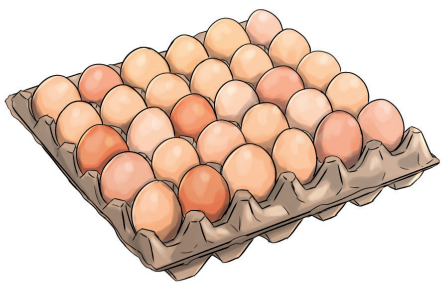
2

.....



3

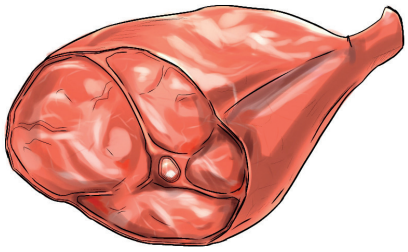
.....



4

.....

MOVE FORWARD 6e Cahier 25012023_exe.indd 72 25/01/2023 17:40



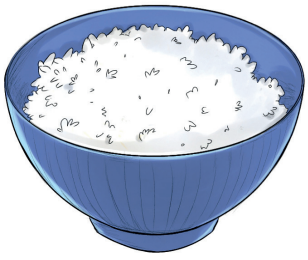
5

.....



6

.....



7

.....



8

.....

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. Nomel usually eats Attiéké.

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

1. **Nomel usually eats Attiéké.**

2. .....

3. .....

4. .....

MOVE FORWARD 6e Cahier 25012023_exe.indd 73 25/01/2023 17:40

Session 2

Language function	Structures/ Grammar	Vocabulary
Expressing frequency	They often eat placaly.	coffee, tea, soda, milk, to drink, water, orange juice

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



tea



.....



.....



.....



.....



.....

MOVE FORWARD 6e Cahier 25012023_exe.indd 74 25/01/2023 17:40

Exercise 2 **Use the words between parentheses correctly to express frequency. Follow the example.**

Example: 1. often cooks

1. My mother **often cooks** tomato soup at home. (cook / often)

2. I ..... the dishes after dinner. (wash / often)

3. Bamba's parents ..... Kabato. (eat / often)

4. What..... You..... in your family? (consume / often)

5. Liza ..... alcohol. (drink / often)

Session 3

Communication activity

Listen to the audio from your Nigerian friend to collect information on food habits in his/her family.

While listening,

- note down the number of people in his/her family;
- list the types of food mentioned;
- find out what each member of his/her family usually eats.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

MOVE FORWARD 6e Cahier 25012023_exe.indd 75 25/01/2023 17:40

Lesson 2

UNIT 6

FOOD AND DRINK

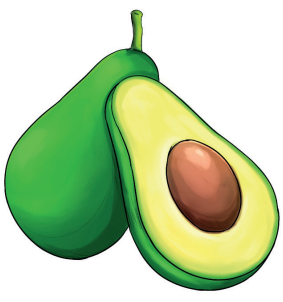
Fruit and vegetables are good for your health

Session 1

Language function	Structures/ Grammar	Vocabulary
Expressing likes and dislikes	I like tomatoes; I don't like pepper.	pineapple, avocado, orange, mango, banana, lemon, apple

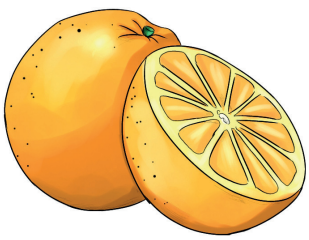
Exercise 1 **The following names are about the fruit in the pictures. Write T for true and F for false. Correct the false names. Follow the example.**

Example: 1. F- avocado



1

mango: F- avocado



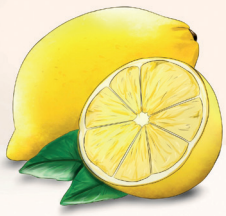
2

apple.....



3

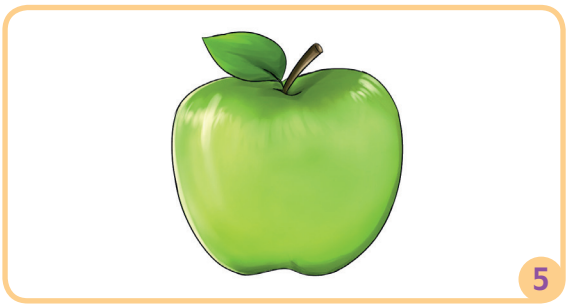
pineapple.....



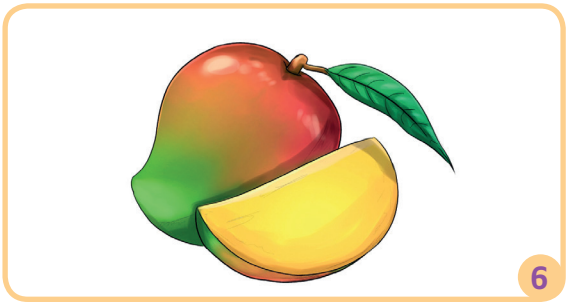
4

avocado.....

MOVE FORWARD 6e Cahier 25012023_exe.indd 76 25/01/2023 17:40



apple.....



banana.....

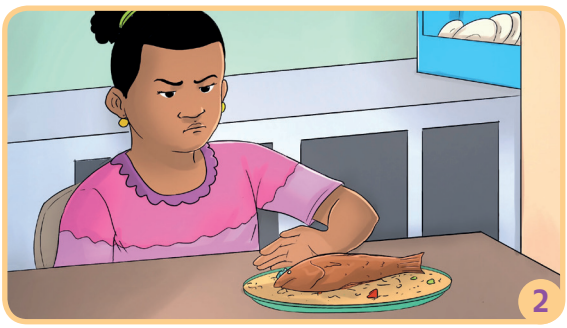
Exercise 2 **Observe the pictures below and answer the questions about what the people like or dislike. Follow the example.**

Example: 1. Cedric likes mango.



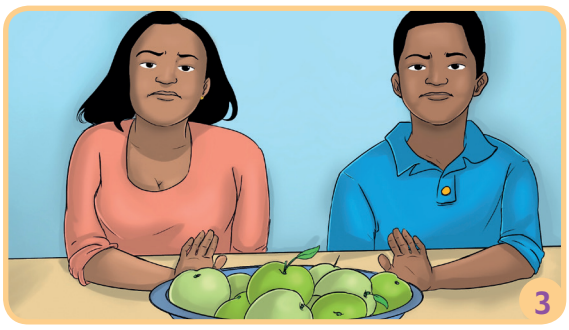
Question: What does Cedric like?

Answer: .....



Question: What does Liza dislike?

Answer: .....



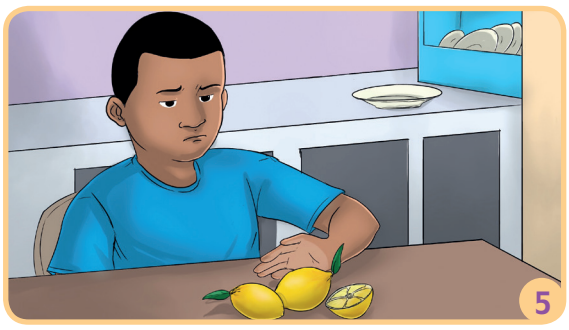
Question: What do Mathieu and Rosy dislike?

Answer: .....



Question: What does Anna like?

Answer: .....



Question: What doesn't Souley like?

Answer: .....

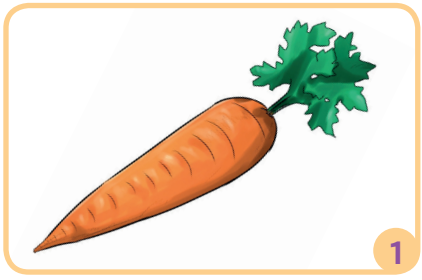
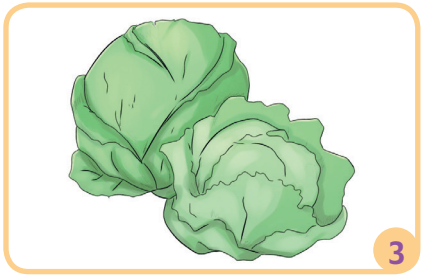
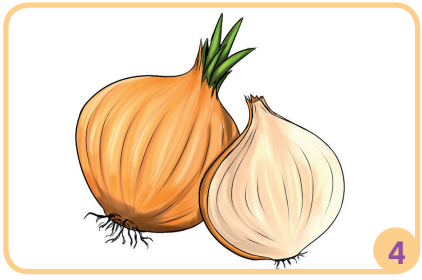
MOVE FORWARD 6e Cahier 25012023_exe.indd 77 25/01/2023 17:40

Session 2

Language function	Structures/ Grammar	Vocabulary
Expressing preferences	I don't like lemon; I prefer oranges.	cabbage, carrot, onion, tomato, eggplant, aubergine, pepper

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

Example: 1. d

A	B
 1  2  3  4  5  6	**a.** tomato ..... **b.** onion ..... **c.** eggplants ..... **d.** carrot **1** **e.** cabbage ..... **f.** pepper .....

MOVE FORWARD 6e Cahier 25012023_exe.indd 78 25/01/2023 17:40

Exercise 2 In each of the following situations, express preference using the word between parentheses. Follow the example.

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

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

You: (oranges) .....

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

You: (pineapples) .....

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

You: (eggplant soup) .....

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

You: (banana) .....

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

You: (lemon juice) .....

Session 3



Communication activity

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

In your letter,

- list the types of fruit in your country;
- mention the vegetables he can find;
- tell your pen friend the fruit and vegetable your prefer.

.....

.....

.....

.....

.....

.....

MOVE FORWARD 6e Cahier 25012023_exe.indd 79 25/01/2023 17:40

Lesson 3

UNIT 6

FOOD AND DRINK

African cuisine

Session 1

Language function	Structures/ Grammar	Vocabulary
Giving instructions	Cut up the onions, pour oil into the sauce pan, etc.	oil, salt, sugar, garlic, cook

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



1

Sugar



2

.....



3

.....



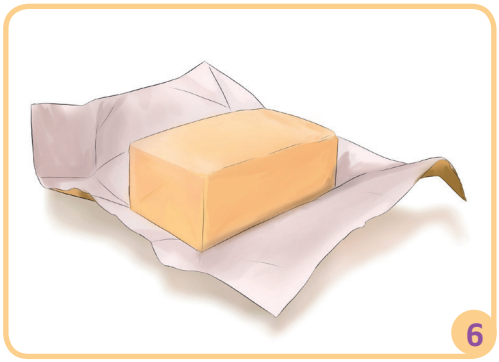
4

.....

MOVE FORWARD 6e Cahier 25012023_exe.indd 80 25/01/2023 17:40



5 .....



6 .....

Exercise 2 **Complete the text about cooking below with the correct word from the box like in the example.**

Example: 1. cut up

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

It is not difficult to make an omelette. To make an omelette, first, you (**1**) **cut up** some onions and tomatoes; second, you (**2**) ..... the eggs in a bowl. Then you (**3**)..... the eggs to mix them with the onions and tomatoes. (**4**)..... some salt. After that, you (**5**)..... some oil in a frying pan to warm it. Finally, you (**6**)..... the egg into the hot oil and (**7**)..... it for one or two minutes. Your omelette is ready.

Session 2

Language function	Structures/ Grammar	Vocabulary
Expressing sequences	First, wash the vegetables; second, cut up the onions and the garlic; then…	to pour, meal, ingredient, to add, recipe, first, second, third, then, in the end

MOVE FORWARD 6e Cahier 25012023_exe.indd 81 25/01/2023 17:40

Exercise 1

Match each definition from column A with the appropriate cooking word 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. food	**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 answers 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 boil it for five minutes.

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

E. First, cup up ripe plantain into slices.

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

1. B

2. .....

3. .....

4. .....

5. .....

6. .....

MOVE FORWARD 6e Cahier 25012023_exe.indd 82 25/01/2023 17:40

Session 3



Communication activity

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

While listening,

- write the name of the recipe;
- note the different ingredients;
- find the countries where this recipe is popular.

MOVE FORWARD 6e Cahier 25012023_exe.indd 83 25/01/2023 17:40

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 6e Cahier 25012023_exe.indd 84 25/01/2023 17:40

Lesson 1

UNIT 7

HEALTH AND ENVIRONMENT

Hygiene and parts of the body

Session 1

Language function	Structures/ Grammar	Vocabulary
Expressing obligation	- What must you do to keep clean? I must take my bath every morning.	take one's bath, brush one's teeth, sponge, hand sanitizer, filter water, toothbrush, toothpaste

Exercise 1 Listen and complete the dialogue.

Teacher: What must you do to keep clean?

John: I must ..... every morning.

Teacher: Great! What else?

John: I must also ..... before going to bed.

Anna: I must also ..... every week and drink clean water.

Teacher: Fabulous!

Exercise 2 What must you 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: .....

MOVE FORWARD 6e Cahier 25012023_exe.indd 85 25/01/2023 17:40

Exercise 3

A. Match the action in A with the correct instrument in B. Write your answer like in the example.

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

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

1. I must brush my teeth with a toothbrush.

2. .....

3. .....

4. .....

5. .....

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

A. Listen to the instructions and write them down on the space provided below.

1. .....

2. .....

3. .....

4. .....

5. .....

B. Now, with a partner, give each other the same instructions and point to or touch the right part of your body.

MOVE FORWARD 6e Cahier 25012023_exe.indd 86 25/01/2023 17:40

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 sponge, five .....

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

Session 3



Communication activity

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

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

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

MOVE FORWARD 6e Cahier 25012023_exe.indd 87 25/01/2023 17:40

Lesson 2

UNIT 7

HEALTH AND ENVIRONMENT

Insalubrity and common diseases

Session 1

Language function	Structures/ Grammar	Vocabulary
Giving advice	- You should throw rubbish in the rubbish dump. - You shouldn't throw papers in in the street.	throw, gutters, mown, rubbish, rubbish dump, sweep, floor, untidy, tidy

Exercise 1 Listen and complete each sentence with the missing word.

1. You should ..... your room.

2. Your room is .....

3. You should be ..... and tidy.

4. You should ..... junk papers in the rubbish dump.

5. I want you to be .....!

Exercise 2 A. Read each situation of Mel and write down your piece of advice. Number 1 is an example.

1. My room is untidy. **I think you should clean and tidy it?**

2. I have a headache. .....

3. My hands are not clean. .....

4. There are mosquitoes in my room. .....

.....

5. My clothes are dirty. .....

B. Now, with a partner, play the roles of Mel and You.

MOVE FORWARD 6e Cahier 25012023_exe.indd 88 25/01/2023 17:40

Session 2

Language function	Structures/ Grammar	Vocabulary
Giving advice	You shouldn't throw papers in in the street.	headache, stomache, feel cold, toothache, hurt, healthy tablet, have an injection

Exercise 1 Listen to the audio and complete the sentences with the missing words like in the example.

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

Exercise 2 Build correct sentences. Number 1 is an example.

1. cold/ I/ feel/ **I feed cold**
2. tooth/ hurts/My .....
3. You/ sleep/net/mosquito/under/should/a .....
4. doctor/ see/You/should/the .....
5. mown/ should/ grass/You/the.....
6. junk papers/ shouldn't/in /throw/ your room/ You

Session 3

Communication activity

Write 5 commandments to avoid catching malaria.

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

MOVE FORWARD 6e Cahier 25012023_exe.indd 89 25/01/2023 17:40

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 and write what you hear.

1. .....

2. .....

3. .....

4. .....

Exercise 2 Put the letters in order to find words related to water and health. The first letter of the word is in bold. Number 1 is an example.

1. RI**F**LET **FILTER**

2. EL**C**AN .....

3. LI**M**RNEA .....

4. EDKALIRN**B** .....

5. AEHLT**H** .....

MOVE FORWARD 6e Cahier 25012023_exe.indd 90 25/01/2023 17:40

Exercise 3 Complete with the words or expressions in the box.

health – in good health – safe to drink – should not drink

1. Water from lakes is not .....
2. You must .....water from lakes.
3. ..... we drink mineral water?
4. We should drink clean water to be.....
5. Clean water is good for my .....

Session 2



Language function	Structures/ Grammar	Vocabulary
Giving reasons	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 your answers on the provides spaces.

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

Exercise 2 Write answer to the questions below.

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? .....

MOVE FORWARD 6e Cahier 25012023_exe.indd 91 25/01/2023 17:40

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 so much important.

MOVE FORWARD 6e Cahier 25012023_exe.indd 92 25/01/2023 17:40

Games and Song

Wash your hands song

Wash your hands, wash your hands
Every body 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 6e Cahier 25012023_exe.indd 93 25/01/2023 17:40

Lesson 1

UNIT 8

SPORTS AND GAMES

The importance of sport

Session 1

Language function	Structures/ Grammar	Vocabulary
Expressing preferences	- Do you practise football? - What sport do you practise? I practise Tae kwondo. - Do Sita and Rokia practise sport? Yes, they do.	- sports, games, football, basketball, handball, volleyball, boxing, swimming, high jumping, long jumping, running, **Types of sports** - ball sport, combat sport, endurance sport

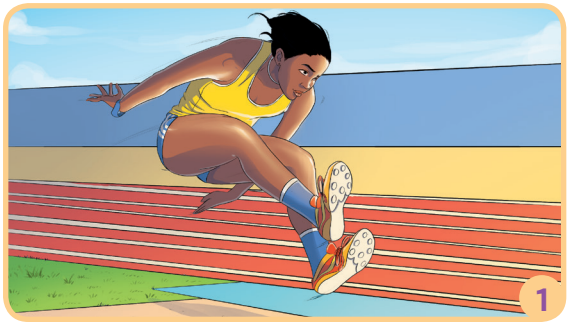
Exercise 1 Read the description and write what type of sport it is.

A. For this type of sport, we need a ball. It can be small or big. The players can sometimes catch the ball, kick it or hit it. .....

B. Most of the time, only two persons are opposed in this type of sport. They hit each other with their hands or their feet. .....

C. People need a lot of strength to practise it. It is most of the time individual. The marathon is an example of this type of sport. .....

Exercise 2 Write the name of each sport under the picture, like in number 2.



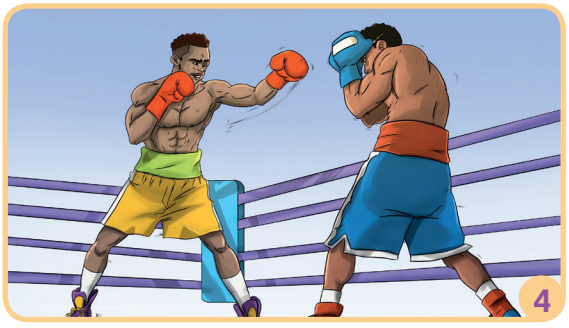
.....

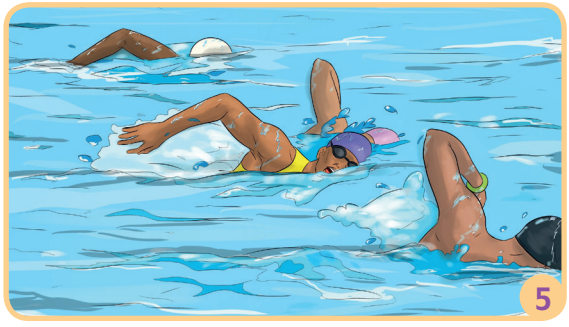


Football

MOVE FORWARD 6e Cahier 25012023_exe.indd 94 25/01/2023 17:40

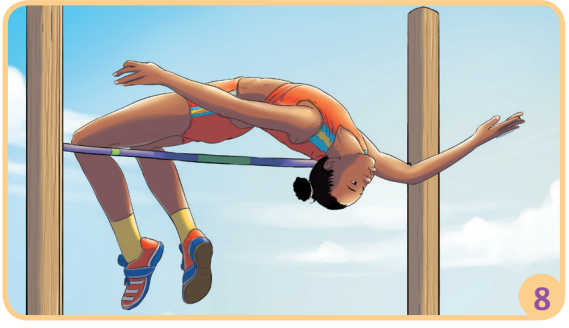










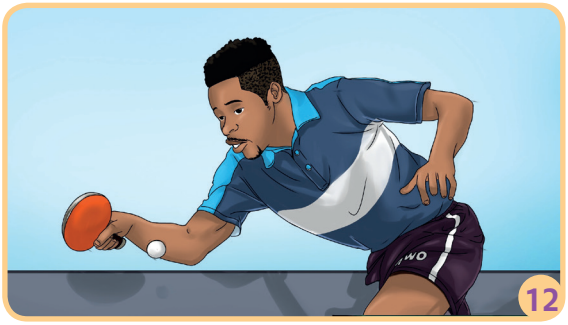






MOVE FORWARD 6e Cahier 25012023_exe.indd 95 25/01/2023 17:40





....

Exercise 3 **With your partner, ask and answer questions about the sport the people practise in all the pictures above.**

Example:

Picture 1

You: What sport do the people practise?
Your partner: They practise long jumping.

Or

You: Do the people practise football?
Your partner: No, they don't; they practise long jumping.

Picture 2

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

Picture 3, etc.

Session 2

Language function	Structures/ Grammar	Vocabulary
Expressing preferences	- What sport do you prefer? I prefer karate to football. - Do you prefer endurance sports to ball sports? Yes, I do / No, I don't	- sports, games, football, basketball, handball, volleyball, boxing, swimming, high jumping, long jumping, running, **Types of sports** - ball sport, combat sport, endurance sport

MOVE FORWARD 6e Cahier 25012023_exe.indd 96 25/01/2023 17:40

Exercise 1

A. Look at the chart and answer the questions.

Persons	Sports					
	Judo	Handball	Swimming	Football	Karaté	Basketball
Kouassi	+	-	-	-	+	-
Brou	-	-	+	-	+	-
Zézé	-	+	-	+	-	+

1. What sports does Kouassi practise? .....

2. Does Brou practise judo? .....

3. What sports does Zézé practise? .....

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

Example:

You: Does Brou prefer swimming to judo?

Your partner: Yes, he does.

Or

You: Do Kouassi and Brou prefer handball to karaté?

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

You: .....?

Your partner: .....

You: .....?

Your partner: .....

You: .....?

Your partner: .....

Exercise 2

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

Golf – Boxing – Running – Wrestling - Ping pong – Baseball – Cycling – Tae-kwondo – Rugby – Swimming – Karate – Volleyball – Football – Marathon – Tennis – Skiing – Kick boxing – Basketball

MOVE FORWARD 6e Cahier 25012023_exe.indd 97 25/01/2023 17:40

B- Write each sport you circle in the correct column.

Ball sports	Combat sports	Endurance sports
- - - - Tennis -	- Boxing - - - -	- - Cycling - -

Exercise 3 **With your partner, ask and answer questions about**

the sport(s) you prefer;

the sport (s) you practise.

Example:

You	Your partner
- Do you practise sport? - What sport do you practise / prefer? - What sports do you prefer? - Do you prefer ball sports or endurance sports?	- Yes, I do / No, I don't - I practise …… / I prefer…….

You: ……?

Your partner: ……

You: ……?

Your partner: ……

You: ……?

Your partner: ……

You: ……?

Your partner: ……

MOVE FORWARD 6e Cahier 25012023_exe.indd 98 25/01/2023 17:40

Session 3



Communication activity

For the physical training lessons, you are going to form groups based on the sport you practise or prefer.

- Ask your friends what sports they prefer.
- Ask your friends the sports they practise.
- Tell your friends the sports you prefer and the sports you practise.

MOVE FORWARD 6e Cahier 25012023_exe.indd 99 25/01/2023 17:40

Lesson 2

UNIT 8

SPORTS AND GAMES

The CAN

Session 1

Language function	Structures/ Grammar	Vocabulary
Expressing reasons	- Why do defenders tackle? To stop the attackers.	a team, a play ground, a goal keeper, a defender, an attacker, a midfielder, a referee, a coach

Exercise 1

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

a goal keeper - a defender - a midfielder - a forward -
a referee - a coach - a team



a coach



.....

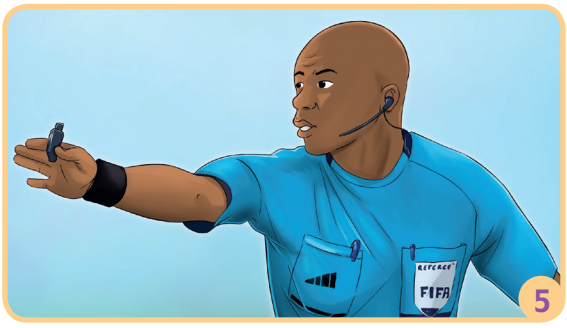


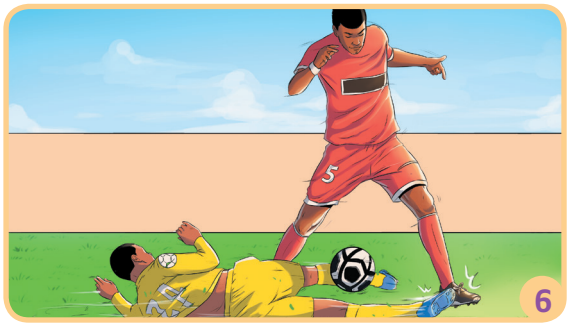
.....



.....

MOVE FORWARD 6e Cahier 25012023_exe.indd 100 25/01/2023 17:40





.....

.....



.....

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

Example: 1.c

Column A	Column B	Answers
1. A team	**a.** scores goals to make his team win the match.	1.c
2. A goalkeeper	**b.** directs the match by blowing his whistle.	
3. Defenders	**c.** is a group of players selected to play together.	
4. Midfielders	**d.** stops the opposing team from scoring a goal.	
5. A Forward	**e.** selects the players and trains them to win matches.	
6. The referee	**f.** stop the opposing team from entering into their goal area.	
7. A coach	**g.** take the ball from the defenders and pass it to the attackers.	

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

Example:

1. The referee

You: What does a referee do?
Your neighbour: He directs the match.

You: Who directs the match?
Your neighbour: The referee does.

MOVE FORWARD 6e Cahier 25012023_exe.indd 101 25/01/2023 17:40

2. The goalkeeper

You: .....?

Your partner: .....

3. Defenders

You: .....?

Your partner: .....

4. Midfielders

You: .....?

Your partner: .....

5. The attackers

You: .....?

Your partner: .....

6. A coach

You: .....?

Your partner: .....

Session 2

Language function	Structures/ Grammar	Vocabulary
Expressing reasons	- Why do attackers kick the ball? To score goals.	to tackle, to catch, to dribble, to score, to kick, to head, to pass, to throw-in

Exercise 1 **Listen to the audio and write what you hear about football players' actions. Number 1 is an example.**

1. To tackle a forward **2.** ..... **3.** ..... **4.** .....

5. ..... **6.** ..... **7.** ..... **8.** .....

Exercise 2 **Write the actions under the pictures.**

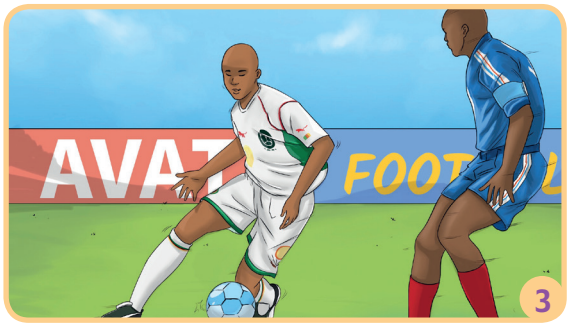


To catch

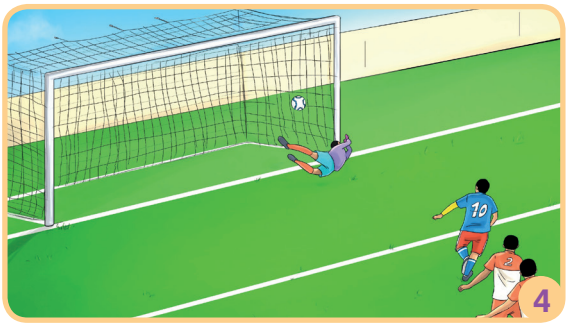


.....

MOVE FORWARD 6e Cahier 25012023_exe.indd 102 25/01/2023 17:40



.....



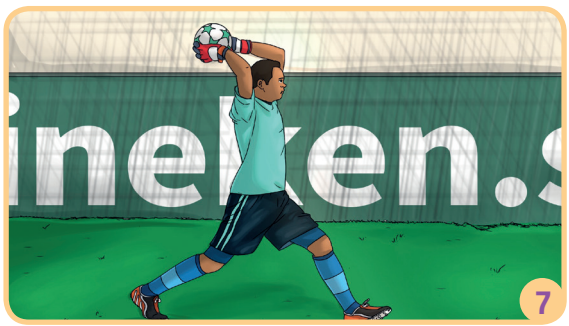
.....



.....



.....



.....



.....

Exercise 3 **Select the phrases from the box to complete the following sentences.**

Forwards dribble / The referee blows his whistle / tackle attackers to stop them / catches the ball / to head the ball / The attacker / jumps to catch the ball

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

1. The goal keeper .....

2. ..... to pass defenders.

3. ..... to direct the match.

MOVE FORWARD 6e Cahier 25012023_exe.indd 103 25/01/2023 17:41

4. Defenders .....

5. ..... kicks the ball to score goals.

6. The defender jumps .....

7. The player ..... to do the throw in.

Exercise 4 **With your partner, ask and answer questions about the football players' actions in exercise 3.**

Example:

1. The goalkeeper

You: Why does the goalkeeper jump?

Your partner: To catch the ball.

OR

You: Who jumps to catch the ball?

Your partner: The goal keeper does.

2. The defender in picture 2

You: .....?

Your partner: .....

3. The midfielder in picture 3

You: .....?

Your partner: .....

4. The attacker in picture 4

You: .....?

Your partner: .....

5. The defender in picture 5

You: .....?

Your partner: .....

6. The defender in picture 6

You: .....?

Your partner: .....

7. The player in picture 7

You: .....?

Your partner: .....

MOVE FORWARD 6e Cahier 25012023_exe.indd 104 25/01/2023 17:41

Session 3



Communication activity

At a meeting of your English club, the members want you to tell them about the African Cup of Nations. Tell them about it. Mention

- when it takes place;
- the different players of a team;
- what actions they do and why.

MOVE FORWARD 6e Cahier 25012023_exe.indd 105 25/01/2023 17:41

Lesson 3

UNIT 8

SPORTS AND GAMES

Traditional games

Session 1

Language function	Structures/ Grammar	Vocabulary
- Making suggestions **- Accepting / refusing**	- Let's play awale. - Why not play sac race? - That's a good idea. - OK.	game, awale, marbles, ludo, hide and seek, sac race, leap frog, hopscotch, draughtboard

Exercise 1

Reorder the letters to find the name of a traditional game. Number 1 is an example.

1. WLAEA **AWALE**

2. SABMERL .....

3. DIHE NAD KESE .....

4. OLDU .....

5. SCA AREC .....

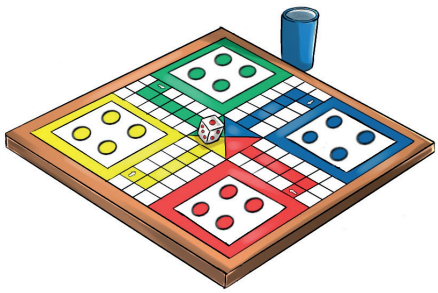
6. EPLA RFGO .....

7. OOPSHHTCC .....

8. ADRUODAGHRTB .....

Exercise 2

Does the picture match with the game? Write 'TRUE' or 'FALSE'. Write the correct game if it is false, like in the example.



1

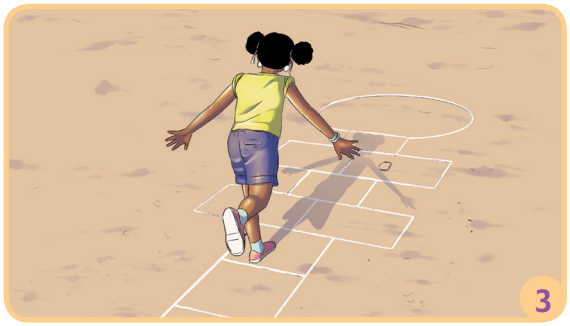
Awalé - False; Ludo



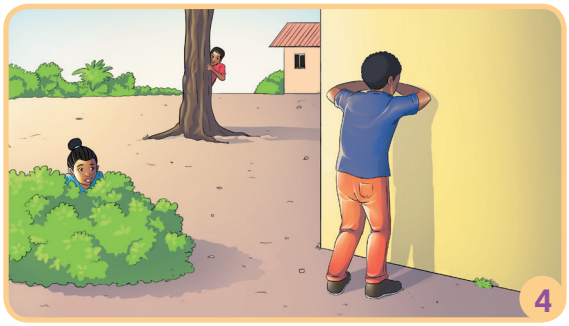
2

Marbles: .....

MOVE FORWARD 6e Cahier 25012023_exe.indd 106 25/01/2023 17:41



Hopscotch:.....



Leap Frog:.....



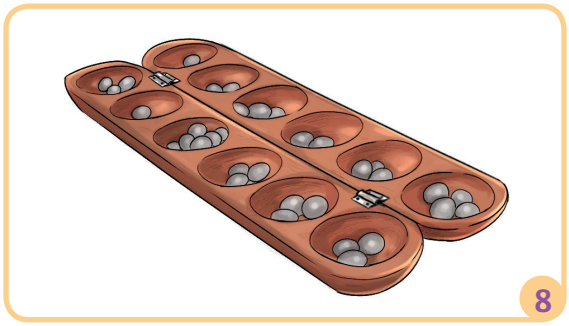
Marbles:.....



Sac race:.....



Ludo:.....



Awalé:.....

Exercise 3 With your partner, ask and answer questions about the games in Exercise 2.

Example:
Picture 1
You: What game is picture 1?
Your partner: It's ludo

Picture 2

You: ..... ?

Your partner: .....

Picture 3

You: ..... ?

Your partner: .....

MOVE FORWARD 6e Cahier 25012023_exe.indd 107 25/01/2023 17:41

Picture 4

You: ..... ?

Your partner: .....

Piccture 5

You: ..... ?

Your partner: .....

Picture 6

You: ..... ?

Your partner: .....

Picture 7

You: ..... ?

Your partner: .....

Picture 8

You: ..... ?

Your partner: .....

Session 2



Language function	Structures/ Grammar	Vocabulary
- Making suggestions **- Accepting / refusing**	- Let's play marbles. - Why not play ludo? - That's great. - OK.	game, awale, marbles, hide and seek, ludo, sac race, leap frog, hopscotch, draughtboard

Exercise 1

Listen to the description and write what game it is.

1. ..... **2.** ..... **3.** .....

Exercise 2

A. Write each word or expression from the box in the appropriate column like in the example.

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

MOVE FORWARD 6e Cahier 25012023_exe.indd 108 25/01/2023 17:41

Making suggestions	Accepting	Refusing
	Great!	

B. Look at the information in the board and complete the conversations. Make suggestions, accept or refuse, and add the reasons.

Example: Draughtboard

Faty: Let's play draughtboard! Christ: No, it takes too much time.	**or**	**Faty:** Let's play draughtboard. **Grace:** OK, I like it.

	Draughtboard	Hide and seek	Ludo	Sac race	Marbles
Christ	It takes too much time.	It's interesting.	It's noisy	It can be dangerous	We have a test tomorrow.
Faty	It develops our intelligence.	I don't know how to play it.	I like this game	It's an exciting game.	Very interesting
Grace	I like it	I am busy now	It's very interesting	I Don't like it.	I must wash my clothes.

Hide and seek

Christ: .....

Faty: .....

Grace: .....

Ludo

Grace: .....

Faty: .....

Christ: .....

MOVE FORWARD 6e Cahier 25012023_exe.indd 109 25/01/2023 17:41

Sac race

Faty: .....

Christ: .....

Grace: .....

Marbles

Faty: .....

Christ: .....

Grace: .....

Session 3



Communication activity

You are going to celebrate the aniversary 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,

- make suggestions;
- explain how you play the games;
- accept or refuse the suggestions.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

MOVE FORWARD 6e Cahier 25012023_exe.indd 110 25/01/2023 17:41

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



MOVE FORWARD 6e Cahier 25012023_exe.indd 111 25/01/2023 17:41

Audio Scripts

UNIT 1 AT SCHOOL

Lesson 1

Session 1 Page 8: Exercise 1: Listen and write the correct moment of the day. Number 1 is an example.

1. **6 AM:** In the morning
2. **3 PM:** .....
3. **7 PM:** .....
4. **11 PM:** .....

Session 2 Page 9: Exercise 1: Listen and answer the question.

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

Lesson 2

Session 1 Page 11: Exercise 1: Listen to the audio and write what the students say.

Salif: Hello, my name's Salif.
Affoué: Hi, my name's Affoué.
Salif: How are you, Affoué?
Affoué: Fine, thank you.

Page 12: Exercise 2: Listen to the second audio and complete the dialogue between Salif and Affoué.

Salif: Where are you from, Affoué?
Affoué: I'm from, Dimbokro; And you?
Salif: I'm from, Odiénné.

Page 12: Exercise 3: Listen to audio number three and write the numbers you hear in letters. A is an example.

A- ten **B- two** **C- eight** **D- one** **E- five** **F- seven** **G- three** **H-six** **I- four** **J- nine**

Session 2 Page 12: Exercise 1: Listen to the audio and write what the Salif and Affoué say.

Salif: God morning, Affoué.
Affoué: Good morning, Salif.
Salif: I'm from Odienne, and you?
Affoué: I'm from Dimbokro.

Page 13: Exercise 2: Listen to the audio and write the numbers you hear in letters. 'K' is an example.

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

Page 13: Exercise 3: Listen to this audio and complete the conversation.

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

UNIT 2 AT HOME

Lesson 1

Session 1 Page 22: Exercise 2: Listen and write the numbers in letters.

1. **31:** Thirty-one
2. **34:** .....
3. **37:** .....
4. **39:** .....
5. **40:** .....

Session 2 Page 24: 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. **A: Has your sister got a bag? (No)**
B: .....
5. **A: Do you have many brothers? (Yes)**
B: .....

MOVE FORWARD 6e Cahier 25012023_exe.indd 112 25/01/2023 17:41

Audio Scripts

Lesson 2

Session 1 Page 25: Exercise 1: Listen to the audio and write the letters you hear. Number 1 is an example: 1.A

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

UNIT 3 TIME AND DATE

Lesson 1

Session 1 Page 36: Exercise 1: Listening.

A. Listen and write your answer.

1. How many days are there in a week?

.....

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

.....

3. What day is today?

.....

4. What's the date today?

.....

B. Listen and write in figures.

1. Sixty-three: .....
2. Sixty-one: .....
3. Sixty-two: .....
4. Sixty-five: .....

Lesson 2

Session 2 Page 42: Exercise 1: Listen to the audio and write what you hear. Number 1 is an example.

1.**Quarter**	2. Half	3.Past	4.Quarter past ten	5.Ten, fifteen
6.Quarter to eight	7.Nine past ten	8.Five, forty	9.Nineteen past seven	10.fourteen, thirty
11.Nine, fifteen	12.Twelve to twelve	13. Eight, fifty-five	14. One past six	15. Quarter past two.

Page 42: Exercise 2: Listen to the audio and check the time you hear.

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

UNIT 4 JOBS AND OCCUPATIONS

Lesson 1

Session 1 Page 53: Exercise 2: Listen and circle the number you can hear. Number one is an example.

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

Lesson 2

Session 2 Page 55: Exercise 1: Listen to the audio and write the names of the work tools you hear. Number 1 is an example.

1.**pliers**	2. a saw	3.syringe	4.a sponge	5.books
6.a screwdriver	7.chalk	8.a shoe polish	9.a board	10.a thermometer
11.a pair of scissors	12.a hammer	13. pens	14. taxi	15. a stethoscope

MOVE FORWARD 6e Cahier 25012023_exe.indd 113 25/01/2023 17:41

Audio Scripts

UNIT 5 CLOTHES AND COLOURS

Lesson 1

Session 1 **Page 66: Exercise 1: What are the people wearing? Listen to the audio and choose in the list to complete the table. Number one is an example.**

a headscarf	a jacket	shorts	a pair of trousers	a dress	pyjamas	a pair of shoes	a skirt	a blous	a tie

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

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

Lesson 2

Session 1 **Page 69: Exercise 1: Listen to the audio and write 'True' if the description is correct and 'False' if it is not correct.**

Example: 1. This is a blue dress- **True**

1. This is a blue dress	2. These are grey sandals	3. This is a yellow jacket
4. These are pink shorts	5. These are yellow blouses	6. These are black shoes
7. This a green shirt	8. This is a purple T-shirt	9. This is a yellow, blue, and green headscarf
10. This is a red tie	11. This is a red wrapper	12. These are white dresses

UNIT 6 FOOD AND DRINKS

Lesson 1

Session 3 **Page 81: Communication activity: Listen to this audio document from your Nigerian friend to collect information on food habits in his/her family.**

While listening,

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

Hello, my friends. My name's Jay Jay Okocha from Lagos, Nigeria. I live with my family. We are eight in my family, my Dad and my Mum, my two sisters and my three brothers. We eat different food at home. In the morning, Dad and Mum often eat boiled cassava with fish. My brothers like eating placali with okra soup. Me and my sisters like having coffee with bread and butter. Dad and my brothers like eating fufu for lunch. I often eat Eba with Mum and my sisters. We all eat Jollof rice for dinner. I love Nigerian food.

MOVE FORWARD 6e Cahier 25012023_exe.indd 114 25/01/2023 17:41

Audio Scripts

Lesson 3

Session 1 **Page 89: Communication activity: To prepare a presentation on Nigerian cuisine, listen to an audio document from your penfriend Eunice about a local recipe.**

While listening,
- Write the name of the recipe.
- Note the different ingredients.
- Find the countries where this recipe is popular.

Hello, my friends. My name's Eunice Opaladé from Abuja, Nigeria. Today, I am going to talk about a special recipe, the Jollof Rice in Nigeria. A lot of Nigerians like eating the Jollof Rice. There are many different ways to cook the Jollof Rice. Generally, you need long grain rice, tomatoes, tomato paste, onions, red pepper, salt, vegetable oil, garlic, ginger, and spices. The Jollof Rice is popular in Nigeria, Ghana, Sierra Leone, Senegal, Liberia, Gambia and Cameroon. I love African cuisine.

UNIT 7 HEALTH AND ENVIRONMENT

Lesson 1

Session 1 **Page 92: Exercise 1: Listen to the audio and complete the dialogue between the Teacher, John, and Anna.**

Teacher: What must you do to keep clean?
John: I must **take my showe** every morning.
Teacher: Great! What else?
John: I must also **brush my teeth** before going to bed.
Anna: I must also **wash my clothes** every week and drink clean water.
Teacher: Fabulous!

Session 2 **Page 93: 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 1 **Page 95: Exercise 1: Listen to the audio and complete each sentence with the missing word.**

1. You should **clean**.your room.
2. Your room is **untidy**.
3. You should be clean and **tidy**.
4. You should **throw** junk papers in the rubbish dump.
5. I want you to be **healthy**!

Session 2 **Page 96: Exercise 1: Listen to the audio and complete the sentences with the missing words.**

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

Lesson 3

Session 1 **Page 97: Exercise 1: Listen and write what you hear.**

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

Session 2 **Page 98: Exercise 1: Listen to the audio and write your answer.**

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?
.....

MOVE FORWARD 6e Cahier 25012023_exe.indd 115 25/01/2023 17:41

Audio Scripts

UNIT 8 SPORTS AND GAMES

Lesson 1

Session 2 Page 105: Exercise 2: Listen to the audio and write each sport in the correct column.

Golf – Boxing – Running – Wrestling – Cycling – Tae-kwondo – Rugby – Swimming – Karate – Volleyball – Marathon – Tennis – Kick boxing – Basketball

Lesson 2

Session 2 Page 110: Exercise 1: Listen to the audio and write what you hear about football players' actions. Number 1 is an example.

1.To tackle a forward 2.To catch the ball 3.To dribble a defender 4. To score a goal

5. To kick the ball 6.To head the ball 7. To pass the defender 8. To throw-in

Lesson 3

Session 2 Page 116: Exercise 1: Listen to the description and write what game it is.

1. You can be two or more to play this game. When you get a six, you are happy.
2. You play this game putting your two feet in a sac, and you jump to go to a line.
3. When you play this game, you go to hide somewhere, and the other player must find you.

MOVE FORWARD 6e Cahier 25012023_exe.indd 116 25/01/2023 17:41



IRREGULAR VERBS 6e

N°	Infinitive	Simple past	Past participle	French translation
1	**be**	was, were	been	être
2	**bring**	brought	brought	apporter
3	**can**	could	could	pouvoir
4	**choose**	chose	chosen	choisir
5	**come**	came	come	venir
6	**cut**	cut	cut	couper
7	**do**	did	done	faire
8	**draw**	drew	drawn	dessiner / tirer
9	**drink**	drank	drunk	boire
10	**eat**	ate	eaten	manger
11	**fall**	fell	fallen	tomber
12	**find**	found	found	trouver
13	**give**	gave	given	donner
14	**go**	went	gone	aller
15	**have**	had	had	avoir
16	**hear**	heard	heard	entendre
17	**know**	knew	known	connaître / savoir
18	**learn**	learnt	learnt	apprendre
19	**make**	made	made	fabriquer

MOVE FORWARD 6e Cahier 25012023_exe.indd 117 25/01/2023 17:41



IRREGULAR VERBS 6e

N°	Infinitive	Simple past	Past participle	French translation
20	**put**	put	put	mettre
21	**read**	read	read	lire
22	**run**	ran	run	courir
23	**say**	said	said	dire
24	**see**	saw	seen	voir
25	**show**	showed	shown	montrer
26	**shut**	shut	shut	fermer
27	**sing**	sang	sung	chanter
28	**sit**	sat	sat	s'asseoir
29	**sleep**	slept	slept	dormir
30	**speak**	spoke	spoken	parler
31	**spell**	spelt	spelt	épeler / orthographier
32	**stand**	stood	stood	être debout
33	**swim**	swam	swum	nager
34	**take**	took	taken	prendre
35	**tell**	told	told	dire / raconter
36	**wake**	woke	woken	réveiller
37	**wear**	wore	worn	porter (avoir sur soi)
38	**write**	wrote	written	écrire

MOVE FORWARD 6e Cahier 25012023_exe.indd 118 25/01/2023 17:41

MOVE FORWARD 6e Cahier 25012023_exe.indd 119 25/01/2023 17:41

Mise en page : Vallesse Éditions
Tel : 2722410821/0101916125
Maquette / couverture : Vallesse Éditions
Achevé d'imprimer en Côte d'Ivoire
1er trimestre 2023
Dépôt légal : N° 19429 du 12 Janvier 2023

MOVE FORWARD 6e Cahier 25012023_exe.indd 120 25/01/2023 17:41