Manuel

MOVE FORWARD 6e

SPÉCIMEN

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Avant-Propos

La Collection 'Move Forward with English' est l'œuvre d'un groupe d'inspecteurs et d'encadreurs en charge de la formation continue des professeurs d'anglais des lycées et collèges en Côte d'Ivoire. Cette Collection s'étend de la 6ème à la Terminale. Vous tenez en main le Manuel de 6ème dont la structure conduira tous les autres manuels du premier cycle.

Comme tous les autres manuels au programme, cet ouvrage est bâti autour des programmes éducatifs d'anglais en vigueur, fondés sur l'installation d'habiletés en vue d'un traitement efficace de situations complexes. Cependant, 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, ce qui permet à l'apprenant d'acquérir ces compétences graduellement du premier jour de classe au dernier.

Le manuel comprend huit unités articulées autour des thèmes et contenus linguistiques prescrits par les programmes éducatifs. Chaque unité comprend trois leçons et se termine par des activités de consolidation des acquis, des jeux et des chansons.

Chaque leçon est structurée comme suit :

- **Learning Context :** met l'apprenant au centre du contexte dans lequel les apprentissages devront s'effectuer.
- **I observe :** expose l'apprenant aux différents objets d'apprentissage (images avec titres ou commentaires) et permet d'éveiller sa curiosité.
- **I listen :** invite l'apprenant à écouter et à répéter deux dialogues mettant en relief les points lexicaux et grammaticaux à aborder.
- **I speak :** aide à fixer les points essentiels par la répétition et les interactions entre apprenants sous la conduite du professeur.
- **I read :** amène l'apprenant à lire un texte de quelques lignes en rapport avec le thème du jour.
- **I write :** l'apprenant s'entraine à la production écrite d'abord en répondant à des questions posées sur le texte, puis en écrivant ce qu'il entend de ce que dit le professeur.
- **Grammar focus :** met en relief les points de grammaire auxquels l'apprenant a été exposé.
- **I say it well :** enseigne à l'apprenant la bonne prononciation ou la bonne intonation.
- **I put it all together :** tient lieu de situation d'évaluation ; amène l'apprenant à traiter une tâche complexe en mobilisant les ressources installées au cours de la leçon.

Étudier l'Anglais à partir de la Collection Move Forward c'est faire le choix d'aller véritablement de l'avant.

Les auteurs

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SPECIMEN

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Summary



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SPECIMEN

UNIT 1

AT SCHOOL

Lesson 1 Greetings

Learning Context: *It's the beginning of the school year. You meet a classmate for the first time. You greet each other and have a conversation.*

Key to this lesson

- Vocabulary related to greetings and moments of the day
- Greeting and responding to greetings
- Pronouncing key words
- Greeting with correct intonation



I OBSERVE



in the morning 6 o'clock AM



at noon/midday 12 o'clock AM



3 o'clock PM



in the evening 6 o'clock PM



at midnight/at night

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The Alphabet

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

I LISTEN

A **Dialogue 1: Listen and Repeat.**

Anna: Good morning, Mel.
Mel: Good morning, Anna. How are you today?
Anna: Fine, thank you; and you?
Mel: I'm fine, thanks.
Anna: Goodbye, Mel!
Mel: Goodbye, Anna!

B **Dialogue 2 : Listen and Repeat.**

A: Hi, what's your name?
B: Hi, my name's David. And you, what's your name?
A: My name's Christina.
B: Great!
A: Thank you!
B: You're welcome.

I SPEAK

A **I listen and repeat.**

- **A:** What's your name?
- Good morning/afternoon/evening/night
- **A:** How are you?
- **A:** Thank you!

B: My name's....

B: Fine, thank you/thanks.
B: You're welcome.

B **I practise with my partner.**

- Hi! Hello!
- Greet each other.

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I READ

A Practise reading aloud Dialogue 1 with your partner.

B Practise reading aloud dialogue 2 with your partner.

C Read the following words and letters aloud.

morning evening afternoon night name my your is Hi Thanks

A B C D E G H I J K P Q R T U V W Y

I WRITE

A Complete.

A. Good morning, Yao.

B. (1)....., Adjoua.

A. How are you?

B. (2)....., ...

A. Good-bye

B. (3).....

B I Listen and write what I hear.

C Listen and circle the correct letter.

(A) - E	G - J
B - D	K - Q
C - S	R - A
E - I	U - Y
S - F	D - T
	W - V

D Put it in the correct order.

1. afternoon/Good
2. are/you/How/?
3. fine/I/am
4. you/Thank

Grammar Focus

To be

First and second person singular

I am	I'm
You are	You're

Subject pronouns

I: first person singular
You: second person singular

I say it well

- Good evening.
- How are you?
- Fine, thanks, and you?

I put it all together

- You meet your classmate for the first time.
- You have a conversation.
- Greet your classmate.
- Respond to her/his greeting.

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UNIT 1

AT SCHOOL

Lesson 2

In the classroom

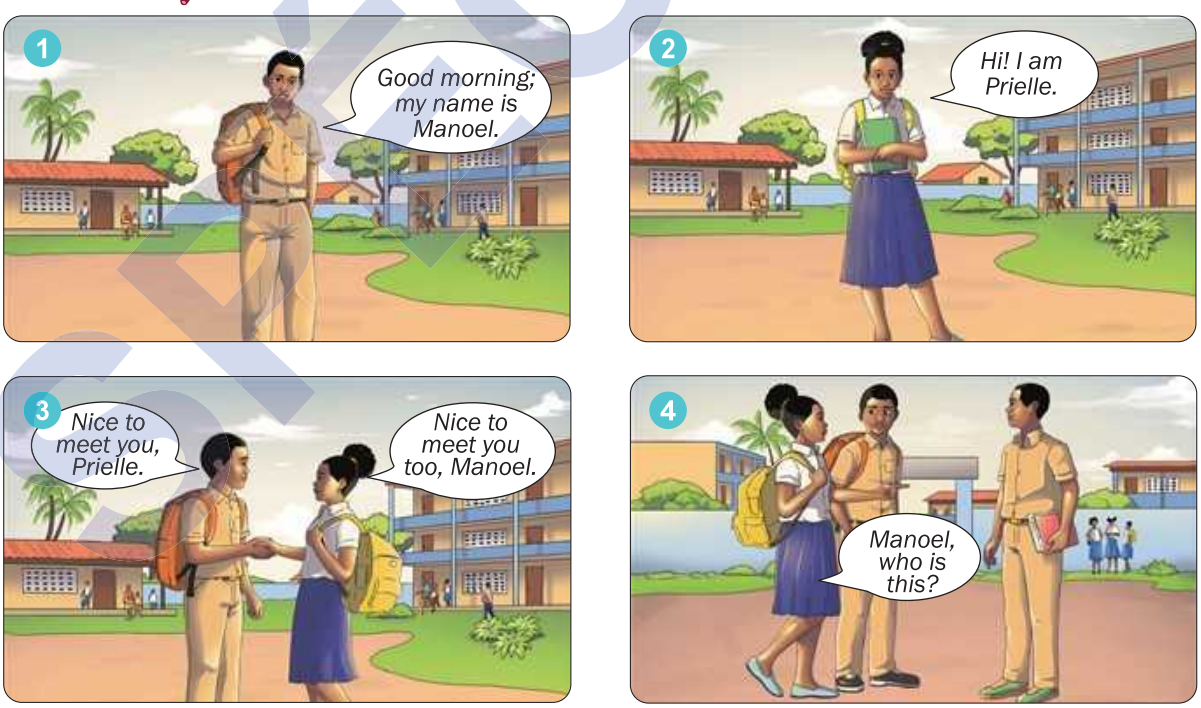
Learning Context: *At break, you and your classmates meet other friends from another class. You introduce yourself and your classmates to the other group.*

Key to this lesson

- Vocabulary related to self and peer introductions
- Asking and answering questions about people
- Counting from 1 to 20



I OBSERVE



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I can count from 1 to 20

1 - One	6 - Six	11 - Eleven	16 - Sixteen
2 - Two	7 - Seven	12 - Twelve	17 - Seventeen
3 - Three	8 - Eight	13 - Thirteen	18 - Eighteen
4 - Four	9 - Nine	14 - Fourteen	19 - Nineteen
5 - Five	10 - Ten	15 - Fifteen	20 - Twenty

I LISTEN

A **Dialogue 1: Listen and Repeat.**

Manoel: Good morning ; my name is Manoel.
Prielle: Hi! I am Prielle.
Manoel: Nice to meet you, Prielle.
Prielle: Nice to meet you too, Manoel.
Manoel: Where are you from, Prielle?
Prielle: I am from San-Pédro, and you?
Manoel: I am from Djébonoua.

B **Dialogue 2: Listen and Repeat.**

Prielle: Who is this boy?
Manoel: He is John; he is from Accra.
Prielle: Nice to meet you, John. I am from Djebonoua.
John: Nice to meet you too, Prielle. Here is Thomas.
Prielle: Glad to meet you, Thomas.
Thomas: Glad to meet you too, Prielle.

I SPEAK

A **I listen and repeat.**

- Who is this?
- This is/Here is ...
- Nice to meet you/Glad to meet you....
- Nice to meet you too.
- Where are you from?
- I am from...

B **I practise with my partner.**

- Practise dialogue 1 with your partner.
- Practise dialogue 2 with your partners.

- Introduce yourself.
- Ask questions about your partners.
- Introduce your partners.
- Respond to your partner.
- Say where you are from.

SPECIMEN

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I READ

A **Practise reading aloud Dialogue 1 with your partner.**

B **Practise reading aloud dialogue 2 with your partner.**

C **Read the conversation.**

Yéo: Where are you from, Elia?
Elia: I am from Bonon, and you?
Yéo: I am from Odienné.
Elia: Who is this boy?
Yéo: He is John; he is from Accra.
Elia: Nice to meet you, John.
John: Nice to meet you too, Elia.

D **Are the sentences below true (T) or false (F).**

1. Prielle is from Accra.
2. Manoel is from Djebonoua.
3. John is from Bonoua.
4. Yéo is from odienné.

I WRITE

A **Complete.**

A. Good morning; my ..... is Moussa.
B. ....., I am Vanessa.
A. Nice to ..... you, Vanessa.
B. Glad to meet you ...., Moussa.
A. ..... are you from, Vanessa?
B. ..... am from Dimbokro.
A. ..... is this?
B. .....is Thomas.

B **Listen and write in letters the numbers you hear.**
Example : a- five.

a) ..... b)..... c)..... d) ..... e) ..... f) .....
g) ..... h) ..... i) ..... j) ..... k) ..... l) .....
m) ..... n) ..... o) ..... p) ..... q) .....

C **Put it in the correct order.**

1. to/meet/Nice/you
2. from/Daloa/am/I
3. are/from/you/Where/?
4. is/Who/this/ ?
5. to/you/too/meet/Nice

Grammar Focus

To be

Third person singular

He is	He's
She is	She's

Subject pronouns

You: second person singular
He/she: third person singular

Relative pronoun

Who

I say it well

- Hi!
- Here is...
- Nice to meet you.
- Where are you from?
- Who is this?

I put it all together

At break, you and some classmates meet other friends from another class.
Greet the friends of the other class.
Introduce your classmates to the friends of the other class.

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UNIT 1

AT SCHOOL

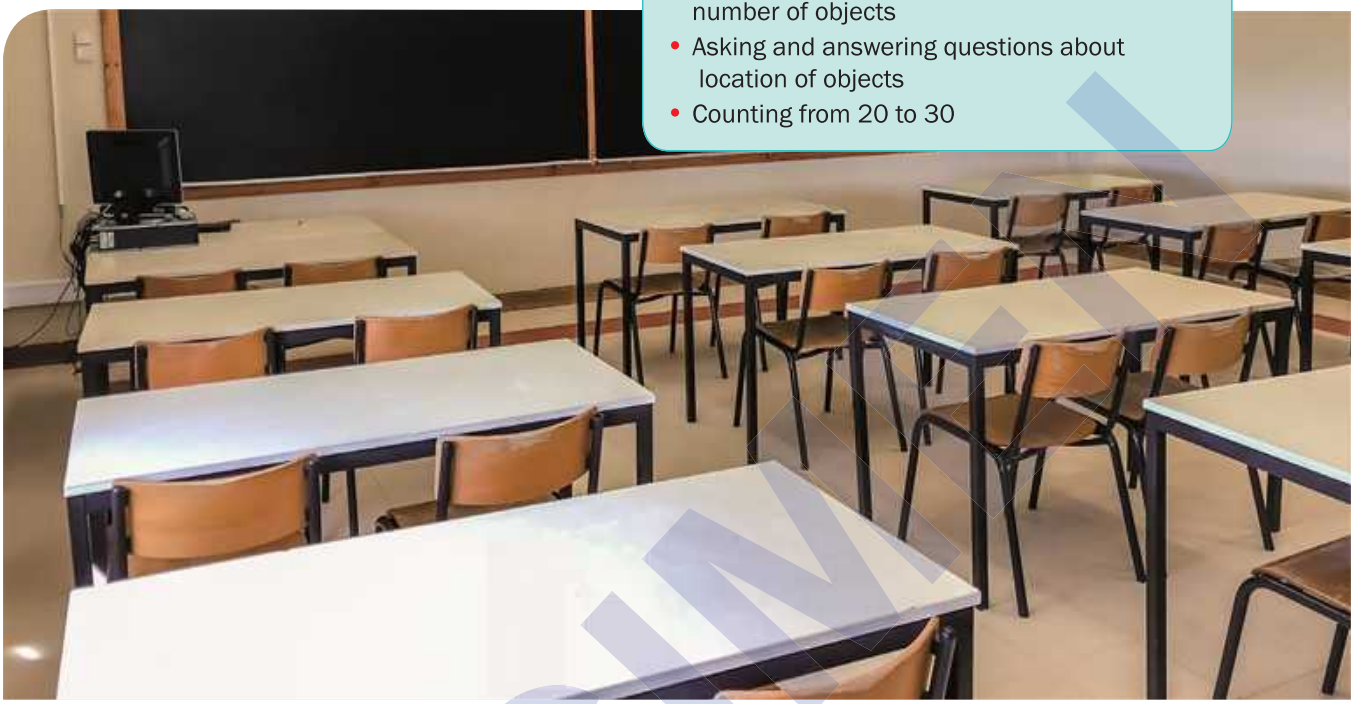
Lesson 3

How many pens have you got?

Learning Context: *In the English class, the students are talking about the objects of their classroom to get familiar with their names and their numbers.*

Key to this lesson

- Vocabulary related to classroom objects
- Asking and answering questions about number of objects
- Asking and answering questions about location of objects
- Counting from 20 to 30



I OBSERVE

1



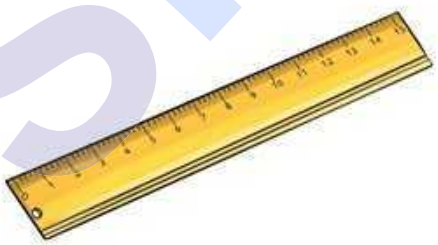
a school bag

2



a book

3



a ruler

4



a window

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5



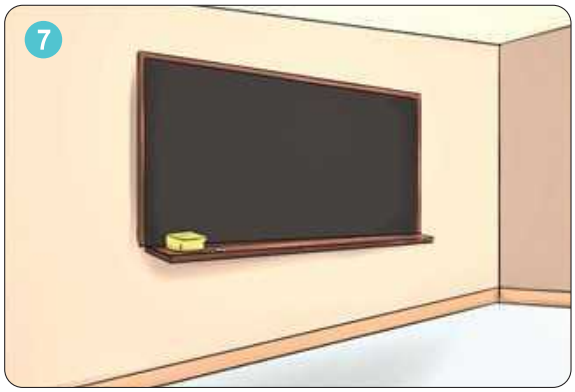
a chair

6



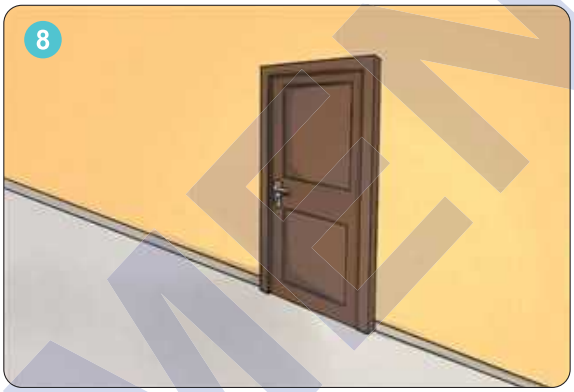
a pen

7



a board

8



a door

I can count from 20 to 30

20 - **Twenty**	24 - Twenty-**four**	28 - Twenty-**eight**
21 - Twenty-**one**	25 - Twenty-**five**	29 - Twenty-**nine**
22 - Twenty-**two**	26 - Twenty-**six**	30 - **Thirty**
23 - Twenty-**three**	27 - Twenty-**seven**	

I LISTEN

A **Dialogue 1: Listen and Repeat.**

Akou: Hi, Fatim, welcome to my classroom!
Fatim: Thank you. Hey; there are only four windows in your classroom!
Akou: Yes. How many windows are there in your classroom?
Fatim: There are eight windows.
Akou: Eight windows! Really?

B **Dialogue 2: Listen and Repeat.**

Akou: How many books have you got in your school bag, Fatim?
Fatim: I've got three books. And you, how many books have you got?
Akou: I've got five books.
Fatim: Where is your bag?
Akou: It is under the table.

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I SPEAK

A **I listen and repeat.**

- A: How many windows are there? B: There are eight windows.
- A: How many doors are there? B: There is one door.
- A: Have you got a pencil? B: No, I haven't; I've got pens.
- A: Where are your pens? B: They are in my school bag.

B **I practise with my partner.**

Ask and answer questions about
- the objects of your classroom;
- the objects you have;
- where some classroom objects are.

I READ

A **Practise reading aloud Dialogue 1 with your partner.**

B **Practise reading aloud dialogue 2 with your partner.**

C **Read the following words aloud.**

school bag ruler book eraser chair board door
pen how many there is there are bags books

I WRITE

A **Complete the following dialogue between Yvan and Annick.**

Annick: How many pens have you got, Yvan?

Yvan: I.....two pens.

Annick: Please, give me one; there.....no pen in my school bag.

Yvan: I'm sorry. There.....two pens in my bag, but there .....only one blue pen.

Annick: ..... is your ruler?

Yvan: Look, it is ..... the table.

B **I Listen and write.**

C **Reorder the words from each list to obtain meaningful sentences.**

1. got/pen/have/I/one
2. in/doors/are/classroom/There/ two/ the
3. many/there/books/How/are/bag / your/in/?
4. English/have/We/today/got

D **Write the following numbers in letters like in the example.**

Example: 21- twenty-one

21..... 26.....
22..... 27.....
23..... 28.....
24..... 29.....
25..... 30.....

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Grammar Focus

To have first and second person singular

I have (got), You have (got)

How many .....?

There are ...../There is.....

Where is .....?/Where are....?

It's/They're on/in/under/behind .....

I say it well

/ **s** / books

/ **z** / doors, rulers, bags, pens, windows

3. three 13. thirteen 23. twenty-three 30. thirty

I put it all together

You meet a student of another class at the English club. Exchange information about the objects of your classrooms and the objects you have.

- Introduce yourselves.
- Say what classes you are in.
- Ask and answer questions about the objects of your classrooms and their numbers.
- Talk about the objects you have.

Communication activity

You meet a classmate for the first time.

- Introduce yourselves.
- Ask and answer questions about your school things: eg. How many books have you got?
- Say "good bye".

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CHECK 1

1 **Observe the time and write the correct greeting.**

a. 7 am : .....

b. 3 pm : ...Good afternoon.....

c. 7pm : .....

d. 10 pm : .....

2 **Match the greetings or questions with the correct answer.**

A	B
a. Good evening	1. Good-bye
b. What's your name?	2. Fine, thanks.
c. How are you?	3. You're welcome
d. Thank you	4.Good evening
e. Good-bye	5. Jack Ackmel

3 **Put in the correct order.**

1. name/Manoel/is/My
2. Daoukro/am/I/from
3. you/are/Where/from?

4 **Complete the dialogue.**

A : Good morning; .....Koné.
B : .....,I am Winner.
A : ....., Winner.
B : ....., Koné.
A : ....., Koné?
B : .....Zuénoula.

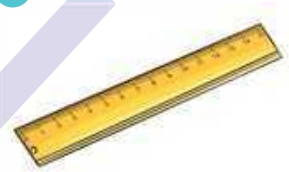
5 **Find the missing letters in the following words to get names of classroom objects. Example : 1. PEN.**

1. -- -- N
2. R -- -- E --
3. B -- -- K
4. -- -- AR --
5. -- O -- --
6. C -- -- -- R
7. -- I -- D -- W
8. S -- -- O -- L -- A --

6 **Observe these pictures about classroom objects. Then complete the sentences related to them with "*there is*" or "*there are*".**

1 

..... four books; ....no ruler.

2 

.... one ruler; ...no books.

3 

...seven pens and ...two pencils.

4 

.....five rulers and .....one school bag.

5 

....three chairs and.....one table.

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Games and Song

THE GREETING SONG

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

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

MY NAME SONG

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

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

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

SCHOOL SUPPLIES SONG

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



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

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

DAY – NOON – AFTERNOON
NIGHT – MORNING – EVENING

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

SPECIMEN

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UNIT 2

AT HOME

Lesson 1

This is my family

Learning Context: *It's the beginning of the school year. You and your classmate ask each other questions about your family members.*

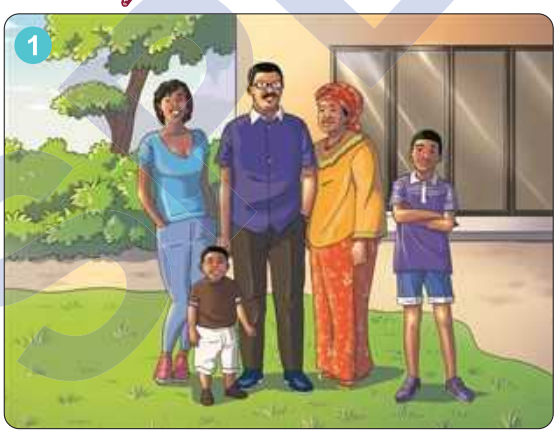
Key to this lesson

- Vocabulary related to family relations
- Asking and responding to questions with 'to have' in the present simple
- Pronouncing key words
- Asking and answering questions with correct intonation
- Counting from 30 to 40



I OBSERVE

A



I'm Armel Gnagne.
This is my family.



This is my father. His name is Gregoire Gnagne.
And this is my mother. Her name is Elisabeth Ackmel Gnagne.

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3 

This is Rock Gnagne.
He is my brother.

4 

This is Kate Gnagne,
she is my sister.

5 

I'm Mr and Mrs Gnagne's son.

6 

I'm Mr and Mrs Gnagne's daugther.

7 

We are Mr and Mrs Gnagne's children.

8 

Mr and Mrs Gnagne are our parents.

Numbers: From 30 to 40

30 - Thirty	34 - Thirty-four	38 - Thirty-eight
31 - Thirty-one	35 - Thirty-five	39 - Thirty-nine
32 - Thirty-two	36 - Thirty-six	40 - Forty
33 - Thirty-three	37 - Thirty-seven	

SPECIMEN

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B **Say who they are.**

- Example : Picture 1.

A: Who is this?
B: It's the father.











I LISTEN

A **Dialogue 1: Listen and Repeat.**

Armel: Hi, Mefou, how are you today?
Mefou: Pretty good, and you?
Armel: Quite fine. Tell me, do you have a large family?
Mefou: We are four: Mum, dad, my sister and me.
And you, how many people are there in your family?
Armel: We are three: Mum, Dad and me.

B **Dialogue 2 : Listen and Repeat.**

A: Have you got a sister and a brother?
B: Yes, I have. My brother's name is Herman Koffi, and my sister's name is Alice Koffi.
And you, have you got brothers and sisters?
A: No, I haven't.
B: I see.

SPECIMEN

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I SPEAK

A **I listen and repeat.**

- **A:** Do you have many people in your family? **B:** Yes, I do/ No, I don't....
- **A:** Does Alice have a brother and sister? **B:** Yes, she does/ No, she doesn't.
- **A:** How are you? **B:** Fine, thank you/ thanks.
- **A:** Have you got brothers and sisters? **B:** Yes, I have/ No, I haven't.

B **I practise with my partner.**

Ask and answer questions about your family members.

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

I READ

Read the text and complete the sentences with **parents - son - daughter - children - sister - brother.**

Assita has a small family. Her father's name is Bamba Issouf. Her mother's name is Awa Bamba. She has got a brother and a sister. Her brother's name is Amhed Bamba, and her sister's name is Fatou Bamba.

1. Assita is Mr and Mrs Bamba's ....
2. Mrs Bamba is Ahmed and Fatou's ....
3. Amhed is Mr and Mrs Bamba's ....
4. Amhed is Fatou's ....
5. Fatou is Amhed's ....
6. Ahmed and Fatou are Mr and Mrs Bamba's ....

I WRITE

A **Write your answer for each question about the text.**

1. Does Assita have a small family?
2. What is Mr Bamba to Assita?
3. Who is Assita's mother?
4. Does Assita have a brother?
5. Has Assita got a sister?

B **I Listen and write.**
Listen to the audio and answer the questions.

C **Build your family tree. Write the names of each member of your family.**

D **Put in the correct order.**

- got/small/has/family/a/Anna
- brother/you/Do/have/a/?
- father's/What's/name/ your/?
- Awa/to/What/is/Fofana/?
- Fatou/Ahmed's/sister/is
- people/are/How many/there/ family/your/in/?

SPECIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 20 12/01/2023 18:14

Grammar Focus

Present simple of 'have'

- Do you have a large family? Yes, I do/ No, I don't.
- Does Anna have an uncle? Yes, she does/ No, she doesn't.

Possessive adjectives

his: third person singular (male)
her: third person singular (female)
our: first person plural

Possessive case

My father'**s** name is Bamba.
Yao'**s** sister is Anna.

Family relation questions and answers

- What is Assita to Mrs Bamba? She's Mrs Bamba's daughter.
- Who is Assita's mother? Mrs Bamba is.

I say it well

Pronunciation of /s/ in possessive

- Anna'**s** father, John'**s** brother: /z/
- Kate'**s** sister: /s/
- Joyce'**s** brother: /iz/

I put it all together

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

- Greet each other.
- Ask and answer questions about your family members.

SPÉCIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 21 12/01/2023 18:14

UNIT 2

AT HOME

Lesson 2

My house

Learning Context: *A friend from your class comes to visit you at home. You take him round to show him the different parts of your house.*

Key to this lesson

- Vocabulary related to the rooms, the furniture and household appliances
- Describing a house
- Counting from 40 to 50



I OBSERVE



a house



a living-room

SPECIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 22 12/01/2023 18:14



a dining-room



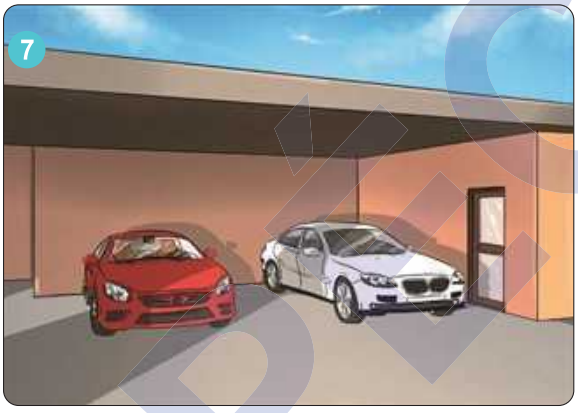
a bathroom



a kitchen



a bedroom



a garage



a garden

Numbers: From Forty to Fifty

40 - Forty	43 - Forty-three	46 - Forty-six	49 - Forty-nine
41 - Forty-one	44 - Forty-four	47 - Forty-seven	50 - Fifty
42 - Forty-two	45 - Forty-five	48 - Forty-eight	

SPECIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 23 12/01/2023 18:15

I LISTEN

A **Dialogue 1: Listen and Repeat.**

Yan: Welcome to my house.
Yvan: Thank you.
Yan: This is the living room. There is a sofa; and a TV set on a table.
Yvan: How many bedrooms are there in your house?
Yan: Two; one is for my parents and one for me.
Yvan: What room is this?
Yan: This is the kitchen; There is a cooker, a fridge, and plates in it.

B **Dialogue 2: Listen and Repeat.**

A: Oh ! This is a big room. I like the table and the four chairs.
B: It is the dining room; and there is the bathroom.
A: Come with me; This is the garage; and there is the garden.
B: Your house is very nice; I like it.
A: Thank you.

I SPEAK

A **I listen and repeat.**

- A: What room is this? B: It's the living room.
- living room/bathroom/dining room/kitchen/ garage/garden/bedroom.
- A: How many bedrooms are there? B: There are...
- A: Where is the fridge? B: It's ....

B **I practise with my partner.**

- Ask and answer questions about your house.
- Give the number of rooms /tables/chairs.
- Say where the fridge/the TV set/the beds are.

I READ

A **Practise reading aloud Dialogue 1 with your partner.**

B **Practise reading aloud dialogue 2 with your partner.**

C **Read the following words aloud.**

house/living room/sofa/TV set/ bedroom/kitchen/cooker/fridge/plates/ chairs/dining room/bathroom/garage/ garden/how many.

D **Read the dialogue and answer the questions.**

Moayé: Welcome to my house.
Zokou: Thank you.
Moayé: This is the living room. There is a sofa; and a TV set on a table.
Zokou: How many bedrooms are there in your house?
Moayé: Three; one is for my parents, one for me and one for the visitors.
Zokou: What room is this?
Moayé: It's the kitchen; There is a cooker, a fridge and a table.

Questions

1- Where are the sofa and the TV set?
2- Are there four bedrooms in the house?
3- What is there in the kitchen?

SPECIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 24 12/01/2023 18:15

I WRITE

A **Complete with the words in the box.**

bedrooms ; in ; where ;
living room ; there ; fridge

A- ..... is the sofa?

B- It is in the .....

C- How many ..... are there?

D- ..... are three.

E- Where is the .....?

F- It is .... the kitchen.

B **I Listen and write.**

1. This is my house.
2. There are four chairs in the .....
3. The cars are in the .....
4. The fridge is in the .....

C **Listen and write the numbers you hear in letters.**

Example : a)- Forty

a)- Forty b)-..... c)-..... d)-.....

e)-..... f)-..... g)-..... h)-.....

i)-..... j)-..... k)-.....

D **Put in the correct order.**

1. dining room/It/my/is
2. bedroom/there/are/How many/ beds/your/in/?
3. The/is/the/in/fridge/kitchen

Grammar Focus

Preposition	Adjective	Question
in	big beautiful	How many... ? Where... ?

I say it well

- How many rooms are there in your house?
- This is my house
- Kitchen
- Garage
- Bathroom
- Cooker

I put it all together

Your friend comes to visit you at home.
Describe your house to him.
- List the different rooms of the house.
- Say what is in the different rooms.

SPECIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 25 12/01/2023 18:15

UNIT 2

AT HOME

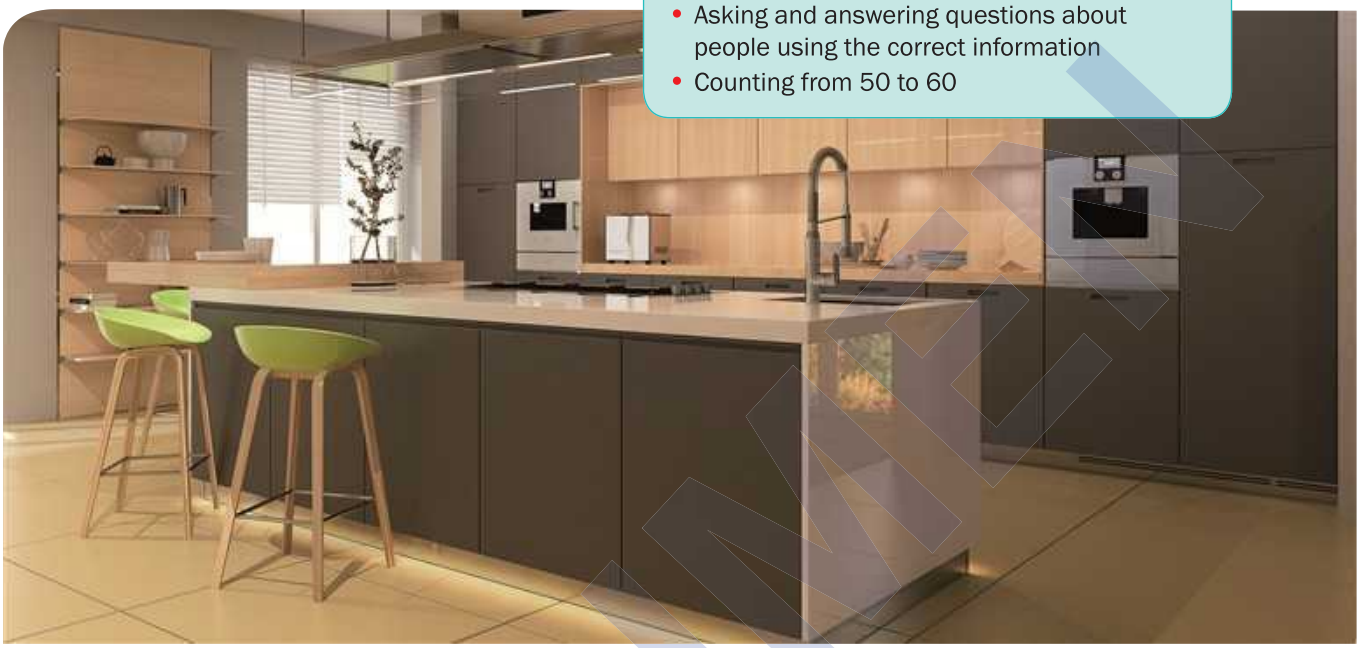
Lesson 3

In The Kitchen

Learning Context: *On visit in the family of your Liberian friend, you are cooking a dish from your country. You ask your friend to give you the cooking tools you need.*

Key to this lesson

- Vocabulary related to kitchen objects
- Inquiring about people
- Describing actions
- Asking and answering questions about people using the correct information
- Counting from 50 to 60



I OBSERVE

1



a cooker

2



a cooking pot

3



a stove

4



a sauce pan

SPECIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 26 12/01/2023 18:15

5 

a frying pan

6 

a knife

7 

a mortar

8 

a fridge

9 

a pestle

10 

to pound

11 

a fork

12 

to cook

13 

a spoon

14 

to fry

15 

a glass

16 

to wash the dishes

SPECIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 27 12/01/2023 18:15

Numbers from 50 to 60

50 - **Fifty**	53 - Fifty-three	56 - Fifty-six	59 - Fifty-nine
51 - Fifty-one	54 - Fifty-four	57 - Fifty-seven	60 - Sixty
52 - Fifty-two	55 - Fifty-five	58 - Fifty-eight	

I LISTEN

A **Dialogue 1: Listen and Repeat.**

Aya: Where is your mother, Cedric?
Cedric: She is in the kitchen.
Aya: What is she doing?
Cedric: She is frying fish.
Aya: And who is pounding there?
Cedric: It's my sister Gertrude.

B **Dialogue 2: Listen and Repeat.**

Aya: Is your mother cooking with a stove?
Cedric: No, she isn't.
Aya: What is she cooking with?
Cedric: She's cooking with a cooker.

I SPEAK

A **I listen and repeat.**

- A: Where is Rosy? B: She is in the living room.
- A: What is she doing? B: She's watching television.
- A: Is Adams in the living room too? B: No, he isn't; he's in the bedroom.

B **I practise with my partner.**

Look at the pictures on pages 26 - 27, then ask and answer questions like in the example.

Example:

A: What is picture 1? B: It's a cooker.
A: Is picture a cooking pot? B: No, it isn't; it's a store.

I READ

A **Practise reading aloud Dialogue 1 with your partner.**

B **Practise reading aloud Dialogue 2 with your partner.**

C **Read the following text and answer the questions related to it.**

There is a big kitchen in Aya's house. She is cooking on a stove. There are many cooking tools in the kitchen. There is one big mortar. There are two cooking pots and four sauce pans too. Aya and her family have got twelve spoons and six forks.

1. Is Aya cooking on a cooker?
2. Where is she cooking?
3. How many mortars are there in Aya's kitchen?
4. How many spoons are there?
5. Find the number of sauce pans.

SPECIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 28 12/01/2023 18:15

I WRITE

A **Reorder the letters from each list to write words related to kitchen like in number 1.**

1. ratmro	**mortar**	4. fyr	.....	7. ockroe	.....
2. finke	.....	5. sonop	.....	8. letpes	.....
3. krof	.....	6. votes	.....	9. slags	.....

B **Listen and write only the names of cooking actions.**

C **Here are answers. Ask the corresponding questions.**

Answer: Patrick is in the kitchen.
Question: .....?
Answer: He is washing the dishes.
Question: .....?

D **Write the following numbers in letters.**

51..... 53..... 55..... 58..... 59..... 60.....

Grammar Focus

Asking and answering questions about where people or things are.
Where is Anna? She is in the kitchen.

Asking and answering questions about what people are doing.
What's Anna doing? She's cooking.

I say it well

/ **s** / books, forks, pots
/ **z** / mortars, pestles, knives, spoons, pans
/ **iz** / glasses, fridges

I put it all together

Prepare and play this dialogue with a partner.

A: You are visiting your Liberian friend and you decide to cook a dish from your country.
Ask your friend to give you the cooking tools you need.

B: You are the Liberian friend. Answer your friends questions and give him/her the cooking tools he/she needs.

SPECIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 29 12/01/2023 18:15

Communication activity

You invite your friend to visit your family.
- Introduce him/her to each member of your family.
- Show him around your house.

CHECK 2

1 **What is your**

- mother's daughter to you? **Sister.**
- mother and father's son to you? .....
- brother to your father?.....
- Who are your parents' children? .....

2 **Awswer the questions.**

a. Do you have a large family? .....

b. How many members have you got in your family? .....

c. What's your father's name? .....

3 **Circle the correct answer.**

A. There is a car in the
a- kitchen b- living room c- garage

B. The fridge is in the
a- kitchen b- bathroom c- garden

C. There is a TV set on
a- the table b- the dining room c- chair

4 **Reorder the letters to find correct words about the house.**

A. ODBMEROS **BEDROOMS**
B. DANGER .....
C. THEKNIC .....
D . ROHTABOM .....

5 **Ask the correct questions.**

a) .....?
There are four (chairs).
b) .....?
It is in the kitchen (the fridge).
c) .....?
It is in the bedroom (the bed).

6 **Write true (T) or false (F) in front of each name of kitchen tool. Correct the wrong names. Example : 1. F → a frying pan**

1 
a spoon

2 
a mortar

3 *a fridge* 

4 
a knife

5 
a sauce pan

6 
a stove

SPECIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 30 12/01/2023 18:15

CHECK 2

7 **Use the correct form of the verbs between parentheses to answer the following questions about what the people are doing.**

Example : 1. Fanta is frying Alloco.

1. What is Fanta doing?
   (to fry Alloco)
2. What is Adou doing?
   (to pound yam)
3. What are Dally and Christina doing ? (to wash the dishes)
4. What is Nomel doing?
   (to clean the fridge)
5. What are Atowla and Anna doing?
   (to eat Attieke)

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.



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_MANUEL 12012023_EXE2.indd 31 12/01/2023 18:15



Where's Alvin Song

Where's Alvin? Where's Alvin?
Where? Where? Where?

He's in the kitchen.
He's in the kitchen, over there.

Where's Erlina? Where's Erlina?
Where? Where? Where?

She's in the bedroom.
She's in the bedroom, over there.

Where's Woody? Where's Woody?
Where? Where? Where?

He's in the bathroom.
He's in the bathroom, over there.

Where's Frosty? Where's Frosty?
Where? Where? Where?

He's in the living room.
He's in the living room, over there.



https://www.youtube.com watch?v=EJ1uN60o6-A&list=PL5P8iXmFvO3EL6ZnCqp9TK6Qk7NdPe0ru&index=14&t=0s

SPECIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 32 12/01/2023 18:15

UNIT 3

TIME AND DATE

Lesson 1

What's the date today?

Learning Context: *To plan your birthday parties, you and your classmates ask and answer questions about the dates of your birthdays.*

Key to this lesson

- Vocabulary related to time and date
- Asking and answering questions about dates
- Numbers: From 60 to 70
- Ordinals
- Pronouncing words related to days and dates
- Asking and answering questions with correct intonation



I OBSERVE

Days of the week

Monday: First (1st) day of the week

Tuesday: Second (2nd) day of the week

Wednesday: Third (3rd) day of the week

Thursday: Fourth (4th) day of the week

Friday: Fifth (5th) day of the week

Saturday: Sixth (6th) day of the week

Sunday: Seventh (7th) day of the week

Months of the year

January (1st month)
February (2nd month)
March (3rd month)
April (4th month)
May (5th month)
June (6th month)
July (7th month)
August (8th month)
September (9th month)
October (10th month)
November (11th month)
December (12th month)

Numbers: From 60 to 70

60: Sixty
61: Sixty-one
62: Sixty-two
63: Sixty-three
64: Sixty-four
65: Sixty-five
66: Sixty-six
67: Sixty-seven
68: Sixty-eight
69: Sixty-nine
70: Seventy

SPECIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 33 12/01/2023 18:15











I LISTEN

A **Dialogue 1: Listen and Repeat.**

Anna: Excuse me, what day is today?
Mel: Ehmm, today is Friday, I think.
Anna: Oh yes, thank you so much!
Mel: You're welcome!

B **Dialogue 2: Listen and Repeat.**

A: Hi, what's the date today, please?
B: I think today is Thursday, the second of March, 2023.
A: Wow, it's my birthday!
B: Oh, really? Great!
A: Thank you. When is your birthday?
B: The second of May.
A: Fabulous!

SPECIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 34 12/01/2023 18:15

I SPEAK

A **I listen and repeat.**

- A: What day is today ? B: Today's....
- A: What week of the month is this? B: It's the second week.
- A: What's the date today? B: Today's .....
- A: Which month of the year is March? B: It's the third month.
- A: Which day of the week is Monday? B: It's the first day.
- A: How many days are there in the week? B: There are seven.

B **I practise with my partner.**

Ask and answer questions like in A.

I READ

A **Practise reading aloud Dialogue 1 with your partner.**

B **Practise reading aloud Dialogue 2 with your partner.**

C **Read the following text and answer the questions in I write A.**

There are seven days in the week, and there are twelve months in the year. We have class from Monday to Friday. We don't have class on Saturdays and Sundays.

I WRITE

A **Answer the following questions.**

1. How many days are there in the week? .....
2. How many months are there in the year? .....
3. When do you have class in the week? .....

B **I listen and I write.**

a) Listen to the audio and write your answers.

b) Listen and write in figures the number you hear.

C **Put in the correct order to find days or months.**

1. ARRYBUFE .....
2. UTHSRADY .....
3. SEDYTAU .....
4. ERSETPMBE .....
5. DRIFAY .....
6. GAUTUS .....
7. MARCH .....

SPECIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 35 12/01/2023 18:15

Grammar Focus

Asking and answering questions about days and dates.

What day is today? Today's Wednesday.
What's the date today? Today's Wednesday, February 3rd, 2021
Read it: Tuesday, the third of February, two thousand twenty

Ordinals.

First (1st)	Second (2nd)	Third (3rd)
Fourth (4th)	Fifth (5th)	Sixth (6th)
Seventh (7th)	Eighth (8th)	Ninth (9th)
Tenth (10th)	Eleventh (11th)	

I say it well

- What day is today?
- What's the date today?
- What's the second day of the week?
- How many days are there in July?

I put it all together

To participate in their birthday parties, your classmates ask and answer questions about their birthdays.

- Greet each other.
- Ask your partner the date of his/her birthday.
- Take notes of your partner's answer and report it to the class.

SPÉCIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 36 12/01/2023 18:15

UNIT 3

TIME AND DATE

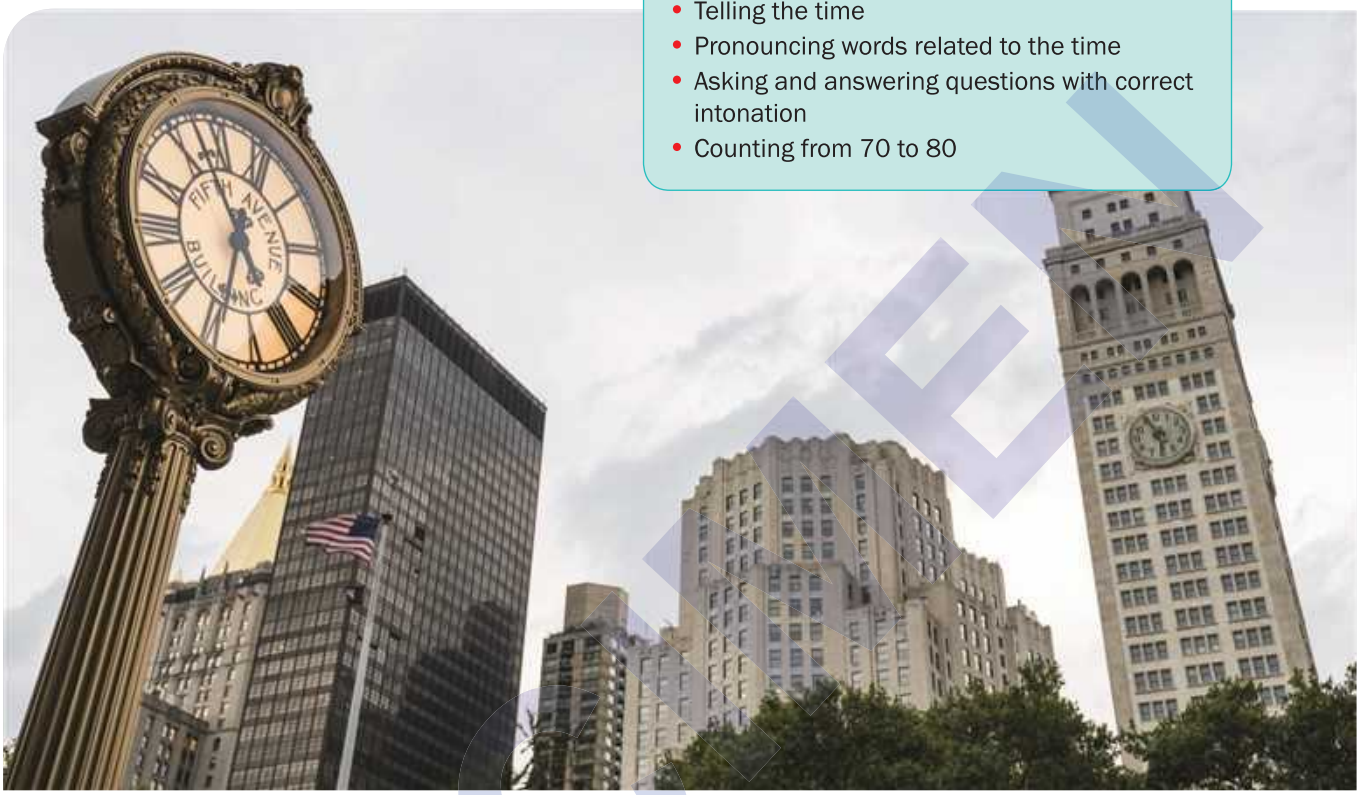
Lesson 2

What's the time?

Learning Context: *To write about your activities at school, you learn how to say and write the time.*

Key to this lesson

- Vocabulary related to time
- Asking and answering questions about the time
- Telling the time
- Pronouncing words related to the time
- Asking and answering questions with correct intonation
- Counting from 70 to 80



I OBSERVE

1 

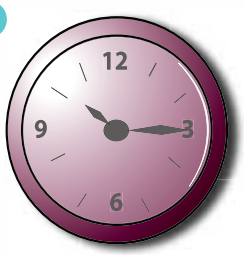
a clock

2 

a watch

3 

12 o'clock

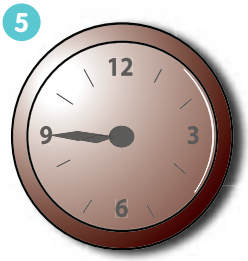
4 

"a quarter past 10"

SPECIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 37 12/01/2023 18:15

5



"a quarter to nine"

6



7



8



Six twenty-five a.m

9



Twenty twenty

10



Midday

11



Midnight

Numbers: From Seventy to Eighty

70 - Seventy	73 - Seventy-three	76 - Seventy-six	79 - Seventy-nine
71 - Seventy-one	74 - Seventy-four	77 - Seventy-seven	80 - Eighty
72 - Seventy-two	75 - Seventy-five	78 - Seventy-eight	

I LISTEN

A **Dialogue 1: Listen and Repeat.**

Mel: Hello ! What time is it?
Sita: It's twelve o'clock.
Mel: Ok, thanks!
Sita: You're welcome!

B **Dialogue 2: Listen and Repeat.**

A: What's the time?
B: It's quarter past ten.
A: Thank you! It's time for English.
B: You're welcome!
A: What is the time for Maths?
B: Ten twenty.

I SPEAK

A **I listen and repeat.**

- **A:** What's the time?
- **A:** What time is it?
- **A:** What's the time?
- **A:** What's the time?
- **A:** Is it ten o'clock?
- **A:** Is it twenty-five past eight?

B: It's half past ten.
B: It's quarter to ten.
B: It's midday /It's midnight.
B: It's ten twenty-nine.
B: Yes, it is.
B: No, it isn't. It's ten past ten.

B **I practise with my partner.**

- Ask and answer questions like in A.

SPÉCIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 38 12/01/2023 18:15

I READ

A Practise reading aloud Dialogue 1 with your partner.

B Practise reading aloud Dialogue 2 with your partner.

C Read aloud.

What's the time? It's quarter past ten. It's half past five. It's quarter to eleven.
What time is it? It's five past five. It's nine to nine. It's two to two.
Is it one o'clock or half past three? It's one o'clock. It's ten twenty-five.
Seventy Seventy-eight Seventy-two Seventy-seven Eighty.

I WRITE

A Write the time.

1



.....

2



.....

3



.....

4



.....

5



.....

6



.....

SPÉCIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 39 12/01/2023 18:15

B **Listen and write the numbers you hear in letters.**

Example : a)- Seventy-five

a) - Seventy-five b) - ..... c) - .....

d) - ..... e) -..... f) -..... g) -.....

h) - ..... i) - ..... j) -..... k) -.....

C **Put the letters in the correct order to express time.**

1. RATRUEQ .....
2. FHAL .....
3. LOCKOC .....
4. MTEI .....
5. SAPT .....

Grammar Focus

Asking and answering questions about the time.

What's the time? It's nine to two.
What is the time? It's half past ten.
What time is it? It's twelve o'clock.

I say it well

- What's the time?
- What time is it?
- It's half past ten.
- It's five o'clock.
- It's quarter to two.
- It's ten twenty.

I put it all together

Your friend from Ghana wants to know what time you have French, Maths and English at school.
- Write the days you have Maths, French and English.
- Write the times you have these subjects.

SPECIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 40 12/01/2023 18:15

UNIT 3

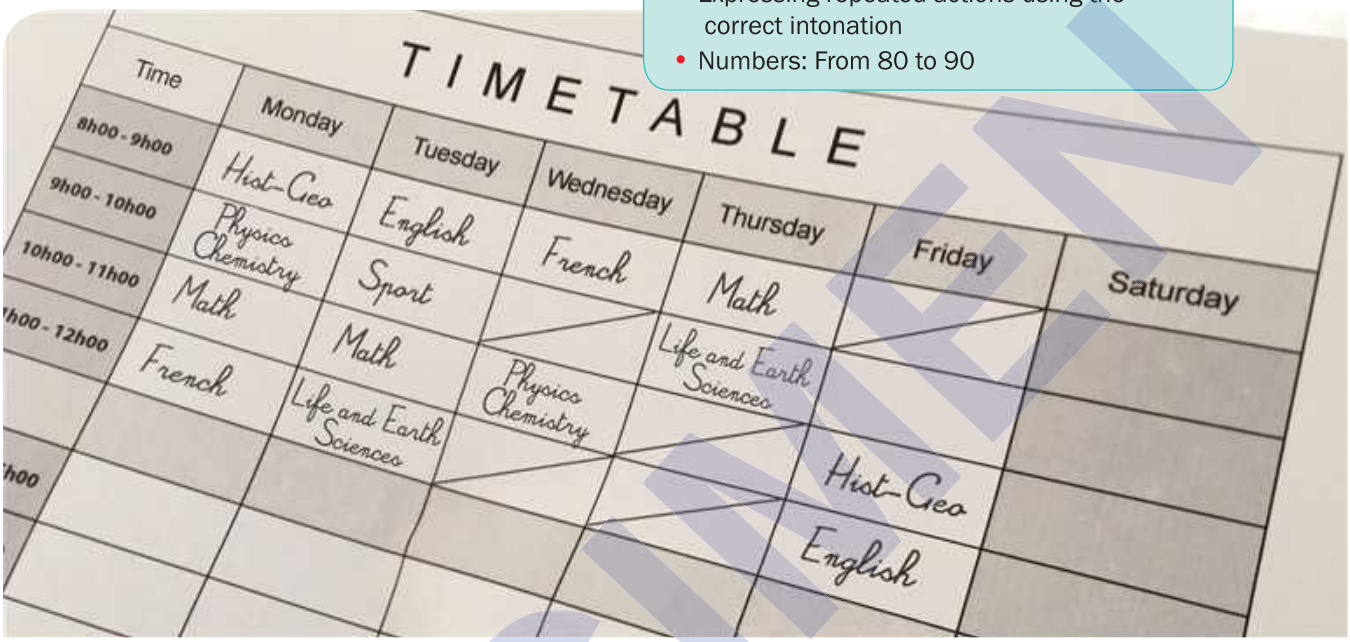
TIME AND DATE

Lesson 3 The Timetable

Learning Context: *The students of 6eme 5 of Lycée municipal Abobo are writing to their Ghanaian penfriends to inform them about their timetable.*

Key to this lesson

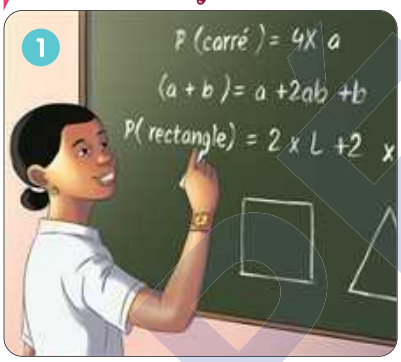
- Vocabulary related to school subjects
- asking and answering questions about schedules and school subjects
- Prepositions of time
- Expressing repeated actions using the correct intonation
- Numbers: From 80 to 90



TIMETABLE

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8h00 - 9h00	Hist-Geo	English	French	Math		
9h00 - 10h00	Physics Chemistry	Sport		Life and Earth Sciences		
10h00 - 11h00	Math	Math	Physics Chemistry		Hist-Geo	
h00 - 12h00	French	Life and Earth Sciences			English	
h00						

I OBSERVE



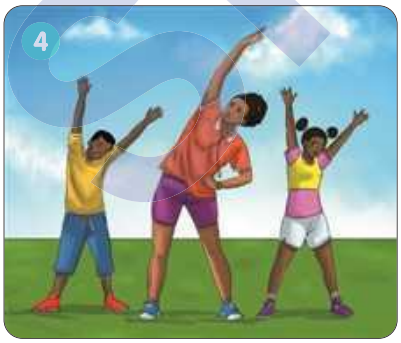
Mathematics



Geography



History



Physical education



Physics and chemistry



Biology

SPECIMEN

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Music



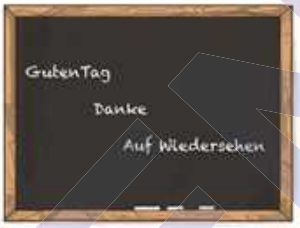
Arts



English



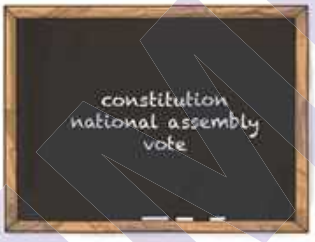
French



German



Spanish



Civics

Counting from 80 to 90

80 - Eighty	83 - Eighty-three	86 - Eighty-six	89 - Eighty-nine
81 - Eighty-one	84 - Eighty-four	87 - Eighty-seven	**90 - Ninety**
82 - Eighty-two	85 - Eighty-five	88 - Eighty-eight	

I LISTEN

A **Dialogue 1: Listen and Repeat.**

Opoku: How many subjects do you study at school?
Cedric: I study 13 subjects.
Opoku: What do you have every Monday?
Cedric: I have English, Mathematics, and French.

B **Dialogue 2: Listen and Repeat.**

Opoku: Do you have English on Wednesdays ?
Cedric: No, I don't; on Wednesdays, I have Physical education, Civics, and Biology.
Opoku: What do you have every Thursday?
Cedric: Music.
Opoku: Does Rosy have Music too?
Cedric: Yes, she does.

SPECIMEN

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I SPEAK

A **I listen and repeat.**

A: How many subjects do you study in your school?
B: I study 20 subjects.
A: Wow, 20 subjects! Really?
B: Absolutely.

B **I practise with my partner.**

- Ask and answer questions about
- your schedule;
- your school subjects.

I READ

A **Practise reading aloud Dialogue 1 with your partner.**

B **Practise reading aloud Dialogue 2 with your partner.**

B **Read the following text and answer the questions related to it.**

My name is Dally and I go to school in College Moderne Gabiadji. I study 10 subjects. Every Monday, I have History, Physics and Biology in the morning. In the afternoon, I have Mathematics and English. On Tuesdays, I have French and Music. Every Wednesday morning, I have Physical education. I don't have class in the afternoon.

Questions

1. Where does Dally go to school?
2. How many subjects does he study?
3. What subjects does he have every Monday morning?
4. Does Dally have class on Wednesday afternoon?

I WRITE

A **The following affirmations are about the pictures. Write True (T) for true or False (F) for false like in the example. Then write the correct answer.**

Example : 1. F Number one is French.

Affirmations

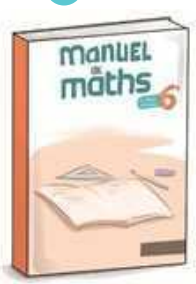
- Number 1 is Physics.
- Number 2 is Maths.
- Number 3 is Physics.
- Number 4 Spanish.
- Number 5 is History.
- Number 6 is English
- Number 7 is Biology.
- Number 8 is Civics.

1



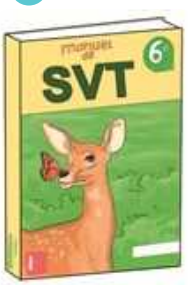
French

2



Maths

3



Physics

4



Spanish

SPECIMEN

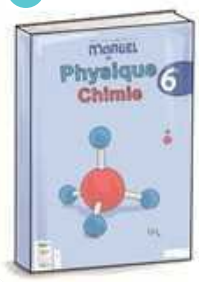
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5 

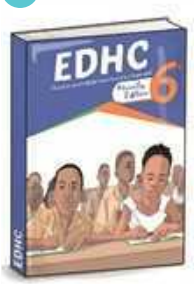
History

6 

English

7 

Biology

8 

Civics

B **Listen and write only the names of school subjects.**

C **Write the questions in this dialogue between Alice and Peter.**

Alice: .....
Peter: My favourite subject is Physical education.
Alice: .....
Peter: On Mondays? I have German and Biology.

D **Write in letters the missing numbers.**

Eighty...(1)..., ...(2)....., eighty-four,...(3)... eighty-six, eighty-seven, ...(4)..... eighty-nine, ...(5).....

Grammar Focus

Describing repeated actions.
What subject do you have on Mondays?
I have Physics, English and Mathematics.
How many subjects do you study?
I study thirteen subjects.

Every Monday
On Mondays
At 10 o'clock

I say it well

History
Mathematics
Eighteen / Eighty
Nineteen / ninety

- Do you have English on Mondays?
- Yes, I do, or No, I don't.

I put it all together

Write to your Ghanaian friend to share information about your school timetable.
- Say where you go to school.
- Say how many subjects you study.
- Give the day and period of each subject.

SPECIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 44 12/01/2023 18:16

Communication activity

You have recently received some information from *Facebook*, about the timetable of Kwessy, your Ghanaian pen friend. Share information about your timetable with Kwessy and all your *Facebook* friends who speak English.

- Say where you go to school.
- Indicate the number of subjects you study.
- Say what your favorite subjects are and the days you have them.

CHECK 3

1 **Write the following days or months in order.**

Example: 1. JANUARY

1. AUJNAYR
2. PARLI
3. AYDOMN
4. TOBOERC
5. URSTHDYA

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

Example: 1. Today is Monday.

1. Monday/Today/is
2. day/What's/the/today/?
3. seven / There/ days/ in/ are/week/the
4. months/How many/there/ are/ a/in/year/?
5. date/the/today/What's/?

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

1. How many days are there in a week?
2. How many months are there in a year?
3. What's the third day of the week?
4. What's the tenth month of the year?
5. What's the day today?

4 **Reorder the words to write a correct sentence.**

1- is/it/What/time/?
2- it/Is/o'clock/ten/?
3- the/is/time/What/?
4 eleven/It's/past/quarter/?
5- class/English/time/What/the/is/?

5 **Write the time in letters.**

1. 12:00
2. 18:30
3. 07:15
4. 10:45
5. 08:45
6. 24:00

6 **Write in letters.**

1. 72 = ...
2. 54 = ...
3. 66 = ...
4. 78 = ...
5. 41 = Forty-one

7 **Ask correct questions on two details of the text below.**

Text: Diop goes to school in Senegal. He studies ten subjects. His favorite subjects are Mathematics and Geography.

Details: 1. Diop studies ten subjects.
2. His favorite subjects are Mathematics and Geography.

SPECIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 45 12/01/2023 18:16

CHECK 3

8 **Complete this text about students' timetables with informations from the table. Write your answers like in the example. Example: 1. Physics**

Students	Monday	Tuesday	Wednesday	Thursday	Friday
Adama	Physics	English		French	Arts
Barbara	Science		History	English	
Anderson	French	Mathematics		Civics	English
Rita	Civics	Mathematics	Physics	Physical Education	

Rita, Adama, Barbara, and Anderson are students in Lycée Moderne Bouna but they don't have the same timetables. Adama has (1)..... on Monday. On Friday, he has (2)..... . Rita and Anderson have (3)..... On Tuesday. As for Barbara, she has (4)..... on Wednesday and (5)..... on Thursday. On Monday, she has (6)..... Rita has (7)..... on Thursday.

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



The months of the year

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

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

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

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

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UNIT 4

JOBS AND OCCUPATIONS

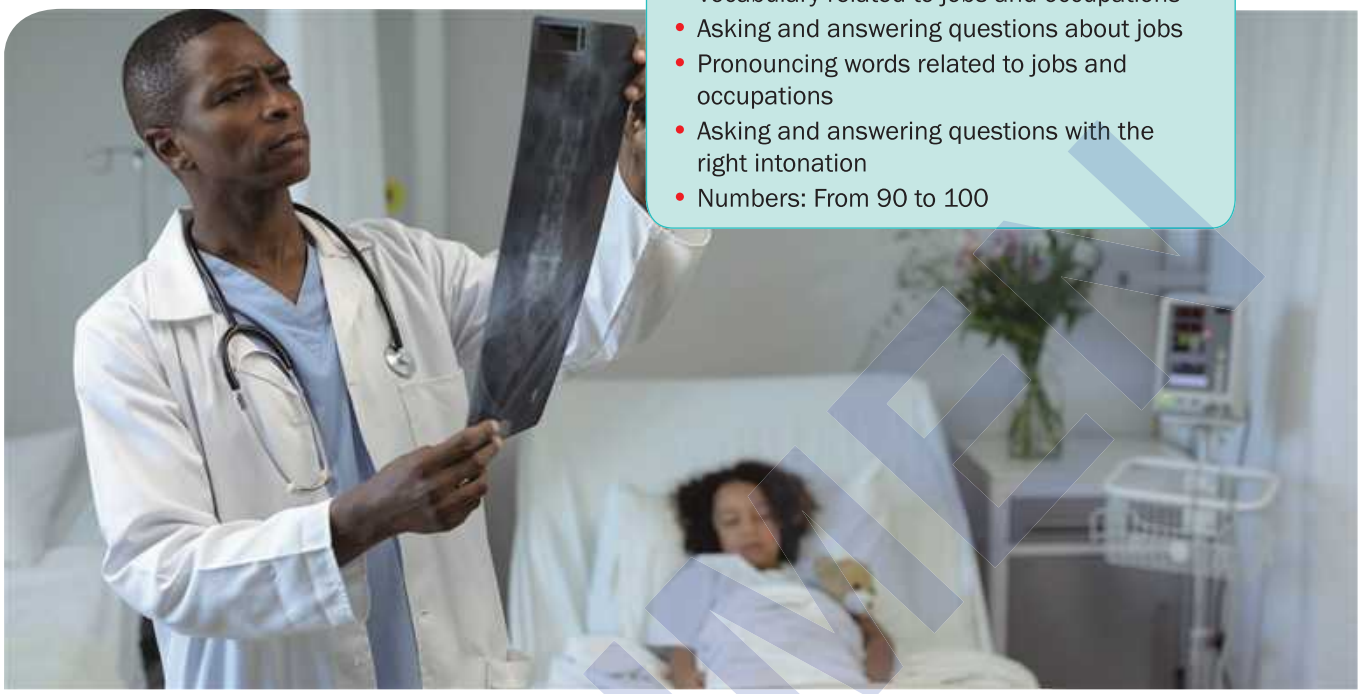
Lesson 1

What do your parents do?

Learning Context: *To know your classmates better, you ask them about what their parents do.*

Key to this lesson

- Vocabulary related to jobs and occupations
- Asking and answering questions about jobs
- Pronouncing words related to jobs and occupations
- Asking and answering questions with the right intonation
- Numbers: From 90 to 100



I OBSERVE



a mechanic



a taxi-driver



a teacher



a doctor



an air hostess



a shoe polisher

SPECIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 47 12/01/2023 18:16



a tailor



a pilot



a carpenter

Numbers: Ninety to one hundred

90 - Ninety	93 - Ninety-three	96 - Ninety-six	99 - Ninety-nine
91 - Ninety-one	94 - Ninety-four	97 - Ninety-seven	100 - One hundred
92 - Ninety-two	95 - Ninety-five	98 - Ninety-eight	

I LISTEN

A **Dialogue 1: Listen and Repeat.**

Anna: Excuse me, what do your parents do?
Mel: Mum is a teacher and Dad is a taxi driver.
Anna: Great!
Mel: How about your mum and Dad?
Anna: Dad is a pilot and Mum is a doctor.
Mel: Fantastic!

B **Dialogue 2: Listen and Repeat.**

A: Hi, what's your mum's job, please?
B: She's a doctor, she consults patients.
A: Great!
B: How about your mum?
A: She's a pilot, she flies planes.
B: Awesome!

I SPEAK

A **I listen and repeat.**

- **A:** What does your mum do? **B:** She's an air-hostess.
- **A:** What's your Dad's job? **B:** He's a mechanic.
- **A:** What do your parents do? **B:** Mum is a doctor and Dad is a lawyer.
- **A:** What are your parents' jobs? **B:** Dad is a taxi-driver and Mum is a teacher.

B **I practise with my partner.**

Ask and answer questions like in exercise A.

I READ

A **Practise reading aloud Dialogue 1 with your partner.**

B **Practise reading aloud Dialogue 2 with your partner.**

C **Read the following text and answer the questions in "I write" part A.**

SPÉCIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 48 12/01/2023 18:17

Anna's parents occupations

Dad and Mum have different occupations. Dad is a mechanic, and Mum is a doctor. Dad works in a big garage; he repairs all sorts of cars. Mum works in a huge hospital in Abidjan. She consults patients and gives them prescriptions. They buy the medicines in a a drugstore and take them.

I WRITE

A **Answer the following questions.**

1. What's the occupation of Anna's Mum?
2. What does Anna's Dad do?
3. What does a mechanic do?
4. What does a doctor do?

B **I Listen and write.**

Listen to the audio and answer the questions.

C **Write correctly the words about jobs and occupations.**

1. HCAECMIN
2. ERTCHEA
3. TPLIO
4. RDVIRE
5. WYALER

Grammar Focus

Asking and answering questions about occupations.

What's your mother's occupation?
She's a lawyer.

What does your mother do?
She's a lawyer.

I say it well

- What's your Dad's job?
- He's a mechanic.
- What does your mother do?
- She's a doctor.

I put it all together

You and your partner exchange about your parents' occupations.

- Greet each other.
- Ask your partner what his/her parents do.
- Answer your partner's questions.

SPECIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 49 12/01/2023 18:17

UNIT 4

JOBS AND OCCUPATIONS

Lesson 2

What do you work with?

Learning Context: *To share information about their parents' occupations, the students of 6e 3 of CM Zaranou talk about the tools their parents use to work.*

Key to this lesson

- Vocabulary related to work tools
- Asking and responding to questions about work tools
- Pronouncing names of work tools
- Asking and answering questions using the right intonation
- Numbers: From 100 to 1000



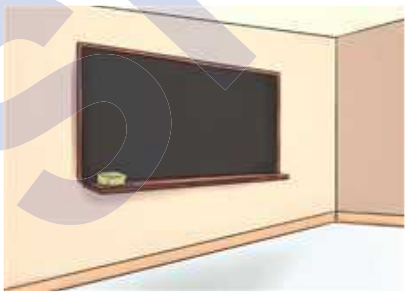
I OBSERVE

1 

a screwdriver

2 

a saw

3 

a board

4 

a stethoscope

SPECIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 50 12/01/2023 18:17

5 

a plane

6 

a brush

7 

a hammer

8 

a thermometer

9 

pliers

10 

a shoe polish

11 

a pair of scissors

Counting from 100 to 1000

100 - One hundred	110 - One hundred ten	300 - Three hundred
101 - One hundred and one	120 - One hundred twenty	400 - Four hundred
102 - One hundred and two	130 - One hundred thirty	500 - Five hundred
103 - One hundred and three	140 - One hundred forty	600 - Six hundred
104 - One hundred and four	150 - One hundred fifty	700 - Seven hundred
105 - One hundred and five	160 - One hundred sixty	800 - Eight hundred
106 - One hundred and six	170 - One hundred seventy	900 - Nine hundred
107 - One hundred and seven	180 - One hundred eighty	**1000 - One thousand**
108 - One hundred and eight	190 - One hundred ninety	
109 - One hundred and nine	200 - Two hundred	

I LISTEN

A **Dialogue 1: Listen and Repeat.**

Soro: Hi, Zokou ; What tools does a doctor work with?
Zokou: He works with a stethoscope and a thermometer.
Soro: Does a shoe polisher work with a stethoscope too?
Zokou: No, he doesn't; he uses a shoe polish and a brush.
Soro: What about the mechanic?
Zokou: He works with a screwdriver and pliers.
Soro: OK, thanks.
Zokou: You're welcome.

B **Dialogue 2 : Listen and Repeat.**

Soro: What is this?
Zokou: It's a saw.
Soro: Who works with a saw?
Zokou: The carpenter does.
Soro: Are these screwdrivers?
Zokou: No, they aren't; they are pliers.
Soro: Who works with a pair of scissors?
Zokou: Tailors.

SPECIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 51 12/01/2023 18:17

I SPEAK

A **I listen and repeat.**

- A: What tools does a tailor work with?
- A: Who works with a stethoscope?
- A: Does a shoe polisher work with pliers?
- A: Whose tool is the hammer?

B: He works with a pair of scissors.
B: Doctors do.
B: No, he doesn't. He works with a brush.
B: It's the carpenter's.

B **I practise with my partner.**
Ask and answer questions like in A and B.

I READ

A **Practise reading aloud Dialogue 1 with your partner.**

B **Practise reading aloud Dialogue 2 with your partner.**

C **Read the following text and do the exercise.**

My parents' occupations

My name is Koffi. My Dad and my Mum have different occupations. My father is a mechanic. In his garage, he works with screwdrivers and pliers. My mother is a doctor. She works with a stethoscope and a thermometer. In her class, my sister works with a large board; she is a teacher. My brother, a tailor, works with a pair of scissors to make clothes.

Are these statements true or false? Write your answer like in the example.

1.Koffi's Dad and Mum are doctors. **F**
2. Koffi's father works with a stethoscope.
3. Koffi's father works in a garage.
4. Koffi's sister works in a school.
5. Koffi's brother works with pliers.

I WRITE

A **Complete.**

A. What tool does a doctor work with?
B. .....
A ..... ?
B. Pilots do.
A. Who works with a saw?
B. .....

B **I Listen and write.**

Listen to the audio and write the tools you hear.

Example:

1. The shoe polisher works with a brush.
2. Mechanics work with .....
3. Teachers write on .....
4. Who works with a ..... ?
5. Does a carpenter work with..... ?

C **Put it in the correct order to make correct sentences.**

1. work/hostesses/planes/on/Air
2. a/hammer/with/works/Who/?
3. screwdrivers/work/Mechanics/with
4. teacher/with/a/does/work/What/?

SPECIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 52 12/01/2023 18:17

D **Write the following numbers in letters.**

103 - ..... 190 - ..... 500 - .....
130 - ..... 200 - ..... 800 - .....
170 - ..... 300 - ..... 1000 - .....

Grammar Focus

Interrogative pronoun

Who works with a board?

Interrogative pronoun

What tool does a shoe polisher work with?

Who works with a board?

A teacher **does.**
Teachers **do.**

I say it well

- What tool does the mechanic work with?
- Do doctors work with stethoscopes?
- Carpenters work with saws.
- Who works with a screwdriver?

I put it all together

To share information about your families, you and your Nigerian friend talk about the occupations of your parents.

- Ask your friend what his/her parents do.
- Ask him/her what they work with.
- Answer your classmate's questions.

SPÉCIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 53 12/01/2023 18:17

UNIT 4

JOBS AND OCCUPATIONS

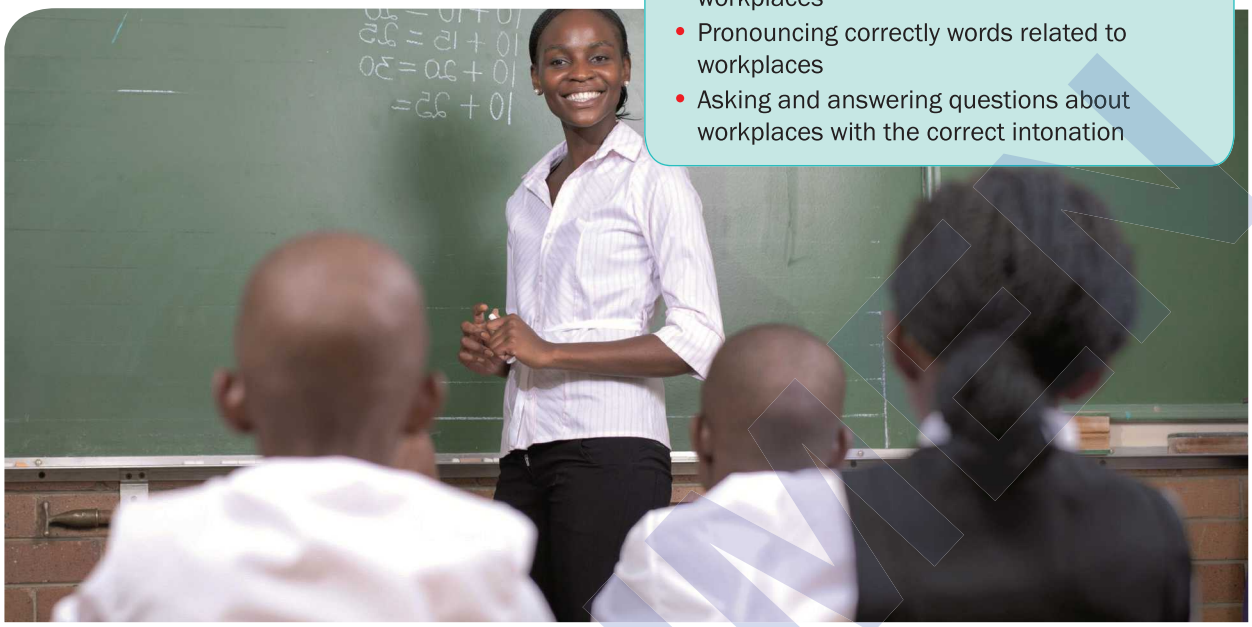
Lesson 3

Where does a teacher work?

Learning Context: *The members of the English club are talking with an American expert in charge of job problems to facilitate their professional insertion*

Key to this lesson

- Vocabulary related to workplaces
- Asking and answering questions about workplaces
- Pronouncing correctly words related to workplaces
- Asking and answering questions about workplaces with the correct intonation



I OBSERVE



a garage



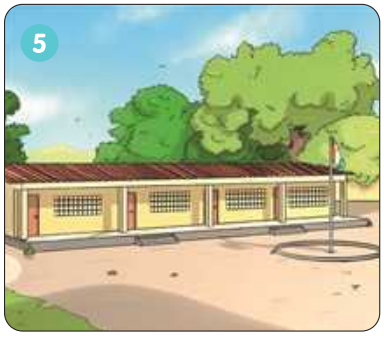
a butchery



a pharmacy



a hospital



a school



an airport

BEGINNER

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 54 12/01/2023 18:17



a farm



a market



a carpentry



a police station

I LISTEN

A **Dialogue 1: Listen and Repeat.**

Boly: My father is a pharmacist.
Nadia: Where does he work?
Boly: In a pharmacy, of course.
What is your mother's job?
Nadia: She is a flight assistant.
Boly: Where does she work?
Nadia: She works on planes.

B **Dialogue 2: Listen and Repeat.**

Boly: Where do you want to work, Nadia?
Nadia: In a hospital. I want to become a doctor.
Boly: I plan to be a butcher.
Nadia: Seriously? Where does a butcher work?
Boly: In a butchery.

I SPEAK

A **Listen and repeat.**

A: What is your mother's job?
B: She's a dentist.
A: Does she work in a public hospital?
B: No, she doesn't; she has a private clinic.

B **I practise with my partner.**
Ask and answer questions about jobs and workplaces.

Example: Where does a flight assistant work?
- He /She works on a plane.

I READ

A **Practise reading aloud Dialogue 1 with your partner.**
B **Practise reading aloud Dialogue 2 with your partner.**

SPECIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 55 12/01/2023 18:17

C **Read the following text and complete the table that follows it.**

People work at different workplaces. For example, a policeman works at a police station and a doctor works at a hospital. A butcher works at a butchery. A mechanic works at a garage, a carpenter works at a carpentry, and a farmer works on a farm.

Job	Workplace
1. farmer	.....
2. doctor	hospital
3. policeman	.....
4. mechanic	.....
5. butcher	.....
6. carpenter	.....

I WRITE

A **Observe the pictures below and answer the questions about people's workplaces.**



Where does Patrick work?



Where does Christina work?



Where does Zonlewa work?



Where do Karim and Nomel work?



Where does Audrey work?



Where does Ballou work?

B **Listen and write.**

Listen to the audio and write the five words you hear about workplaces.

C **The following answers are about workplaces. Write the corresponding questions.**

1. Sarah works in a school. ..... ?
2. They work in a garage. ..... ?

SPECIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 56 12/01/2023 18:17

Grammar Focus

Present simple

Where does a teacher work? - He/She works .....
Where do teachers work? They work .....
Where do you work? I/We work.....

Prepositions

in/on
- She works on a plane.
- He works in a pharmacy.

I say it well

- a butcher
- a butchery
- a garage
- a hospital
- a police-station
- a carpenter

I put it all together

Roleplay

At a meeting of the school English club, you are preparing a job interview in a new British company offering different types of jobs.
- Work with a partner.
- Ask and answer questions on jobs and workplaces to convince the recruiter to give you the job.

Role 1: You are the person who wants the job and your partner is the interviewer.
Role 2: Your partner is the person who wants the job and you are the interviewer.

Communication activity

For the English club magazine, you are sharing information on the occupations of your family members.
- Introduce yourself to the members of the club.
- Write about the occupations of two members of your family.
- Indicate where they work and what they work with.

SPECIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 57 12/01/2023 18:17

CHECK 4

1 **Write the odd-one out from each list.**

Example: 1. screwdriver

1. Taxi/driver/pilot/screwdriver/teacher
2. Thermometer/pliers/carpentry blackboard/stethoscope
3. Carpentry/scissors/hospital/ garage/farm
4. Read/work/plane/speak/write

2 **Answer the questions.**

1. What do your parents do? .....
2. Where does a doctor work? .....
3. What does a carpenter work with? .....
4. Does a mechanic work in a carpentry? .....

3 **Circle the correct option in each sentence.**

1. I am a doctor; I work with (a saw – a screwdriver – a stethoscope – a hammer).
2. The teacher does not work with (a board – a thermometer – a book – a poster).
3. I work with a hammer; I am (a pilot – a dress maker – a teacher – a carpenter).
4. Where is the (pilot's - tailor's – mechanic's – lawyer's) pair of scissors?
5. A mechanic does not work with (pliers– a hammer - a screwdriver - a brush -).

4 **Who am I ?**

1. The teacher works with me; I am a .....
2. The tailor works with me; I am a .....
3. The doctor needs me to take the patients' temperatures ; I am a .....
4. I polish shoes; I am a .....

5 **Complete the sentences with the correct words or group of words from the box.**

stethoscope thermometer shoe polish tools sponge brush board

People work with different **1-(.....)**. The teacher writes on a **2-(.....)**; at the end of the lesson, he asks a student to clean it with a **3-(.....)**.
The shoe polisher works with a **4-(.....)** and a **5-(.....)** to clean shoes.
At the hospital, the doctor works with a **6-(.....)** to take the patients' temperature and a **7-(.....)**.

6 **Match each job from column A with the corresponding workplace in column B. Write your answers like in the example. Example: 1. d**

COLUMN A	COLUMN B
1. policeman	a. plane
2. carpenter	b. school
3. farmer	c. police station
4. mechanic	d. carpentry
5. teacher	e. garage
6. pilot	f. farm

SPECIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 58 12/01/2023 18:17

CHECK 4

7 **Reorder the words from each list to write correct questions about workplaces. Write your answers like in the example.**
Example: 1. Where do farmers work?

1. farmers/do/Where/work/?
2. does/Where/pilot/a/work/?
3. you/do/Where/work/?
4. work/teachers/Where/do/?

Games and Song

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

WHO AM I ?

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 .....

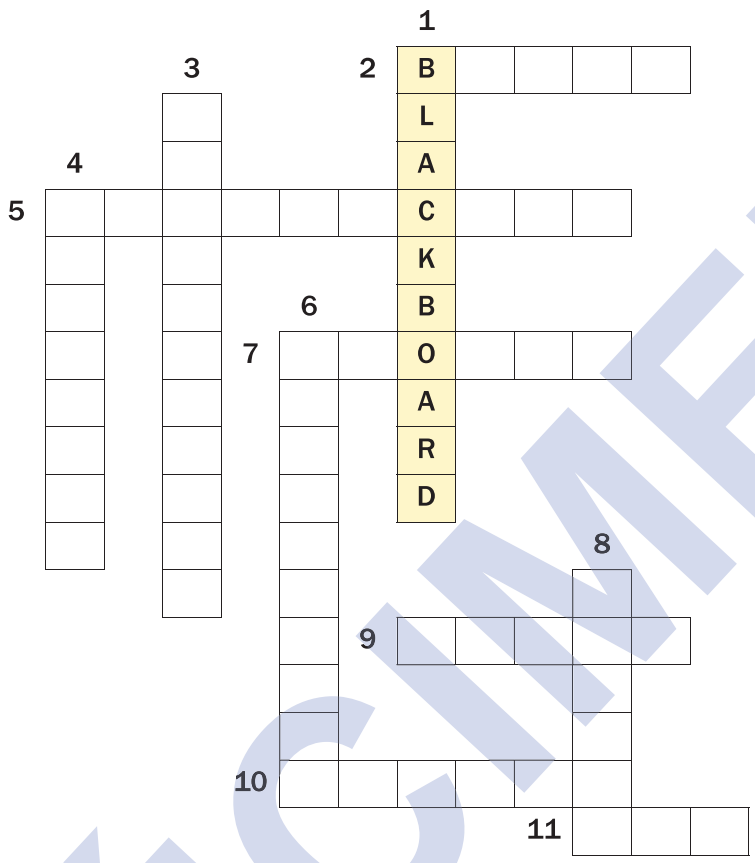
B- 1- I work in a hospital.
2- I tell patients to use a brush and a tooth paste.
3- I tell patients to open their mouths.
4- I treat the patients' teeth:
I am a .....

SPECIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 59 12/01/2023 18:17

CHECK 4

8 **Complete the crosswords puzzle below with words related to jobs and occupations tools. The number of boxes corresponds to the number of letters for each word. Write your answers in your exercise book like in the example.**
Example : 1. Blackboard.



1. The teacher is writing on the ..... .
2. The shoe polisher uses a ..... to clean the shoes.
3. You are not feeling well. Use this ..... to check your temperature.
4. The tailor is at the shop. He's buying a new pair of ..... .
5. Look, the Doctor is the woman with the white coat and ..... in her ears.
6. Please, give me your ..... to clean my shoes.
7. Please, come and clean the board with a ..... .
8. The mechanic works with a screwdriver and ..... .
9. Madam, there's no ..... to write on the blackboard.
10. A ..... and a (11) ..... are necessary tools for a carpenter.

SPÉCIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 60 12/01/2023 18:17

UNIT 5

CLOTHES AND COLOURS

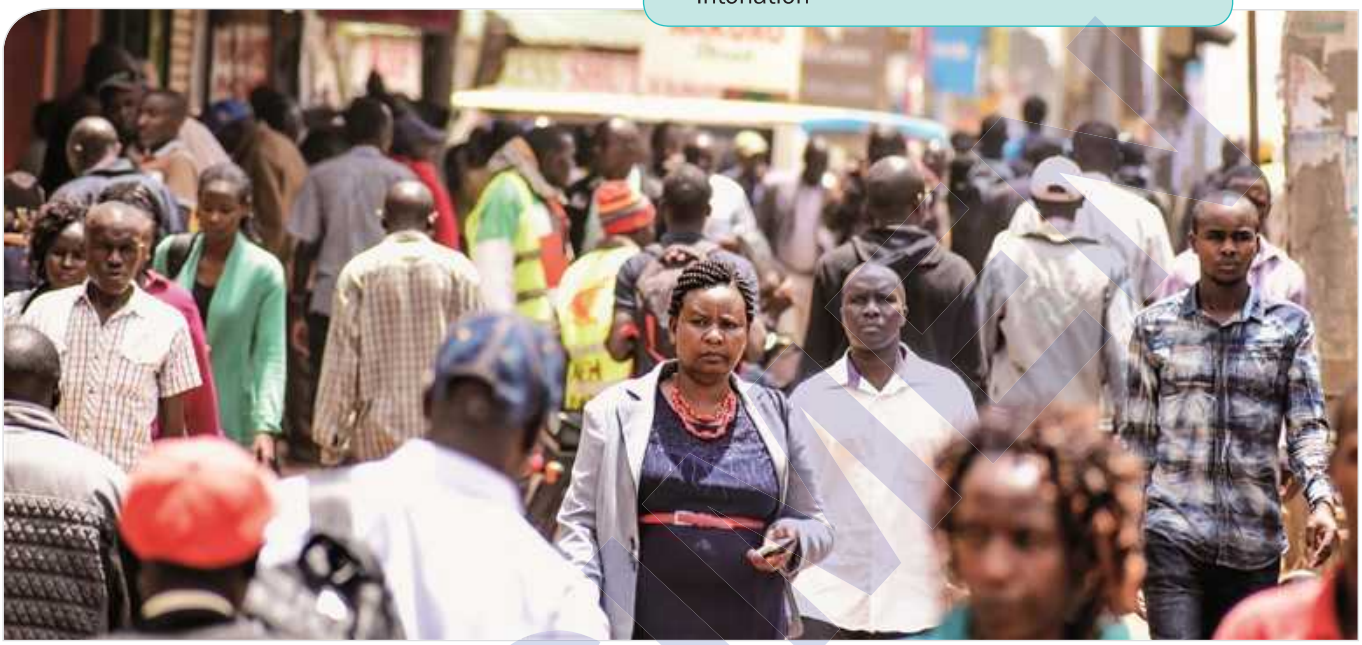
Lesson 1

What are you wearing?

Learning Context: *You are going to meet your friends coming from Ghana; with your classmates, you learn how to ask questions about clothes to recognise them at the station.*

Key to this lesson

- Vocabulary related to clothes
- Asking and answering questions about clothes
- Pronouncing words correctly
- Intonation



I OBSERVE



a pair of shorts



a pair of trousers



a dress *a blouse*



a headscarf



a pair of shoes



a pair of socks

SPECIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 61 12/01/2023 18:18


7 *a tie*


8 *a shirt*


9 *pyjamas*


10 *a night gown*


11 *a T-shirt*


12 *a jacket*

I LISTEN

A Dialogue 1: Listen and Repeat.

Assi: Excuse me, where are you now, John?
John: At the Adjame coach station.
Assi: Great! What are you wearing?
Mel: Oh, I'm wearing black trousers with a red T-shirt, and a blue cap.
Anna: Nice, I'm wearing khaki shorts with a white T-shirt. I'm going to pick you up in ten minutes.
Mel: Thank you!

B Dialogue 2 : Listen and Repeat.

A: What are you wearing for the birthday party?
B: Oh, I'm wearing blue trousers, and a white shirt with a red tie.
How about you? Are you wearing a shirt and a tie like me?
A: No, I am not. I'm wearing blue trousers with red T-shirt.
B: Great! See you at the party!
A: See you there!

I SPEAK

A I listen and repeat.

- **A:** What are you wearing? **B:** I'm wearing a pair of shorts.
- **A:** Are you wearing trousers with a T-shirt? **B:** Yes, I am.
- **A:** Great, see you at the party! **B:** See you.
- **A:** What are your parents' wearing? **B:** Mum is wearing a dress, and Dad is wearing a jacket.

B I practise with my partner.

Ask and answer questions like in exercise A.

SPECIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 62 12/01/2023 18:18

I READ

A **Practise reading aloud Dialogue 1 with your partner.**

B **Practise reading aloud Dialogue 2 with your partner.**

C **Read the following text and answer the questions in "I write" part A.**

It's Kofi's birthday party!

Today is Kofi's birthday party. He's 10 years old today. His friends and parents are present. They are well dressed. Koffi's parents are wearing traditional clothes, but his friends are wearing modern clothes: trousers, shirts, T-shirts and caps. Everybody is happy!

I WRITE

A **Answer the questions about the text.**

1. When is Kofi's birthday?
2. What are Kofi's parents wearing?
3. What are Kofi's friends wearing?

B **Answer the following questions.**

1. When is your birthday?
2. What do you wear on your birthday party?

C **I Listen and write.**

Listen to the audio and write what you hear.

Grammar Focus

Asking and answering questions about what people are wearing.

What are you wearing? I'm wearing a pair of trousers./Are you wearing a jacket? No, I'm not/Yes, I am.

Asking and answering questions about birthdays.

When is your birthday? My birthday is on January 10.

I say it well

- What are you wearing? I'm wearing a skirt and a blouse.
- Are you wearing a jacket? Yes, I am/ No, I'm not.
- When is your birthday? On January 1st.

I put it all together

Your penfriend John is on his way to pick you up at the Adebraka car station in Accra. He asks you to describe how you are dressed to help him recognize you; answer his questions:

- tell him if you are wearing a blouse, a shirt or a T-shirt;
- tell him if you are wearing a skirt, a dress, shorts or trousers;
- tell him the colours of the clothes you are wearing.

SPECIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 63 12/01/2023 18:18

UNIT 5

CLOTHES AND COLOURS

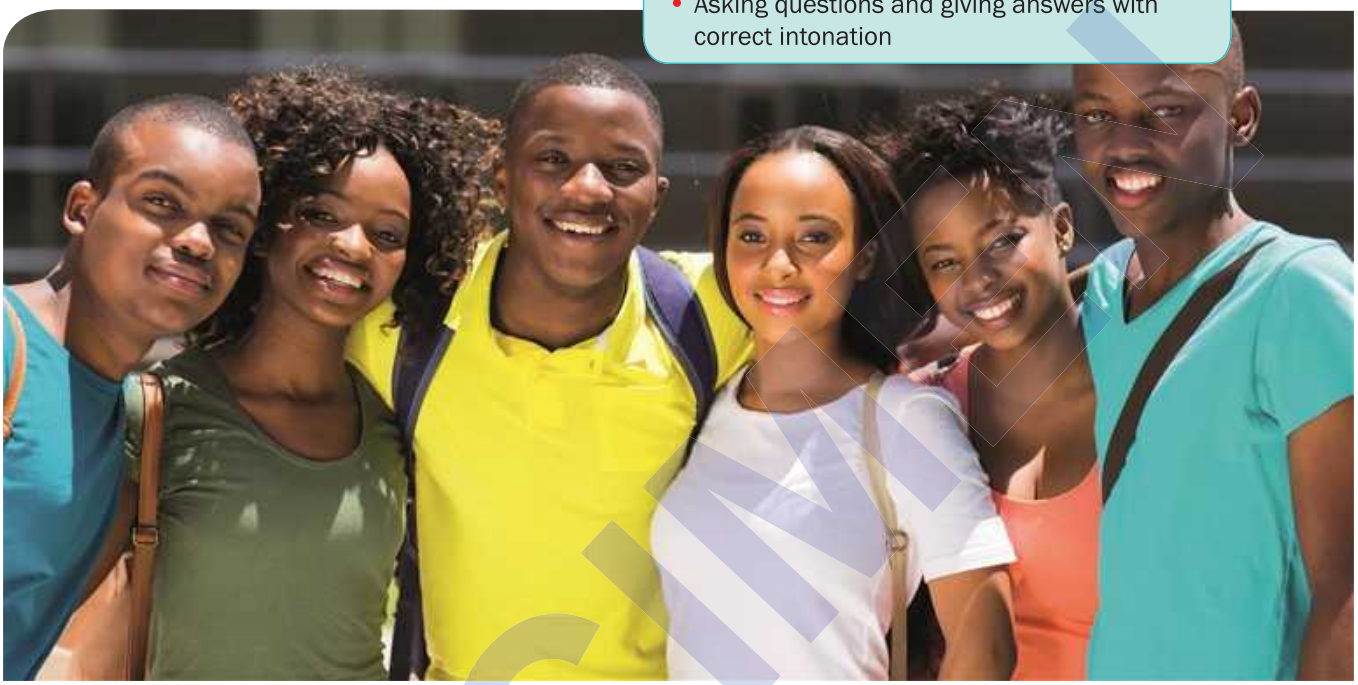
Lesson 2

I love your blue dress

Learning Context: *There is a celebration at school. The students are talking about the colours of the clothes people are wearing.*

Key to this lesson

- Vocabulary related to colours
- Asking and answering questions about colours
- Pronouncing key words
- Asking questions and giving answers with correct intonation



I OBSERVE



blue shorts *a white jacket* *black trousers*



a green skirt *yellow shoes* *a purple dress*

SPECIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 64 12/01/2023 18:18


7 an orange blouse


8 a pink shirt


9 a red T-shirt

I LISTEN

A **Dialogue 1: Listen and Repeat.**

Mobio: Hello, Noufé. I'm at the market. I'm buying a shirt and trousers.
Noufé: What colour is the shirt?
Mobio: It's pink.
Noufé: And the trousers, what colour are they?
Mobio: They are black and there's a purple dress for my sister.

B **Dialogue 2 : Listen and Repeat.**

Djaman: I have your clothes.
Amoikon: Is it a green skirt?
Djaman: Yes, it is.
Amoikon: And the shoes, are they black?
Djaman: No, they are not. They are yellow.
Amoikon: Is the blouse orange or green?
Djaman: It's orange, and the shorts are blue.
Amoikon: That's perfect.

I SPEAK

A **I listen and repeat.**

- **A:** What colour is the shirt? **B:** It's pink.
- **A:** What colour are the trousers? **B:** They are black.
- **A:** What's this? **B:** It's a purple dress.

B **I practise with my partner.**

With your partner, ask and answer questions like in dialogue 1 and dialogue 2.

I READ

A **Practise reading aloud Dialogue 1 with your partner.**

B **Practise reading aloud Dialogue 2 with your partner.**

C **Read the following words aloud.**

Colour – Blue – White – Black – Green – Yellow – Purple – Orange – Pink.

D **Read the text and answer the questions in "I write" part A.**

My name is Kouamé. I am a student in 6ème. To go to school, I wear a khaki uniform and black shoes.
The girls of my school don't wear trousers. They wear blue skirts and white blouses.
For physical training, we all wear green T-shirts and red shorts.

SPÉCIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 65 12/01/2023 18:18

The teachers don't wear uniforms. Our English teacher likes wearing a blue shirt and black trousers. He also has a brown tie and a blue jacket. Mrs Appiah, our Maths teacher, often wears an orange dress and brown shoes.

I WRITE

A **Answer the questions.**

1. What does Kouamé wear to go to school?
2. Do girls wear khaki uniforms?
3. What do the students wear for physical training?
4- What colour is the English teacher's tie?
5. What does he like wearing?
6. Is the Maths teacher a man?
7. What does the Maths teacher often wear?

B **I Listen and write.**

Read Dialogue 2 in I LISTEN. Now, listen to the audio and answer the questions.

C **Put it in the correct order.**

1. PEPRLU
2. ITWEH
3. trousers/are/colour/the/What/?
4. the/Are/blue/shorts/?
5. shirts/They/blue/are

Grammar Focus

- What colour is your shirt ? ⟶ It's red.
- What is it ? ⟶ It's a red shirt.
- Is the skirt white or green? ⟶ It's green.

Plural possessive

Our/your/their teacher.

I say it well

- What colour is your shirt?
- Is the T-shirt orange or purple?
- They are black shoes.

- It's a white dress.
- Our teacher
- Their school uniform

I put it all together

You are at a celebration of your English club. You and your friends are talking about what the people are wearing.

- Ask and answer questions about the clothes the persons are wearing.
- Ask and answer questions about the colours of the clothes the persons are wearing.

SPECIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 66 12/01/2023 18:18

UNIT 5

CLOTHES AND COLOURS

Lesson 3

How much is this green tee-shirt?

Learning Context: *To prepare their trip to Elubo, Ghana, the students of 6ème 2 of Lycée Municipal Maféré are learning how to ask and answer questions about prices during their English class.*

Key to this lesson

- Vocabulary related to prices of clothing items
- Asking and answering questions related to prices
- Pronouncing words related to prices
- Asking questions and giving answers with the correct intonation
- Numbers: From 1000 to 10000



I OBSERVE

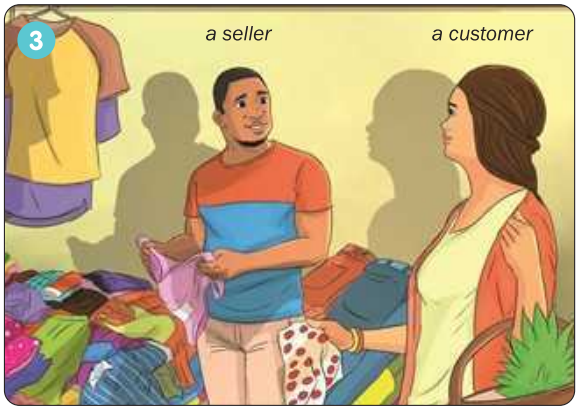


a market



a shop

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 67 12/01/2023 18:18



a seller



a price



expensive



cheap



bargaining

Counting from 1000 to 10000

1000 - One thousand	5000 - Five thousand	9000 - Nine thousand
2000 - Two thousand	**6000 - Six thousand**	**10000 - Ten thousand**
3000 - Three thousand	7000 - Seven thousand	
4000 - Four thousand	8000 - Eight thousand	

SPECIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 68 12/01/2023 18:18

I LISTEN

A **Dialogue 1: Listen and Repeat.**

Ahmed: Here are very good clothes freshly arrived from Italy.
Zonlewa: How much is a T-shirt?
Ahmed: It's 3000 F CFA.
Zonlewa: Wow, It's too expensive!
Ahmed: Well, I'm going to make a discount of 500 F CFA.
Zonlewa: I have 2000 F CFA .
Ahmed: No problem; take it.

B **Dialogue 2: Listen and Repeat.**

Zonlewa: Do you sell shoes?
Ahmed: Sure!
Zonlewa: How much are these trainers?
Ahmed: They are 6000 F CFA.
Zonlewa: Can I have a discount?
Ahmed: I'm sorry; this is a good deal for you.

I SPEAK

A **Listen and repeat.**

- A: How much is the blouse? B: It's 1500 F
- A: How much are the shoes? B: They're 8000 F
- A: Can I have a discount? B: Sure!

B **I practise with my partner.**

- Ask and answer questions about price like in A.
- Give natural answers in specific situations.

I READ

A **Practise reading aloud Dialogue 1 with your partner.**

B **Practise reading aloud Dialogue 2 with your partner.**

C **Read the following text and answer the questions related to it.**

Every Saturday, Ali goes to the market with his father. There are many shops. Sellers sell beautiful articles. When his father wants to buy an article, he bargains with the seller to have a discount. He buys cheap articles, not expensive articles.

Questions

1. When does Ali go to the market with his father?
2. What is there at the market?
3. What do sellers sell?
4. Does Ali's father buy expensive articles?
5. What types of articles does he buy?
6. What does Ali's father do when he wants to buy an article?

SPECIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 69 12/01/2023 18:18

I WRITE

A **Complete each of the following sentences with the appropriate shopping term from the box.**

shop - market - price - expensive - cheap - discount - customers - seller - bargaining.

1. A person who sells a commercial product is a.....
2. A..... is a public place for commercial exchanges.
3. An ordinary pen is 100 F CFA, it is ..... .
4. Do you know the .....of this car? People say it is 7 million francs.
5. A house for selling commercial articles is a .....
6. ..... is a discussion of prices at the market.
7. People who buy things at the market are..... .
8. It is difficult to buy a car because it is..... .
9. The reduction on the price of a product is a..... .

B **Listen to the audio and complete the conversation between a seller and Afiba.**

Afiba: Hello; this blue dress is beautiful; how much is it?
Seller: It is ..... francs CFA.
Afiba: Oh! This is too ..... I can give you ..... francs.
Seller: Well, this is too .....; You can take it for ..... . It's a good price, you know.
Afiba: Ok, thank you; ..... are these white ..... ?
Seller: They are not expensive; ..... !
Afiba: Ok; that's a good ..... . Give them to me.
Seller: Here you are.
Afiba: Thank you; here is your money.
Seller: Thanks; come again next time.

C **Find the missing words in this conversation between a seller and a customer.**

Customer: ..... this shirt?
Seller: 5000 F CFA.
Customer: I want some shoes too, ... they?
Seller: They are 7000.
Customer: Can you make a ..... ?
Seller: No way, this is a reasonable price.

SPECIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 70 12/01/2023 18:18

Grammar Focus

How much is.....? It's .....
How much are.....? They are .....

I say it well

How much is this shirt?
/ ʃ / Shop, shirt, shoes
/ ʧ / Cheap, choose

I put it all together

Roleplay

Today is the last day of your visit in Takoradi, Ghana. You are at the local market to buy some souvenirs.
Write the dialogue you have with a seller about the different articles you want to buy. You are A and the seller B.

A: Greet the seller. Ask the prices of the articles you want to buy.
B: The seller gives you the different prices.
A: Give your impression on the prices.
B: The seller accepts to reduce the prices.
A: You finally accept to buy the articles.

Communication activity

Before your school English club's excursion to Nigeria, write an email to your Nigerian pen pal Johnson Adebola to get information about the articles you want to buy in Lagos. In your mail,
- list the articles you plan to buy;
- ask the price for each article;
- ask if there are discounts on the prices.

Date:

Hi Johnson!
My English club is organising an excursion to Lagos soon.
I'm planning to do some shopping when I get there.
Please give me the prices for the following articles.
-
-
Are there any.....on the prices?

See you soon!
Your Friend,...

SPECIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 71 12/01/2023 18:18

CHECK 5

1 **Write the odd-one out in each list. Example: 1. shop**

1. Trousers/shop/pyjamas/shorts/dress.
2. Purple/white/shoes/green/blue.
3. Market/shop/supermarket/grocery.
4. Customer/seller/price/mechanic/shop.
5. Book/ruler/white/pen/pencil.

2 **Match the questions in A with the answers in B. Example: 1.B**

QUESTION	ANSWER
1. What colour is your shirt? 2. What does your mother do? 3. What's the day today? 4. What are you wearing? 5. How much is your T-shirt?	A. It's 10 000 CFA. B. It's blue. C. A green T-shirt and black trousers. D. It's Sunday. E. She's a teacher.

3 **Reorder the letters to write the name of the colours.**

1. EULB .....
2. ERNEG .....
3. LUPPRE .....
4. IKNP .....
5. KLCBA .....
6. OLLYWE .....
7. HETWI .....

4 **Ask the question for each answer.**

1. Question : ..... the shirt?
Answer : It's black.
2. Question : ..... the trousers?
Answer : They are purple.
3. Question : ..... the skirts?
Answer: They are white.
4. Question: ..... coat?
Answer: It's yellow.
5. Question: ..... the tie?
Answer: No, it's not; it's orange.

5 **Answer the following questions.**

1. What colour is the flag of Cote d'Ivoire? .....
2. Is France flag blue, white and red? .....
3. What does a doctor wear to work? .....
4. What do boys wear to come to school? .....
5. Do girls wear a black uniform to come to school ? .....

SPÉCIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 72 12/01/2023 18:18

CHECK 5

6 **Find in the box the correct word for each of the definitions below. Write your answers like in the example. Example: 1. Price**

seller - shop - price - expensive - market - customer - discount - cheap

1. The cost of a commercial article.
2. It costs much money.
3. A public commercial place.
4. A person who buys things.
5. A reduction.
6. A building where you can buy something.
7. It costs little money.
8. A person who sells things.

7 **The following answers are about the cost of commercial articles. Write the corresponding questions like in the example.**

Example: 1. How much is the yellow shirt?

1. The yellow shirt is 5,000 F.
2. The trousers are 7,000 F.
3. The skirt is 2,000 F.
4. The hat is 1,000 F.
5. The earrings are 500 F.
6. The belt is 3,000 F.

SPÉCIMEN

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 73 12/01/2023 18:18

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_MANUEL 12012023_EXE2.indd 74 12/01/2023 18:18

UNIT 6

FOOD AND DRINKS

Lesson 1

What do you have for dinner today?

Learning Context: *The students of 6ème 10 of Lycée Moderne Toulepleu are listening to a recording from their Liberian friends to get information about what people eat and drink in Liberia.*

Key to this lesson

- Vocabulary related to food and drinks
- Asking and answering questions about food and drinks
- Pronouncing words related to food and drinks
- Expressing frequency
- Asking questions and giving answers with the correct intonation



I OBSERVE

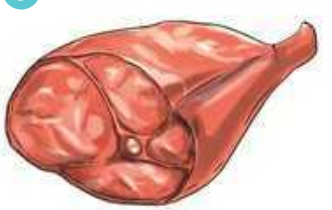
1 

water

2 
cassava

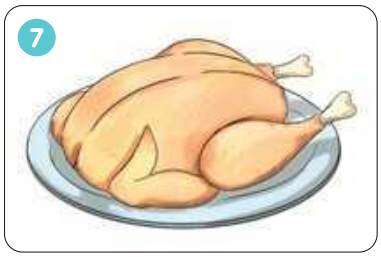
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yam

4 
rice

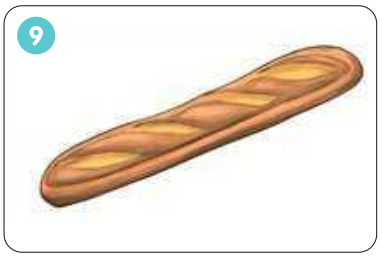
5 
meat

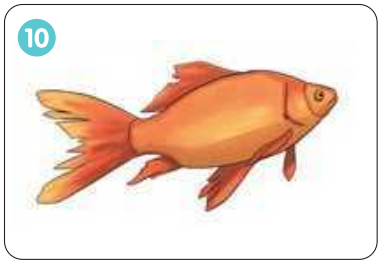
6 
eggs

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 75 12/01/2023 18:18


7 chicken


8 coffee


9 bread


10 fish


11 tea


12 soda

I LISTEN

A **Dialogue 1: Listen and Repeat.**

Atowla: What do you usually eat at home, Sery?
Sery: We eat rice.
Atowla: Do you eat yam too?
Sery: No, I don't, but my parents do.

B **Dialogue 2: Listen and Repeat.**

Atowla: Do you drink coffee every morning?
Sery: No, we sometimes drink tea. And you Atowla?
Atowla: We usually drink coffee in the morning.
Sery: And what do you eat?
Atowla: We eat bread in the morning. In the evening, we sometimes eat yam.

I SPEAK

A **I listen and repeat.**

- A: What do you drink every day? B: I drink water. And you?
- A: I drink water and coffee. B: Do you drink tea too?
- A: No, I don't.

B **I practise with my partner.**

Ask and answer questions about food habits like in A.

I READ

A **Practise reading aloud Dialogue 1 with your partner.**

B **Practise reading aloud Dialogue 2 with your partner.**

C **Read the following text and answer the questions in "I write" parts A&B.**

Food and drinks differ according to the families and the people.
In Awa's family, the father eats Kabato every day; the mother sometimes eats rice.
Awa and her brother Malick usually eat Attieke and fish. All the members of their family drink water and soda. They don't drink alcohol.

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I WRITE

A **Complete this table with the correct information from the text.**

People	What they eat	What they drink
1. Awa's father	*kabato*	
2. Awa's mother		
3. Awa and Malick		

B **Write complete answers.**

1. what do Awa and Malick usually eat?
2. Do all the family members drink alcohol?
3. What do they drink?

C **Listen and write.**

1. Listen and write only the names of the food you eat.
2. Listen again and write only the names of the food you drink.

D **Write the questions in this dialogue between Anna and Rahim.**

Anna: .....?

Rahim: We eat kabato.

Anna: .....?

Rahim: Yes, we do.

Anna: .....?

Rahim: No, we don't; we usually drink tea.

Grammar Focus

Expressing frequency

- What do you usually eat?
- What do you drink in the morning?
- Do you sometimes drink coffee?
- I usually eat rice.
- Yes, I do/ Yes, we do.
- No, I don't/ No, we don't.

I say it well

rice bread meat tea

What do you usually eat?
I sometimes eat rice.

I put it all together

You are participating in a visio conference by a Ghanaian speaker about food habits in African countries.

- Give the name of your country.
- Tell the participants what the people usually eat in your country.
- Tell them what the people usually drink and what they sometimes drink.

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 77 12/01/2023 18:18

UNIT 6

FOOD AND DRINKS

Lesson 2

Fruit and vegetables are good for your health

Learning Context: *During a meeting of the English club, the students of College Moderne Tabagne are reading a letter of a Ghanaian merchant who wants to buy fruit and vegetables from the cooperative of their school. In reading, they take notes to write a reply to the letter.*

Key to this lesson

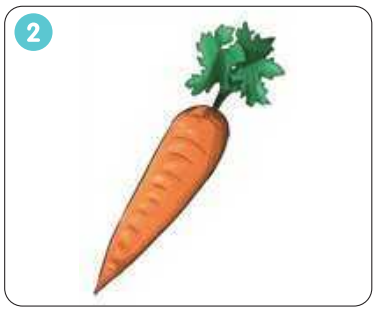
- Vocabulary related to fruit and vegetables
- Expressing likes and dislikes
- Expressing preferences
- Pronouncing words related to fruit and vegetables
- Asking and giving answers with the right information



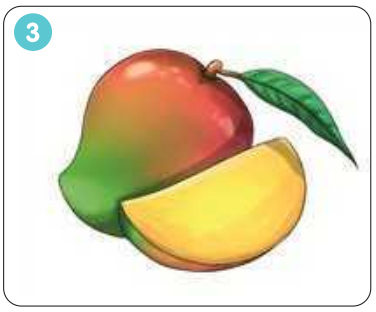
I OBSERVE



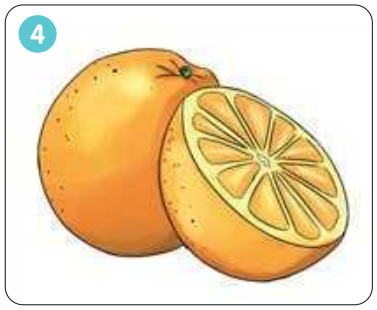
cabbage



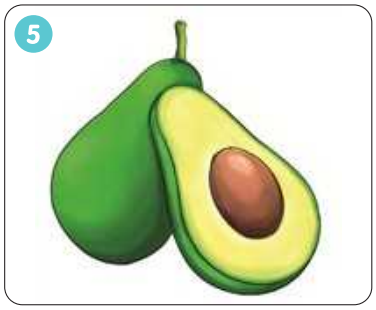
carrot



mango



orange

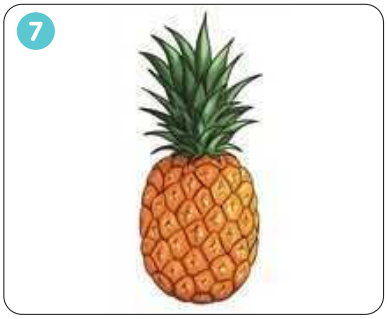


avocado

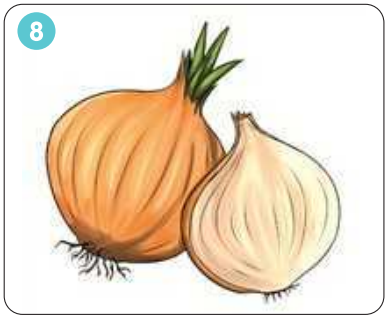


eggplant/aubergine

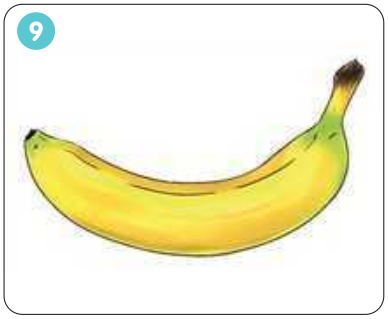
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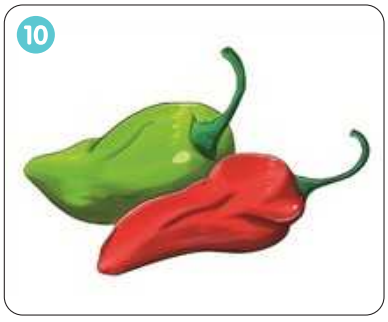
pineapple



onion



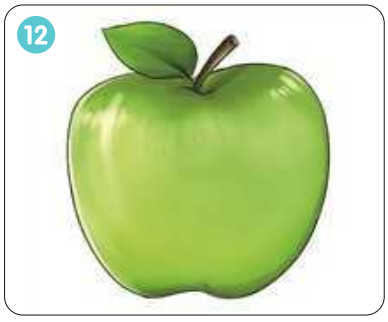
banana



pepper



tomato



apple

I LISTEN

A **Dialogue 1: Listen and Repeat.**

Effua: There are good fruit and vegetables here.
Cedric: I want some fruit.
Effua: Here are mangoes and oranges.
Cedric: Do you sell pineapples too?
Effua: Sure!

B **Dialogue 2: Listen and Repeat.**

Effua: What do you have for lunch?
Cedric: Carrots and cabbages. I am a vegetarian.
Effua: Do you want apples for dessert?
Cedric: No, I don't like apples. I prefer bananas and pineapples.

I SPEAK

A **Listen and repeat.**

- **A:** Do you sell avocados? **B:** No, I don't.
- **A:** What do you sell? **B:** apples and mangoes.
- **A:** Give me three apples. **B:** Here you are. Do you want mangoes too?
- **A:** Sure!

B **I practise with my partner.**

Ask and answer questions like in A.

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I READ

A **Practise reading aloud Dialogues 1 with your partner.**

B **Practise reading aloud Dialogues 2 with your partner.**

C **Read the following text and answer the questions related to it.**

Fruit and vegetables are important in our alimentation. There are many types of fruit and vegetables at the market. You can buy apples, guavas, tomatoes, and cabbages. My parents like guavas and oranges. They like carrots too. I dislike oranges. I prefer mangoes.

I WRITE

A **Questions**

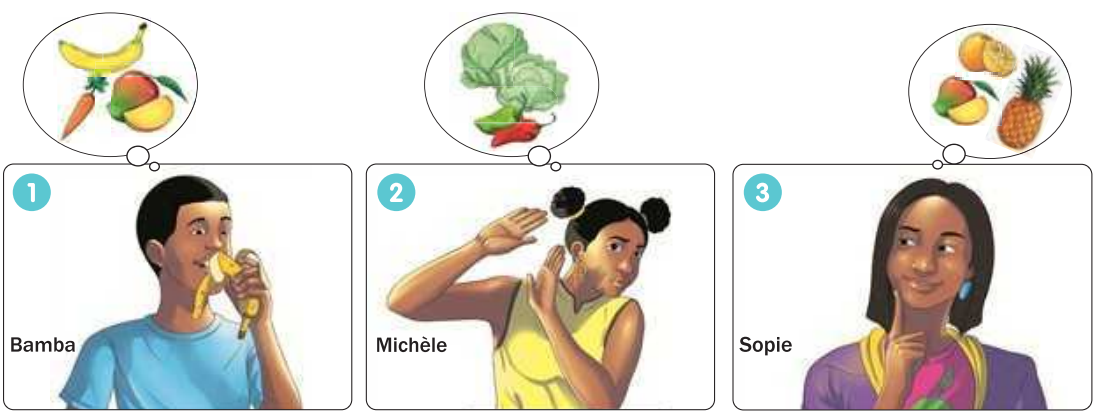
1. Give two important elements in our alimentation.
2. What is there at the market?
3. List the fruit and vegetables you can buy at the market.
4. What do the narrator's parents like?
5. Does the narrator like oranges? What does he prefer?

B **Listen and write the words you hear.**

1. Listen and write only names of fruit.
2. Listen again and write only names of vegetables.

C **Write a correct sentence about what each of the following people likes or doesn't like. Write your answers like in the example.**

Example: 1. Bamba likes bananas.



....

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 80 12/01/2023 18:18

Grammar Focus

Expressing likes and dislikes.

What vegetables do you like? I like cucumber and lettuce/I prefer cucumber
I dislike tomatoes/ I don't like tomatoes.

I say it well

/z/ mangoes, tomatoes | /iz/ cabbages, oranges
What fruit do you like? I like oranges/I prefer oranges.

I put it all together

A Ghanaian school wants to buy fruit and vegetables from your school garden for their canteen. Write a letter to inform them about what you produce. In your letter,
- tell them the different fruit and vegetables you produce;
- give them the prices of the fruit and vegetables you sell.

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UNIT 6

FOOD AND DRINKS

Lesson 3

African Cuisine

Learning Context: *In the English class, the students of 6eme 4 of Lycée Sainte Marie Cocody are listening to an audio document about a South African recipe to try it in the canteen of their school.*

Key to this lesson

- Vocabulary related to recipes and dishes
- Giving instructions (the imperative)
- Expressing sequences (first, second, etc.)
- Asking and answering questions about recipes using the correct intonation
- Pronouncing words related to recipes



I OBSERVE



to cook



to cut up



to wash



to pour water



salt



oil

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garlic



sugar



meal

I LISTEN

A **Dialogue 1 : Listen and Repeat.**

Mbadjen: Kédjénou is delicious.
Can you teach me the recipe?
Koffi : Sure!
Mbadjen : What are the ingredients?
Koffi: Chicken, tomato, pepper, and onion.
Mbadjen: Is that all?
Koffi: You need oil and salt too.

B **Dialogue 2 : Listen and Repeat.**

Mbadjen: The ingredients of the Kédjénou are ready. What comes next?
Koffi: First, put the pieces of chicken into the cooking pot. Secondly, add the tomatoes, pepper, and onions.
Mbadjen: Then?
Koffi: Add a little water, oil, and salt. Finally, cover the pot and cook for 50 minutes. Your Kédjénou is ready.
Mbadjen: Really?

I SPEAK

A **I listen and repeat.**

- A: What are the ingredients for a Tchonron soup?
- A: What else do I need?
- A: What are the steps?

B: Tchonron leaves, green pepper.....
B: Fish, salt, ...
B: First,....., second, third, ..., then....., finally,.....

B **I practise with my partner like in A.**

- Ask and answer questions about dishes and recipes.
- Give instructions.

I READ

A **Practise reading aloud Dialogues 1 with your partner.**

B **Practise reading aloud Dialogues 2 with your partner.**

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C **Read the text and answer the questions.**

Soro's sister, Mefou, cooks on a frying pan. She likes cooking. She likes cooking fried plantain; she also likes cooking fried potatoes or omelette. The recipe to make an omelette is very simple.
First, break the eggs into a bowl.
Second, cut out tomatoes and onions.
Third, put the onions and tomatoes into the bowl.
Fourth, add some salt and pepper to season it.
Fifth, beat the broken eggs and the ingredients with a spatula.
Sixth, pour the mixture into a frying pan with little hot oil.
Seventh, let it cook for about 20 seconds.
Finally, remove the omelette from the pan; it's ready!
Enjoy your meal!

I WRITE

A **Answer the questions.**

1. What are the ingredients to make an omelette?
2. How many steps are there to make an omelette?
3. What's the first step?
4. What's the last step?

B **Listen to the audio and write the recipe you hear. Then, listen again and write the names of some ingredients.**

C **List the ingredients for an omelette.**

Grammar Focus

Sequence words

First, second, finally, last, etc.

Wh- questions: **What** do you need to cook? How do you cook.....?

I say it well

a recipe pour omelette first second third finally.
How do you cook an omelette? What do you need to cook an omelette?

I put it all together

During the long vacations, you are in the family of your Nigerian friend and you decide to cook a popular recipe from your country.

- Indicate the name of this popular recipe.
- Give the ingredients.
- Describe the principal steps of the recipe.

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Communication activity

Activity 1

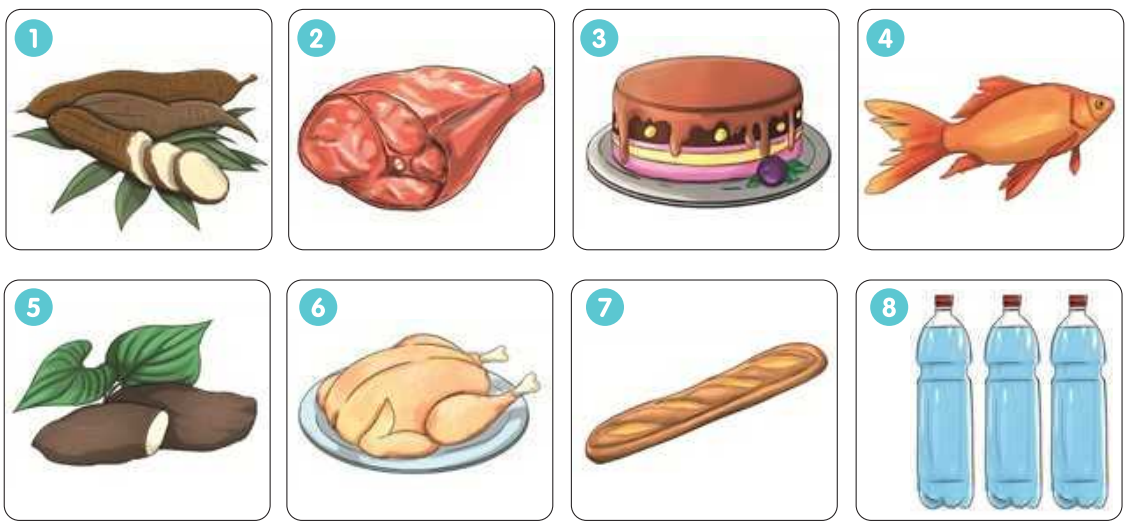
Your Facebook friend Kodjo, from Ghana, wants information about the dishes people like eating in your country to help him prepare a presentation on the popular dishes of West Africa.
- Select the names of some popular dishes you know.
- Describe each dish briefly.
- Record all the information on your mobile phone and send it to him.

Activity 2

You are going to Liberia for a vacation camp. Before you go, your host family there wants to get information about the food and drinks you like and what you don't like. In a letter, give them the necessary information.
- Tell them what your favorite food and drinks are.
- Indicate what you usually accept to eat when you are not at home.
- Specify if you have any food restriction or not.

CHECK 6

1 **The following affirmations are about the pictures of the food items below. Write T for true and F for false. Correct the false affirmations. Write your answers like in the example.**
Example: 1. F. Correction: Number one is cassava.



Affirmations

a. Number one is yam.
b. Number two is chicken.
c. Number three is cake.
d. Number four is meat.
e. Number five is yam.
f. Number six is fish.
g. Number seven is cake.
h. Number eight is rice.

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CHECK 6

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

COLUMN A	COLUMN B
1. What do you have for lunch today? 2. What is your mother cooking? 3. What do children like eating? 4. Do you like chicken? 5. What is your favorite food? 6. What do you generally have for breakfast? 7. Does your mother often cook meat?	a. Yes, she does. b. We generally have bread and omelette. c. No, I don't; I prefer fish. d. We have rice and tomato soup. e. She's cooking Placaly. f. They like eating cakes. g. It's bread.

3 **Reorder the letters from each list to write correct names of fruit or vegetables. Write your answers like in the example. Example: 1. OKRA**

1. ARKO
2. OGNAM
3. MOTTOA
4. TRORAC
5. GROANE
6. BAGBACE
7. ODACOVA
8. GINEREBAU

4 **In this text about likes and dislikes, write the verbs in the correct forms. Write your answers like in the example. Example: 1. like**

My name is Aya; I am from central Cote d'Ivoire. The people of my tribe (1) (to like) yam very much. My senior brother is an exception to the rule; he (2) (not to like) this food. So he eats rice every day. Zonlewa and Sekongo (3) (to like) a leave soup called Tchonron. It is typical of Northern Cote d'Ivoire, their home region. Where are you from? What food you (4) (to like)?

5 **Group the following meal parts into the right columns.**

Djoumgble - Thieboudienne - Rice - Kedjenou - Attieke - Placaly - Pounded yam - Gnangnan - Tchonron - Biékosseu.

MAIN PART OF THE MEAL	SAUCE

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CHECK 6

6 **Reorder the main steps of Jollof Rice with chicken, a Nigerian recipe. "A" has been done for you.**

C. Secondly, fry onions into hot oil, add the tomato paste and fry the mixture for 30 minutes.
B. Then, add the pre-cooked rice to the tomato stew, cover the pot and continue cooking for 30 minutes.
D. After the 30 minutes, add the chicken and the seasoning, and continue to cook for about 25 minutes.
A. Finally, verify that there is no more liquid in the rice, and put the cooking pot down: your Jollof Rice is ready for degustation.
E. First, make a paste of tomato and red pepper.

A. First, make a paste of tomato and red pepper.
B. .....
C. .....
D. .....
E. .....

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!

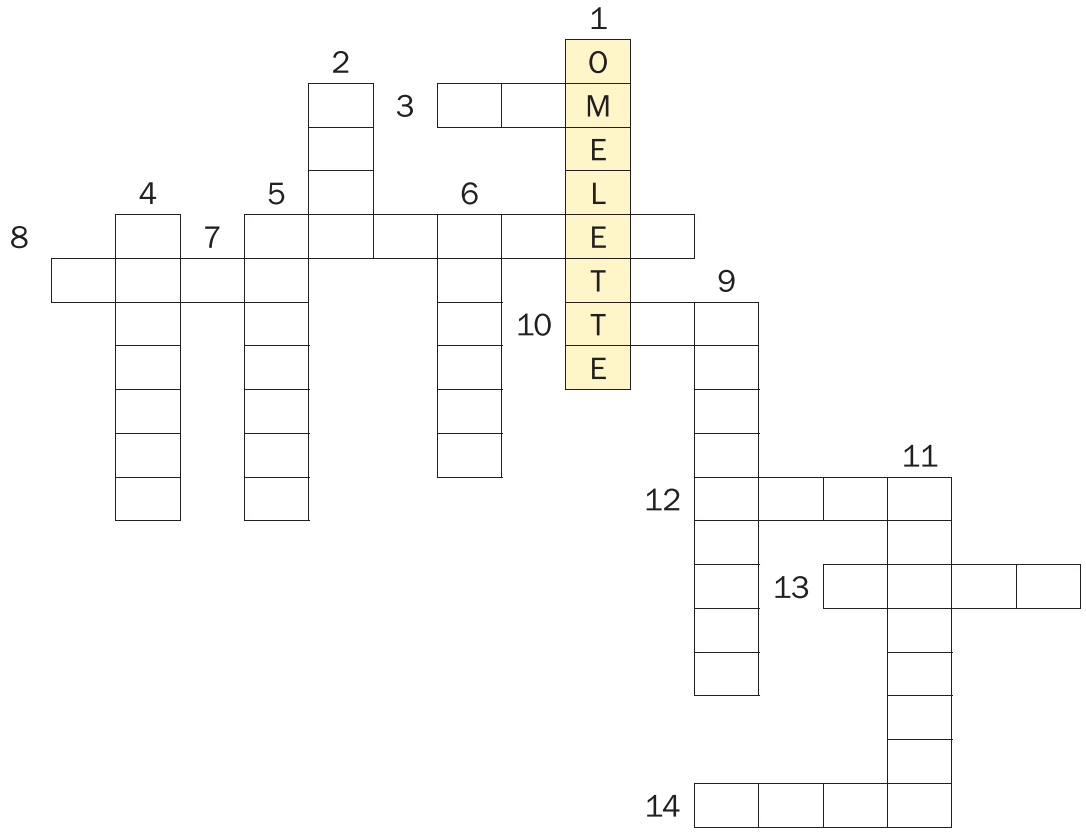
https://www.youtube.com/watch?v=mfReSbQ7jzE



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CHECK 6

7 Complete the crosswords puzzle below with words related to food and drinks. The number of boxes corresponds to the number of letters for each word. Write your answers in your exercise book like in the example.
Example: 1. Omelette.



1. You need eggs to make an ..... .
2. I don't like meat. I prefer ..... .
3. The Baoulé people like eating pounded ..... .
4. To make good omelette you use eggs, onions and ..... .
5. To make attiéké you need ..... .
6. For my breakfast I always have ..... , milk and bread.
7. My brother doesn't like meat and fish, he prefers ..... .
8. I don't like drinking ..... , I prefer water.
9. You can also call an eggplant, ...
10. My Dad doesn't like coffee, he prefers ..... .
11. Another name for aubergine is ..... .
12. Lots of people eat ..... in Cote d'Ivoire.
13. No ..... , no omelette. Go and buy some.
14. My sister doesn't like chicken and fish, she prefers ..... .

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UNIT 7

HEALTH AND ENVIRONMENT

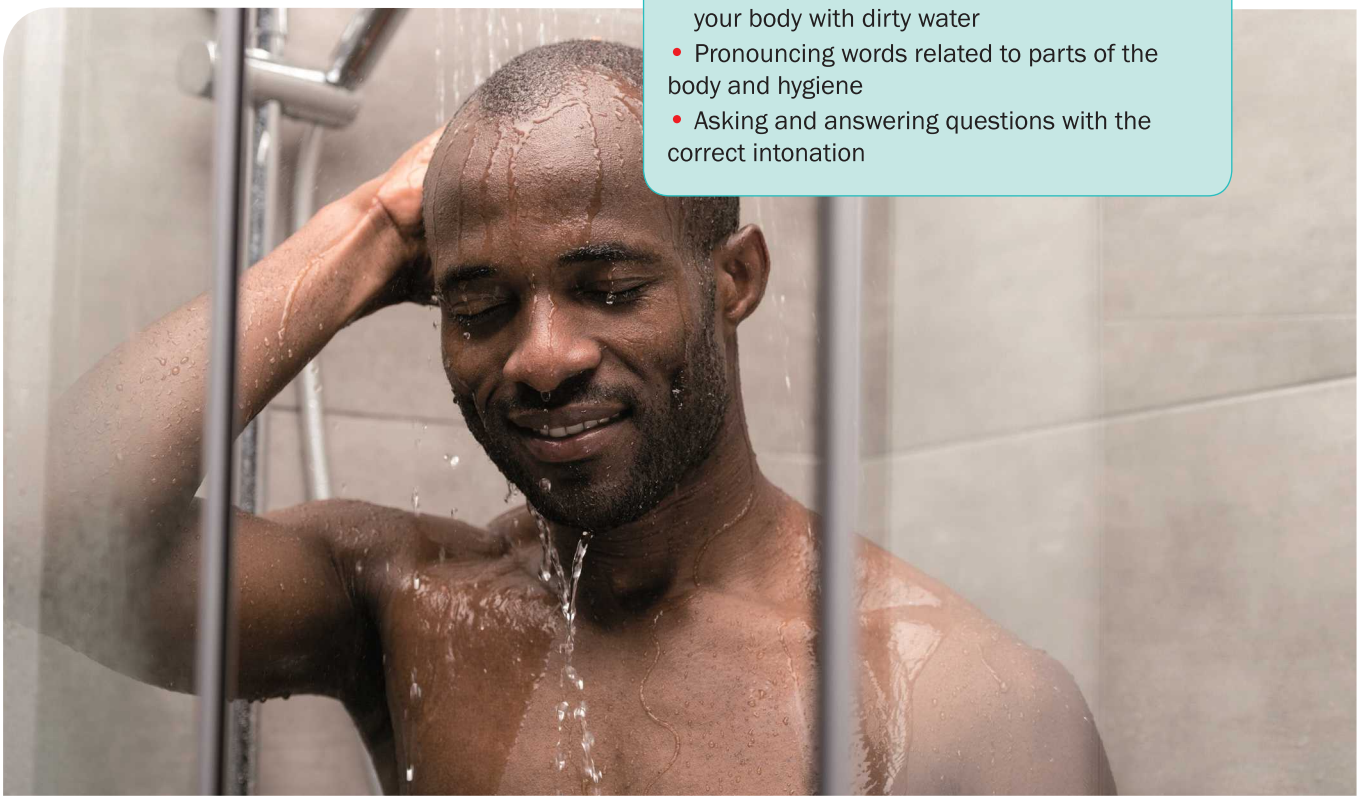
Lesson 1

Hygiene and parts of the body

Learning Context: *In the English class, your teacher asks you to talk about what you must or mustn't do to avoid Covid19.*

Key to this lesson

- Vocabulary related to hygiene and parts of the body
- Expressing obligation and prohibition
  You must brush your teeth/ you mustn't wash your body with dirty water
- Pronouncing words related to parts of the body and hygiene
- Asking and answering questions with the correct intonation



I OBSERVE







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4



5



a toothpaste and a toothbrush

6



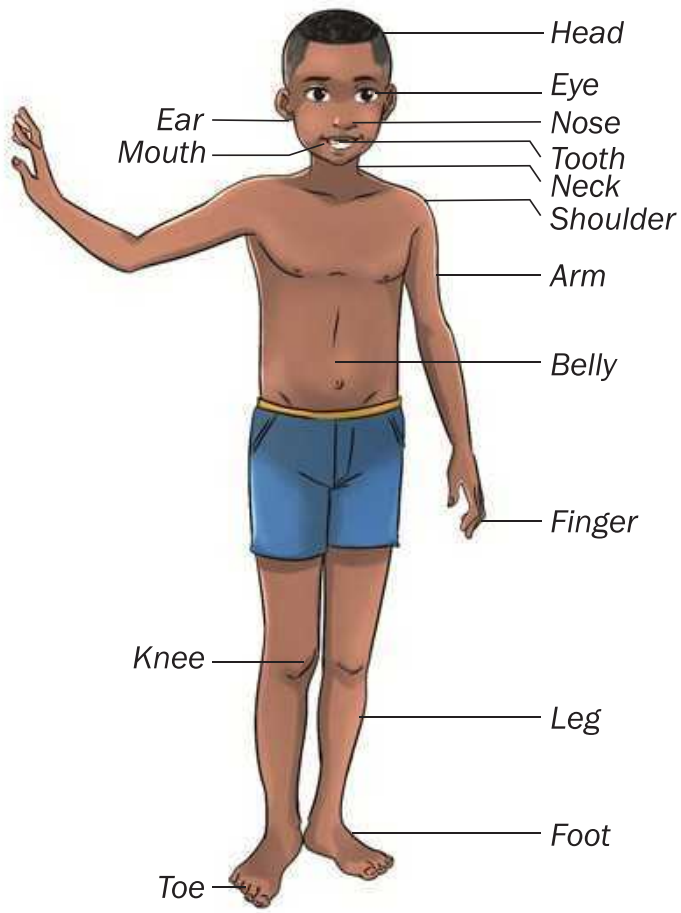
a sponge / a hand sanitizer

7



You mustn't drink dirty water.

8



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I LISTEN

A **Dialogue 1: Listen and Repeat.**

Teacher : What must you do to keep clean?
John : I must take my bath 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 too.
Teacher : Fabulous!

A **Dialogue 2: Listen and Repeat.**

A : What must you brush your teeth with?
B : With a toothbrush and a toothpaste.
A : And what must you take your bath with?
B : A sponge, soap, and water.
A : And what must you filter water with?
B : A filter.
A : And what mustn't you wear?
B : Dirty clothes.

I SPEAK

A **I listen and repeat.**

- **A :** What must you do to keep clean? **B :** I must take my bath.
- **A :** What mustn't you drink? **B :** I mustn't drink dirty water.
- **A :** What mustn't you wear? **B :** I mustn't wear dirty clothes.
- **A :** What must you filter dirty water with? **B :** I must filter dirty water with a filter.

B **I practise with my partner.**

Ask and answer questions like in A.

I READ

A **Practise reading aloud Dialogues 1 with your partner.**

B **Practise reading aloud Dialogues 2 with your partner.**

C **Read the following text and answer the questions in " I write".**

I must keep clean!

We must keep clean. Every part of our body must be clean: our head, eyes, mouth, ears and all the rest. We must take our bath every morning and evening. We must wash our hands before eating. We must also use hand sanitizer to clean our hands. We mustn't wear dirty clothes and we mustn't drink dirty water. Yes, let's be clean and healthy!

I WRITE

A **Answer the following questions.**

1. Why must we keep clean? .....
2. What must we do every morning and evening? .....

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3. What must we wash our hands with? .....
4. What mustn't we drink? .....
5. What mustn't we wear? .....

B **Listen and write your answers.**

C **Write correctly the words.**

1. LCENA
2. AWHS
3. AEHD
4. EETF
5. HMTOU

Grammar Focus

Expressing necessity or obligation

You **must** take your bath every morning.

Expressing prohibition

You **mustn't** drink dirty water.

Irregular plural

One **foot**, two **feet**;
one **tooth**, two **teeth**;
one **child**, two **children**.

I say it well

- What must you do every morning?
- What mustn't you drink?
- I must take my bath every morning.
- I musn't wear dirty clothes.
- Foot - feet; tooth - teeth; child - children

I put it all together

With Covid19, you must keep clean and protected. During the English class you and your partner, select from the box the good measures to fight Covid19, and write sentences with *must* or *mustn't.*

- Wear masks
- Wear shoes
- Wash your hands with a hand sanitizer
- Take your bath every morning
- Be many people in a room
- Shake hands
- Hug people
- Call people on the phone
- Stay home

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UNIT 7

HEALTH AND ENVIRONMENT

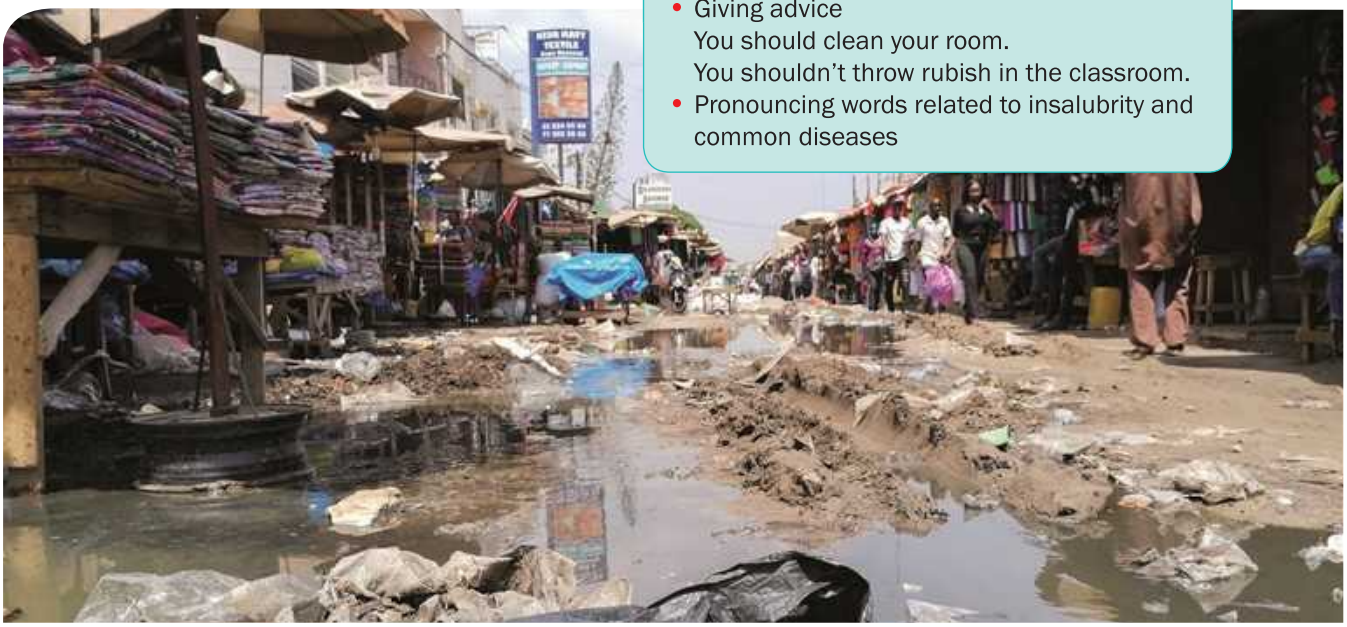
Lesson 2

Insalubrity and common diseases

Learning Context: *You and your classmates observe that your classroom is not clean; you take measures to make it clean and be in a healthy environment.*

Key to this lesson

- Vocabulary related to insalubrity and common diseases
- Giving advice
  You should clean your room.
  You shouldn't throw rubish in the classroom.
- Pronouncing words related to insalubrity and common diseases



I OBSERVE



You should throw rubbish in the rubbish dump.



You shouldn't throw papers in the street.



We should clean the gutters.



We should cut the grass.



A: I feel cold, I have malaria.
B: You should sleep under a mosquito net.



Oh my God, I have a stomachache.

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 93 12/01/2023 18:19



I have a headache.



Ouch, my tooth hurts;
I have a toothache!



Anna has malaria.
She's having an injection.



Mel is taking some tablets for his headache.



Anaïs is sweeping the floor.



I must see a doctor. I have a headache. I want to be healthy.

I LISTEN

A **Dialogue 1 : Listen and Repeat.**

Mother: What's wrong with you, Silué?
Silué: I feel cold. I have fever.
Mother: Do you have a headache too?
Silué: Yes, I do.
Mother: That's malaria. You should see the doctor, right?
Silué: Alright Mum. Thank you mum!

B **Dialogue 2 : Listen and Repeat.**

A: Anna, why is your room so untidy?
B: Sorry Mum.
A: You should clean it every day. You shouldn't sleep in a dirty room!
B: I've got it, Mum!
A: You should be clean and tidy. You should throw junk papers in the trash basket.
B: OK, Mum. Thanks for your advice.
A: You're welcome. I want you to be clean and healthy!

I SPEAK

A **I listen and repeat.**

- **A:** I have a stomachache. What should I do? **B:** You should see a doctor
- **A:** Your teeth are not clean. What should you do? **B:** I should brush them.
- **A:** Your room is untidy. What should you do? **B:** I should sweep it.
- **A:** Your hands are not clean. What should you do? **B:** I should wash them

B **I practise with my partner.**

You and your partner give each other advice as in A.

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 94 12/01/2023 18:19

I READ

A Practise reading aloud Dialogue 1 with your partner.

B Practise reading aloud Dialogue 2 with your partner.

C Read the following text and answer the questions in "I write".

We should keep our environment clean

There are a lot of diseases today. Do you know why? The reason is simple. It is because gutters are full of dirt; people throw garbage everywhere along the streets, and grasses are growing around the city. What should we do? We shouldn't throw rubbish everywhere; we should cut the grass around houses, and we should sleep under impregnated mosquito nets.

I WRITE

A **Answer the following questions.**

1. Why are there many diseases around today?.....
2. What should people do to keep their environment clean?.....
3. What should we do to avoid malaria?

B **Listen and write your answers.**

C **Write correctly the words related to hygiene.**

1. EDSIASE
2. OOTTHCEHE
3. YDRTI
4. TERTGU
5. EESWP

Grammar Focus

Giving advice.

You have a headache. You **should** see a doctor.

You **shouldn't** stay home.

We **shouldn't** throw rubbish in the gutters.

We **should** sweep the classroom.

I say it well

- I have a headache; What should I do?
- Our classroom is dirty; what should we do?
- What shouldn't you do to keep your environment clean?
- Your hands are dirty; what should you do?
- What's wrong with you? I have a headache.
- Rubbish; rubbish dump; gutters; disease; throw; mosquito net

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 95 12/01/2023 18:19

I put it all together

You and your classmates observe that your classroom is not clean; you take measures to make it clean and be in a healthy environment.

- In groups, decide on the measures you are going to take.
- Write 5 commandments to keep your classroom clean, using should or shouldn't.

The best will be displayed on your classroom information board.

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 96 12/01/2023 18:19

UNIT 7

HEALTH AND ENVIRONMENT

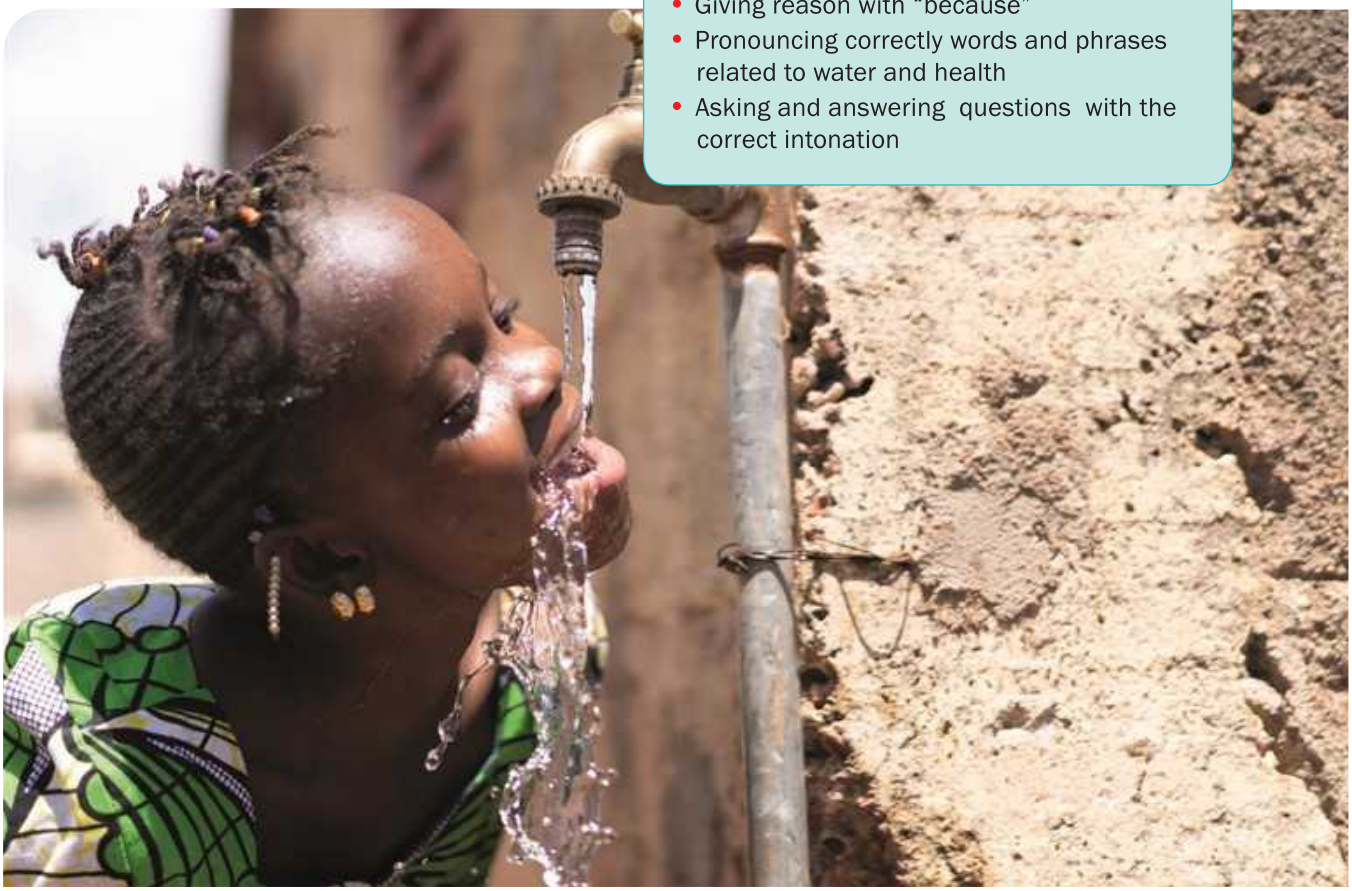
Lesson 3

Water and Health

Learning Context: *It's the International Day of Water. Your English teacher asks you to identify the different sources of water and say why some waters are not drinkable.*

Key to this lesson

- Vocabulary related to water and health
- Expressing possibility
  Can we drink water from the tap? Yes, we can.
- Giving reason with "because"
- Pronouncing correctly words and phrases related to water and health
- Asking and answering questions with the correct intonation



I OBSERVE



Water from the pump



Water from the rain

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 97 12/01/2023 18:19



Tap water from the water tank



Water from the sea, lakes, and rivers



We should boil or filter water from lakes and rivers.







I LISTEN

A **Dialogue 1: Listen and Repeat.**

Maeva: Mum, can we drink water from lakes and rivers?

Mum: No, you can't, it's not clean. You must filter or boil it.

Maeva: How about water from the tap or mineral water, can we drink it?

Mum: Sure, you can. It's clean and drinkable. We should drink clean water to be healthy.

Maeva: Thank you, Mum!

Silué: You're welcome!

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 98 12/01/2023 18:20

B **Dialogue 2: Listen and Repeat.**

A: Mum, why can't we drink water from rivers and lakes?
B: Good question! We can't drink it because it's not clean. It contains bacteria.
A: What are bacteria?
B: They are microbes. They can make you sick.
A: So, what water should we drink?
B: We should drink mineral water or water from the tap.
A: Thank you Mum!
B: You're welcome!

I SPEAK

A **I listen and repeat.**

- **A:** Can we drink tap water? **B:** Yes, you can. It's clean and drinkable.
- **A:** Can we drink water from lakes ? **B:** No, you can't. It contains bacteria.
- **A:** Why should we drink water from the tap? **B:** Because it's clean.

B **I practise with my partner.**

You and your partner, ask and answer questions as in A.

I READ

A **Practise reading aloud Dialogue 1 with your partner.**

B **Practise reading aloud Dialogue 2 with your partner.**

C **Read the following text answer the questions.**

The blue gold

Water comes from different sources, but are all waters drinkable? The answer is no. You can't drink water from lakes and rivers because it contains bacteria. Bacteria make people sick. You should boil or filter water from lakes or rivers before drinking it. But you can drink water from the tap or mineral water because it is clean and safe. Water is important for our lives, this is why it is also called 'The Blue Gold'.

I WRITE

A **Answer the following questions about the text.**

1. Does water come from one source?
2. Give three sources of water.
3. Are all waters drinkable? Why?
4. Why is water also called 'The Blue Gold'?

B **Listen and write your answers.**

C **Write correctly the words.**

1. water/you/drink/Can/lakes/from/?
2. contains/rivers/from/bacteria/Water
3. drinkable/mineral/Is/water/?
4. can't/water/rivers/We/drink/from
5. Must/boil/we/before/water/lakes/from/drinking/it/?

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 99 12/01/2023 18:20

Grammar Focus

Expressing possibility

A. **Can** we drink water from lakes?
B. No, we can't/ Yes, we **can.**

Note: cannot = can't

Giving reason

A: **Why** can't we drink dirty water?

B: **Because** it contains bacteria.

I say it well

- Can we drink water from the tap?
- Yes, we can.
- Can we drink water from rivers?
- No, we can't.
- Why can't we drink water from lakes? Because it contains bacteria.

I put it all together

It's the International Day of Water. Your English teacher asks you to identify the different sources of water and say why some waters are not drinkable.

- in groups, identify the different sources of water.
- Say why some are drinkable and some others are not drinkable.
- Say why water is also called 'The Blue Gold'.

Communication activity

It's the Environment Day in your school. The English Club of your school asks you to write 10 commandments to keep the school environment clean and healthy. Use should/shouldn't, or must/mustn't. The best 10 commandments will be published in the school English Club magazine.

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 100 12/01/2023 18:20

CHECK 7

1 **Build correct sentences sentences using the table.**
Example: 1.C

A	B	C
1. I wash my body 2. I wash my hand 3. You filter water 4. You sweep your room 5. I brush my teeth	with	A. a broom. B. a hand sanitizer. C. a sponge and soap. D. a filter. E. a toothbrush and toothpaste.

2 **Complete the sentences with must or mustn't. Example: 1. must**

1. I .....take my bath every day.
2. You .....throw rubbish in the streets.
3. You .....drink water from the tap.
4. You .....wear dirty clothes.
5. You .....sleep under a mosquito nest.

3 **Find the odd-one out from each list.**
Example: 5. boil

1. Malaria - headache - stomachache gutter - toothache
2. Lake - river - disease - the sea - tap water
3. Sweep - sanitizer - clean - wash - filter
4. Headache - nose - ear - foot - knee
5. Boil - gutter - water - filter - lake

4 **Write what people should do in each situation.**
Example: 1-B. You should see the doctor.

1. A: I have a headache B: .....
2. A: My room is dirty B: .....
3. A: My clothes are dirty B: .....
4. A: The water from the river is not clean B: .....
5. A: There are a lot of mosquitoes in my room B: .....

5 **Write an answer.**

1. A: Can I drink water from the river? B: (contain bacteria)
2. A: Can I drink water from the tap? B: (be clean)
3. A: Can you send me an sms? B: (have no mobile phone)
4. A: Can you sweep your room? B: (have a broom)
5. A: Can you brush your teeth? B: (have no toothpaste)

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 101 12/01/2023 18:20

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_MANUEL 12012023_EXE2.indd 102 12/01/2023 18:20

UNIT 8

SPORTS AND GAMES

Lesson 1

The importance of sport

Learning Context: *To form groups for Physical Training lessons, the students of your class are reading about the different types of sports to say which ones they prefer and talk about the importance of practising sport.*

Key to this lesson

- Vocabulary related to sports and games
- Expressing preference
  I prefer karate to football
- Pronouncing key words
- Asking and responding with the correct intonation



I OBSERVE

Ball sports



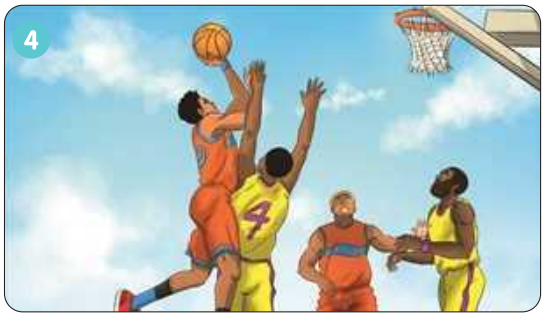
football



handball



volleyball



basketball

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 103 12/01/2023 18:20

Combat sports



boxing

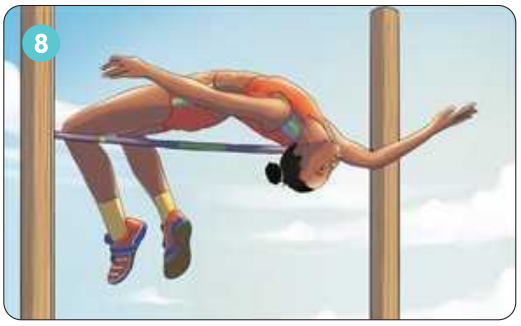


karate

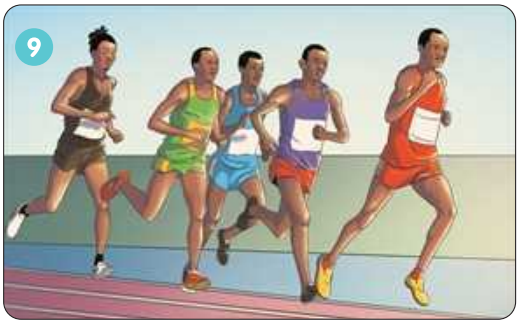
Endurance sports



swimming



high jumping



running



long jumping

I LISTEN

A **Dialogue 1: Listen and Repeat.**

Mobio: Hi Sita; where are you going?
Sita: To practise sport.
Mobio: What sport do you practise?
Sita: I practise handball. Do you like sports?
Mobio: Yes, but I don't like handball.
Sita: What sport do you prefer, then?
Mobio: I prefer karate.
Sita: OK. It's a combat sport.
Mobio: Yes; enjoy your training, Sita.
Sita: Thanks, Mobio; goodbye.

B **Dialogue 2: Listen and Repeat.**

A: What sports do you prefer?
B: I prefer endurance sports.
A: Do you practise swimming?
B: No; long jumping; what about you?
A: I like ball sports; I play football.
B: That's great.

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 104 12/01/2023 18:20

I SPEAK

A **I listen and repeat.**

- **A:** What sports do you prefer? **B:** I prefer combat sports.
- **A:** Do you practise wrestling? **B:** No, I don't.
- **A:** What sports do you practise? **B:** I do karate.

B **I practise with my partner.**

Ask and answer questions about the sports you prefer / the sports you practise.

I READ

A **Practise reading aloud dialogue1 with your partner.**

B **Practise reading aloud dialogue 2 with your partner.**

C **Read aloud the following words.**

Volleyball - High-jumping - Basketball - Football - Boxing - Cycling - Endurance - Running - Sports - Combat - Ball - Like - Prefer - Karate.

D **Read the text and answer the question in "I write" part A below.**

Sport is important for us. When you practise sport, you develop your body and your mind. You are in good health. You meet people and you make a lot of friends. Sports teach you discipline too.
There are different types of sports: ball sports like volleyball and rugby, endurance sports like swimming and running, and combat sports like boxing and taekwondo.

I WRITE

A **Answer the questions about the text.**

1. What is the text about?
2. Write two advantages of practising sports.
3. Is volley ball a combat sport?
4. Write the different types of sports.

B **Listen to the audio and complete the following paragraph.**

Mobio, Seydou and Amilka are in 6ème B. They..... sports. Mobio likes ..... sports. He practises ..... Seydou prefers ball sports. He is a good ..... player. Amilka prefers ..... sport; he does karate.

C **Put the letters and the words in the correct order to find correct words and sentences about sports.**

1. ATERKA
2. GLYNCIC
3. you/practise/Do/swimming/?
4. high-jumping/karate/prefer/to/I.

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 105 12/01/2023 18:20

Grammar Focus

Expressing preference

- What sport do you prefer?
- I prefer football to basketball.
- I prefer swimming to cycling.

- Do you practise boxing?
- No, I don't.
- Yes, I do.

I say it well

- What sport do you prefer?
- Do you practise boxing?
- I prefer swimming to cycling.

I put it all together

For the physical training lessons, you are going to form groups.
- Ask your friends what sports they prefer;
- Ask your friends the sports they practise;
- Tell your friends the sports you prefer.

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 106 12/01/2023 18:20

UNIT 8

SPORTS AND GAMES

Lesson 2 **The CAN**

Learning Context: *The students of your class are reading a text on football to talk about the African Cup of Nations.*

Key to this lesson

- Vocabulary related to football
- Expressing reason
  I practise sport to be healthy
- Pronouncing words related to football



I OBSERVE



a team



a play ground



a goal keeper



defenders in yellow



attackers in blue



midfielders in red

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 107 12/01/2023 18:20



to score (a goal)



to head



to kick



to catch (the ball)



to tackle



to dribble

I LISTEN

A **Dialogue 1: Listen and Repeat.**

Morel: Yvan, what picture is this?

Yvan: A picture of Côte d'Ivoire football team.

Morel: Great! What is this man?

Yvan: He is a goalkeeper.

Morel: What is his role?

Yvan: He catches the ball to prevent attackers to score.

Morel: Is Didier Drogba a goalkeeper?

Yvan: No; he is an attacker.

Morel: What is his role?

Yvan: He scores goals to win the match.

Morel: What do midfielders do?

Yvan: They take the ball from the defenders to the attackers.

B **Dialogue 2 : Listen and Repeat.**

A: Why does the goalkeeper catch the ball?

B: To prevent the attacker to score.

A: Why do attackers dribble?

B: To pass defenders.

A: Why does the defender jump?

B: To head the ball.

I SPEAK

A **Listen and repeat.**

- A: Why does the goalkeeper catch the ball? B: To avoid goals.
- A: Do attackers catch the ball? B: No, they kick the ball to score goals.
- A: Who tackles attackers? B: Defenders do.

B **I practise with my partner.**

Ask and answer questions about what the players do on the playground.

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 108 12/01/2023 18:20

I READ

A **Practise reading aloud Dialogue 1 with your partner.**

B **Practise reading aloud Dialogue 2 with your partner.**

Read the following words aloud.

Midfielders Defenders Team Playground Goal keeper Dribble Catch Kick Head

C **Read the text and answer the questions in "I write" parts A & B.**

The African Cup of Nations (ACN) takes place every two years in a different country. On the playground, each player has his role. Defenders tackle attackers to stop them; midfielders take the ball from defenders to attackers; attackers run, dribble and kick the ball to score goals; goalkeepers jump to catch the ball; they are all fantastic! They do their best to win the competition and take the cup to their country. But not many countries win the cup; Cote d'Ivoire is the winner of the 1992 and the 2015 editions.

I WRITE

A **True or false?**

1- The text is about the FA Cup.
2- The players have the same role on the playground.
3- Cote d'Ivoire is the winner of two ACN editions.

B **Answer the questions.**

1- What players compete?
2- Why do defenders tackle attackers?
3- Do goalkeepers stop the ball?
4- Why do players do their best on the playground?

C **Listen to the audio and complete the paragraph.**

The African Cup of Nations is an important competition. It takes place every two years. There are eleven..... in each ..... ; they ..... the ball, ... it or head it. There are ....., ... and ..... on the ..... . They ....., ... and run to score ..... . They want to ..... the cup.

D **Put the letters and the words in the correct order to find correct words and sentences.**

1. SILFIMDDERE
2. FDEDEENSR
3. IKKC
4. LPYARE
5. goals/dribble/Attackers/score/to.

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 109 12/01/2023 18:20

Grammar Focus

Expressing reason

Why does Kopa jump? →To catch the ball.
Why do you practise sport? → To be healthy.
Defenders tackle attackers to stop them.

I say it well

- Why does the goal keeper jump?
- Who scores goals?
- Attackers dribble to score goals.

I put it all together

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_MANUEL 12012023_EXE2.indd 110 12/01/2023 18:20

UNIT 8

SPORTS AND GAMES

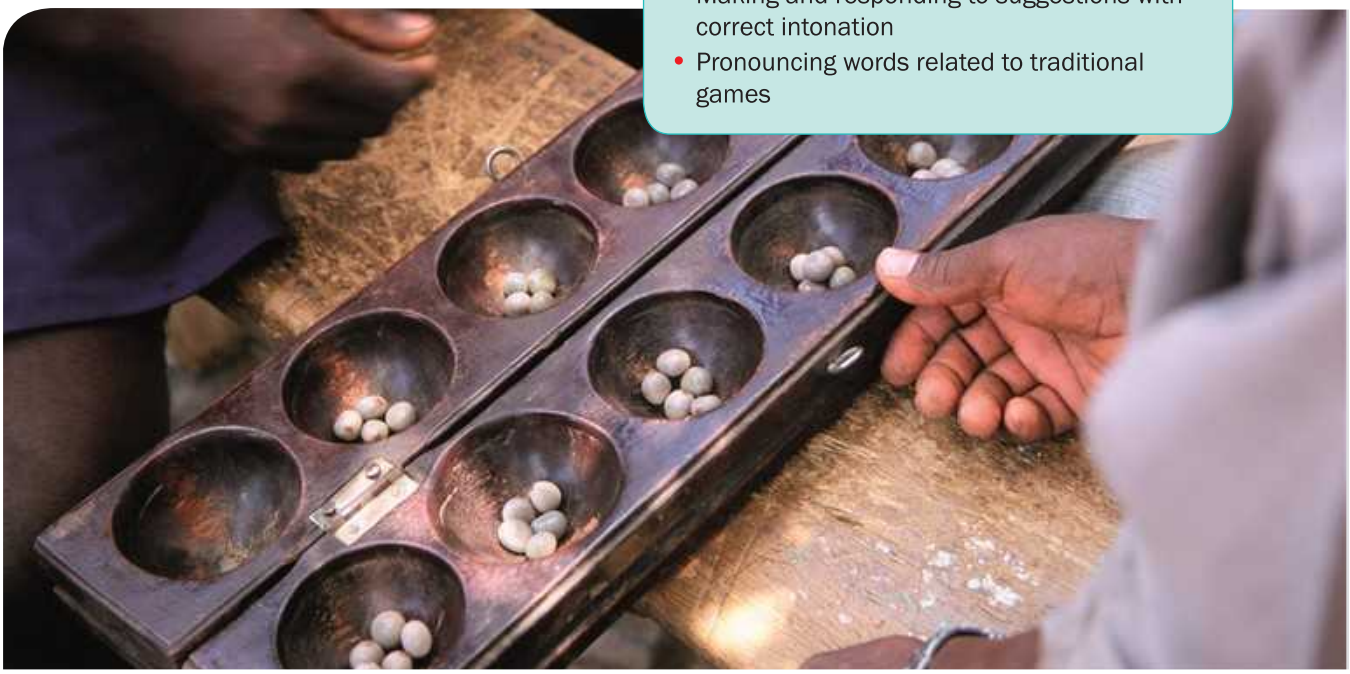
Lesson 3

Traditional games

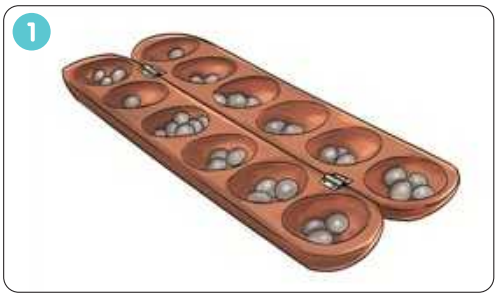
Learning Context: *You are reading the description of your Ghanaien friends' traditional games to make suggestions on the ones you want to talk about to your friends at the next meeting of your club.*

Key to this lesson

- Vocabulary related to traditional games
- Making suggestions
- Accepting / refusing
- Making and responding to suggestions with correct intonation
- Pronouncing words related to traditional games



I OBSERVE



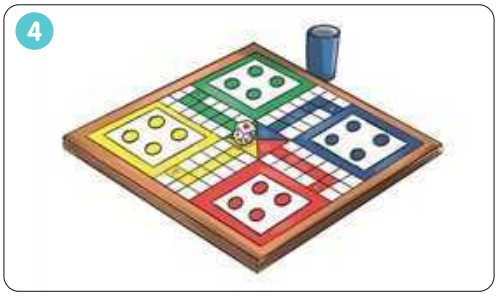
awale



marbles



hide and seek



ludo

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 111 12/01/2023 18:20



sack race



draughtboard game



hopscotch



leap frog

I LISTEN

A **Dialogue 1: Listen and Repeat.**

Ano: Hi, Yéo ! Let's play sac race.
Yéo: Sac race? What is it?
Ano: It's a traditional game in my village.
Yéo: Humm ! How do we play it?
Ano: We put our two legs in a sac; then we jump to a line; the first to cross it is the winner!
Yéo: I see. How many persons can play it?
Ano: Two persons minimum.

B **Dialogue 2: Listen and Repeat.**

A: It's break time; let's play marbles.
B: No, we must keep our hands clean.
A: You're right; how about playing hide an seek?
B: That's OK. But I suggest that we play at the weekend.
A: I agree with you; we must go back to class.
B: Good! Let's go, then.

I SPEAK

A **I listen and repeat.**

- A: Let's play marbles. B: No, we must keep our hands clean.
- A: How about playing hide an seek? B: OK, but I suggest that we play after class.
- A: I agree with you; let's go. B: Yes, the teacher is coming.

B **I practise with my partner like in A.**

- Practise dialogues with your partner.

(Make suggestions – accept / refuse suggestions)

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 112 12/01/2023 18:21

I READ

A **Practise reading aloud Dialogue 1 with your partner.**

B **Practise reading aloud Dialogue 2 with your partner.**

C **Read the text and do the activities that follow.**

Carlito: Hi, Amy! It's the weekend. Let's play draughtboard game.
Amy: I don't now this game; how do we play it?
Carlito: It's a traditional game. We sit at opposite ends of the draughtboard. Each of us has 20 game pieces called draughts, dark or white. We move the pieces in turn and try to capture the other player's pieces. The player who captures the maximum pieces is the winner.
Amy: It sounds interesting; But why not do our homework first?
Carlito: You're right; we can play later.
Amy: Fine; let's go!

I WRITE

A **True or false?**

1. Carlito and Amy are at school.
2. Carlito can play draughtboard game.
3. Amy wants to play now.

B **Answer the questions.**

1. How many players play draughtboard?
2. How many pieces are there on the draughtboard game?
3. Does Amy want to play now? Justify.

C **Listen to the audio and complete the sentences.**

1. Awalé and ..... are traditional games.
2. Let's ..... ludo.
3. ..... play draughtboard game?
4. ..... interesting.

D **Reorder the words to write a correct sentence.**

1. hide/and/play/Let's/seek.
2. homework/not/first/our/Why/do/?
3. idea/a/That's/good

Grammar Focus

Making suggestion	Accepting	Refusing
- Let's play awalé. - Why not play sac race?	- OK. - That's a good idea.	- No, I can't. That's a good idea, but...

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 113 12/01/2023 18:21

I say it well

- Let's play awalé.
- Why not play draughboard?
- OK, that's a good idea.
- It sounds interesting

I put it all together

You are going to celebrate the anniversary of your English club with your Liberian friends. You want to choose the games you are going to play during the celebration. With the members of the club,
- make suggestions;
- explain how you play the games;
- accept or refuse the suggestions.

Communication activity

Which sport do you prefer? Individual or team sport? Tell your partner and say why.

CHECK 8

1 **Circle the odd in each of the following lists.**

a- Volleyball – football – handball - **swimming** .
b- Boxing – football – judo - karate.
c- Running– Ludo – swimming – long-jump.
d- Cards – ludo - football – draughtboard.
e- Awalé – ludo – tennis – marble.

2 **Ask the questions to these answers like in the example.**

a- I practise handball. ⟶ **What sport do you practise?**
b- No, she prefers basket ball to tennis. ⟶ .....?
c- Yes, it is. (Volley ball – ball sport) ⟶ .....?
d- There are seven (players in a handball team). ⟶ .....?
e- They play on a playground (footballers). ⟶ .....?

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 114 12/01/2023 18:21

CHECK 8

3 **True or false ? Correct the false answers. "(a)" has been done has an example.**

a- Footballers play on a ring. **False, playground.**
b- Tennis players play on a court. .....
c- Boxers wear gloves to fight. .....
d- Swimmers swim on a ring. .....
e- Boxers don't wear T-shirts to fight. .....

4 **Circle the following words in the grid like in the example.**

PLAYERS – TEAM – GOALKEEPER – DEFENDERS – PLAY – GOAL – FOOTBALL – REFEREE – NATION – KICK – MIDFIELDER.

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

5 **Who am I ?**

A- 1- My role is to prevent attackers to score goals.
2- I use gloves to play.
3- I can use my hands and my feet to play.
I am a .....

B- 1- My role is to prevent attackers to score goals.
2- I can't use my hands to play.
3- I tackle attackers.
I am a .....

C- 1- I am on the play ground.
2- I am very often dressed in black.
3- I use a whistle to direct the match.
I am a .....

D- 1- I receive the ball from the midfielders.
2- I dribble defenders.
3- I shoot or head the ball to score goals.
I am an .....

E- 1- I am a member of the team.
2- During the match, I am not on the playground.
3- I sit on a bench or stand next to the the touchline to give instructions to my players.
I am a .....

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CHECK 8

6 **Ask the questions for these answers.**

1- There are eleven in a football team.
2- They dribble to pass defenders and score goals.
3- The goalkeeper can catch the ball with his hands during a football match.
4- Yes; there are twenty-two players on the playground during a football match.
5- The referee does.

7 **Write each word or sentence in the correct column.**

Let's go to the stadium – OK - No, I am busy – Why not play hide and seek? – That's a good idea – I'm affraid I can't – Fabulous – I suggest that we stay at home. – That's a good idea but...

Suggesting	Refusing	Accepting
-	-	-
-	-	-
-	-	-

8 **Answer the following questions.**

a- How many players are there on the playground during a football match? **22.**
b- Can basketball players shoot the ball with their feet?
c- Are there eleven players in a rugby team?
d- What do tennis men / women use to play?
e- What is there between the volley ball teams on the court?

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



MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 116 12/01/2023 18:21

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_MANUEL 12012023_EXE2.indd 117 12/01/2023 18:21



English-French dictionary

Some words which are like the French ones ore not in this dictionary.

ENGLISH	FRENCH
A	
a(n)	un, une
about	à propos de
above	au-dessus
address	adresse
afraid	effrayé(e)
Africa	Afrique
after	après
afternoon	après-midi
airport	aéroport
all	tout(e)
alone	seul(e)
aloud	à haute voix
also	aussi
always	toujours
american	américain
and	et
answer	répondre
apple	pomme
arm	bras
around	outour (de)
ask	demander
at	à
august	août
aunt	tante
auntie	tantine
B	
baby	bébé
back	dos
bad	mauvais
bag	sac
banana	banane douce

ENGLISH	FRENCH
bank	banque
basket	panier
bathroom	sale de bains
be	être
beach	plage
beautiful	beau, belle
because	parce que
bed	lit
bedroom	chambre
before	avant
begin	commencer
behind	derrière
bell	cloche
below	ci-dessous
between	entre
bicycle	bicyclette
big	gros(se)
biology	biologie
bird	oiseau
birthday	anniversaire
bird	oiseau
birthday	anniversaire
black	noir(e)
blackboard	tableau noir
blouse	corsage
blue	bleu
board	tableau
boat	bateau
body	corps
book	livre
bookshop	librairie
bottle	bouteille

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 118 12/01/2023 18:21



English-French dictionary

ENGLISH	FRENCH
bowl	bol
box	boîte
boy	garçon
bracket	parenthèse
bread	pain
break	récréation
breakfast	petit déjeuner
bring	apporter
Britain	Grande-Bretagne
british	britannique
broom	balai
brother	frère
brown	marron
brush	brosse
bucket	seau
building	bâtiment
busy	occupé(e)
but	mais
buy	acheter
by	par
bye	au revoir
C	
cake	gâteau
calendar	calendrier
Cameroon	Cameroun
Cameroonian	camerounais
can	pouvoir
car	voiture
card	carte
careful	prudent
carrot	carotte
carry	porter

ENGLISH	FRENCH
cassava	manioc
cat	chat
catch	attraper
certificate	certificat
chair	chaise
charcoal	charbon
cheap	moins cher
chemist's	pharmacie
chicken	poulet
child(ren)	enfant(s)
chílli	piment
China	Chine
Chinese	chinois(e)
chocolate	chocolat
choose	choisir
Christmas	Noël
church	église
city	ville
clap	applaudir
classroom	salle de classe
clean	propre ; nettoyer
climb	monter
clock	horloge
close	fermer
clothes	vêtements
coat	blouse
cocoa	cacao
coconut	noix de coco
coffee	Café
colour	couleur
comb	peigne
come	venir

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 119 12/01/2023 18:21



English-French dictionary

ENGLISH	FRENCH
computer	ordinateur
cook	préparer
count	compter
country	pays
course(of)	bien sûr
cow	vache
crossword	mots croisés
cup	tasse
cut	couper
D	
dad	papa
daily	quotidien(ne)
dance	danser
dancing	dance
dark	noir, sombre
daughter	fille
day	jour
dear	cher(ère)
December	décembre
delicious	délicieux
describe	décrire
desk	bureau
dig	creuser
dining-room	salle à manger
dinner	repas du soir
dirty	sale
dishes	vaisselle
divided	divisé
do	faire
doctor	docteur
dog	chien
door	porte

ENGLISH	FRENCH
draw	dessiner
drawing	dessin
dress	robe
drink	boire
drive	conduire
driver	chauffeur
drum	tambour
dry	sécher
dustbin	poubelle
duster	chiffon
E	
ear	oreille
early	tôt
eat	manger
egg	œuf
eight	huit
eighteen	dix-huit
eighty	quatre-vingts
eleven	onze
else	autre
empty	vide
English	Anglais
envelope	enveloppe
evening	soir
event	événement
every	chaque
everybody	tout le monde
everything	tout
everywhere	partout
example	exemple
exercise	exercice
expensive	chère

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 120 12/01/2023 18:21



English-French dictionary

ENGLISH	FRENCH
eye	œil
F	
face	visage
fairyland	pays de fées
fall	tomber
false	faux
family	famille
farm	ferme, champs
farmer	fermier
fast	rapide
fat	gros
father	père
favourite	favori
February	février
feel	sentir
fifteen	quinze
fifty	cinquante
fight	se battre
fill	remplir
find	trouver
fine	bien
finger	doigt
finish	finir
first	premier
fish	poisson
five	cinq
floor	plancher
flower	fleur
follow	suivre
food	nourriture
foot	pied
for	pour

ENGLISH	FRENCH
forty	quarante
four	quatre
fourteen	quatorze
French	français
Friday	vendredi
friend	ami
from	de
front	devant
fun	amusant
G	
game	jeu
garden	jardin
gas	gaz
giraffe	girafe
girl	fille
gift	cadeau
glass	verre
go	aller
good	bon(ne)
goodbye	au revoir
grammar	grammaire
grandfather	grand père
grandmother	grand-mère
green	vert
greet	saluer
greeting	salutation
grey	gris(e)
ground	terrain
groundnut	arachide
Guinea	Guinée
H	
habit	habitude

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 121 12/01/2023 18:21



English-French dictionary

ENGLISH	FRENCH
hair	cheveux
haircut	coupe de cheveux
hair dresser	coiffeur(euse)
half	moitié, demi
hand	main
handsome	beau
happen	se passer
happy	heureux
hare	lièvre
hat	chapeau
have	avoir
he	il
head	tête
headache	mal de tête
headmaster	proviseur, directeur
headscarf	foulard
heavy	lourd(e)
hello	salut
help	aider
her	son, sa, ses
here	ici
hi	salut
high	haut(e)
him	lui, le
his	son, sa, ses
history	histoire
hobby	passe-temps
hole	trou
home	à la maison
homework	devoirs
horse	cheval
hospital	hopital

ENGLISH	FRENCH
hot	chaud(e)
hour	heure
house	maison
how	comment
hundred	cent
hungry (be)	avoir faim
hurry	se depecher
I	
i	je
idea	idée
ill	malade
in	dans
interesting	intéressant(e)
into	dans
it	il, elle ; le, la
Ivorian	ivoirien(ne)
Ivory Coast	Côte d'Ivoire
J	
January	janvier
job	travail
juice	jus
M	
market	marché
math	mathématiques
May	mai
me	moi, me
meal	repas
meat	viande
mechanic	mécanicien
meet	rencontrer
meeting	réunion
member	membre

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 122 12/01/2023 18:21



English-French dictionary

ENGLISH	FRENCH
midday	midi
milk	lait
mine	mien(ne)
Monday	lundi
money	argent
month	mois
moon	lune
morning	matin
mosque	mosquée
mother	mère
motorbike	moto
mountain	montagne
mouse	souris
mouth	bouche
move	bouger
mr.	monsieur
mrs.	madame
much	beaucoup
mum	maman
music	musique
must	devoir
my	mon, ma, mes
N	
name	nom
near	près
neck	cou
neighbour	voisin(e)
never	jamais
new	nouveau
next	prochain
nice	bon, agréable
night	nuit

ENGLISH	FRENCH
nine	neuf
nineteen	dix-neuf
ninety	quatre-vingt-dix
noun	nom
November	novembre
now	maintenant
number	numéro, chiffre
nurse	infirmier(ère)
O	
object	objet
October	octobre
of	de
office	bureau
often	souvent
oil	huile
old	vieux, âgé(e)
on	sur
one	un, une
onion	oignon
only	seulement
open	ouvrir
or	ou
other	autre
our	notre, nos
over (there)	là-bas
P	
pain	douleur
paint	peindre
painter	peintre
pan	poêle
papaya	papaye
paper	papier

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 123 12/01/2023 18:21



English-French dictionary

ENGLISH	FRENCH
partner	partenaire
party	fête
pen	stylo à bille
pencil	crayon
people	les gens
perhaps	peut-être
physical	physique
physics	la physique
picture	image, photo
pig	cochon, pore
pineapple	ananas
pink	rose
place	lieu
plane	avion
plate	assiette
play	jouer
plantain	banane plantain
please	s'il vous plait
plural	pluriel
point	montrer du doigt
policeman	policier
potato	pomme de terre
pound	piler
practise	pratiquer
prefer	préférer
present	cadeau
pretty	joli(e)
price	prix
pupil	élève
purple	violet(te)
put	mettre

ENGLISH	FRENCH
Q	
quarter	quart
quick	vite
quiet (keep)	se taire
R	
raise	lever
read	lire
ready	prêt(e)
really	vraiment
reason	raison
red	rouge
repair	réparer
repeat	répéter
rest	repos
rice	riz
ride	monter (vélo)
right	bien, droite
ring	sonne
river	rivière, fleuve
roof	toit
room	pièce, salle
rubber	gomme
rule	règlement
ruler	règle
run	courir
S	
salt	sel
sand	sable
Saturday	samedi
saucepan	casserole
say	dire

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 124 12/01/2023 18:21



English-French dictionary

ENGLISH	FRENCH
school	école
scissors	ciseaux
sea	mer
see	voir
sell	vendre
Senegalese	sénégalais(e)
sentence	phrase
September	septembre
seven	sept
seventeen	dix-sept
seventy	soixante-dix
she	elle
sheep	mouton
shine	briller
ship	navire, bateau
shirt	chemise
shoe	chaussure
shop	boutique
shopping	achats
short	court(e)
shoulder	épaule
shout	crier
show	montrer
shut	fermer
sing	chanter
sir	monsieur
sister	sœur
sit (down)	s'asseoir
sitting-room	salon
sixteen	seize
sixth	sixième
sixty	soixante

ENGLISH	FRENCH
skirt	jupe
sleep	dormir
slow	lent(e)
small	petit(e)
snake	serpent
so	donc ; si
soap	savon
sock	chaussette
someone	quelqu'un
something	quelque chose
sometimes	quelquefois
son	fils
song	chanson
soon	bientôt
sorry	pardon, désolé(e)
Spanish	espagnol(e)
speak	parler
spell	épeler
spoon	cuillère
stand (up)	se lever
star	étoile
start	commencer
station	gare
still	encore, toujours
stop	arrêter
story	histoire
stove	cuisinière
street	rue
strong	fort(e)
subject	matière
suddenly	soudain
sugar	sucre

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 125 12/01/2023 18:21



English-French dictionary

ENGLISH	FRENCH
sun	soleil
Sunday	dimanche
sure	sûr(e)
sweep	balayer
swim	nager
T	
tailor	tailleur
take	prendre
talk	parler
tall	grand(e)
teacher	professeur
team	équipe
teeth (e.g. tooth)	dents
tell	dire
ten	dix
tenth	dixième
thank you	merci
that	cela
the	le, la, les
their	leur(s)
them	les, eux, elles
then	ensuite
there (is)	il y a
these	ceux-ci, celles-ci
they	ils, elles
thin	mince
thing	chose
third	troisième
thirsty (to be)	avoir soif
thirteen	treize
thirty	trente
this	ceci

ENGLISH	FRENCH
those	ceux-là, celles-là
thousand	mille
three	trois
throw	lancer, jeter
Thursday	jeudi
time	fois ; heure
times	fois
timetable	emploi du temps
tired	fatigué(e)
title	titre
to	à
today	aujourd'hui
together	ensemble
Togolese	togolais(e)
toilet	toilettes
tomato	tomate
trader	commerçant(e)
tree	arbre
trousers	pantalon
true	vrai(e)
Tuesday	mardi
turn	tourner
twelve	douze
twenty	vingt
two	deux
U	
uncle	oncle
under	sous
unit	unité
us	nous
USA	Etats-Unis
use	utiliser

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 126 12/01/2023 18:21



English-French dictionary

ENGLISH	FRENCH
usually	d'habitude
V	
vegetable	légume
very	très
violin	violon
W	
wait	attendre
wake up	se réveiller
walk	marcher
wall	mur
want	vouloir
wash	(se) laver
watch	regarder ; montre
watchman	gardien
water	eau

ENGLISH	FRENCH
way	chemin
we	nous
wear	porter (ha bits)
Wednesday	mercredi
week	semaine
welcome	bienvenu
well	bien
what	qu'est-ce que, quoi
when	quand
where	où
which	quel(le), lequel
while	pendant (que)
white	blanc(he)
who	qui
whole	tout, entier

MOVE FORWARD 6e_MANUEL 12012023_EXE2.indd 127 12/01/2023 18:21

Audio Scripts

UNIT 1 AT SCHOOL

Lesson 1

A Page 6: Dialogue 1: Listen and Repeat

Anna: Good morning, Mel
Mel: Good morning, Anna. How are you today?
Anna: Fine, thank you! And you?
Mel: I'm fine, thanks
Anna: Goodbye, Mel!
Mel:w Goodbye, Anna!

B Page 6: Dialogue 2: Listen and Repeat

A: Hi, what's your name?
B: Hi, my name's David. And you, what's your name?
A: My name's Christina.
B: Great!
A: Thank you!
B: You're welcome.

B Page 7: Listen to the audio and write what you hear.

1. What's your name?
2. My name is Paul.
3. How are you?
4. Fine, thanks
5. Good-bye!

C Page 7: I Listen and circle the correct letter.

A	G
D	Q
C	R
E	Y
F	T
	W

Lesson 2

A Page 9: Dialogue 1: Listen and Repeat

Manoel: Good morning; my name is Manoel.
Prielle: Hi! I am Prielle.
Manoel: Nice to meet you, Prielle.
Prielle: Nice to meet you too, Manoel.
Manoel: Where are you from, Prielle?
Prielle: I am from San-Pédro, and you?
Manoel: I am from Djébonoua.

B Page 9: Dialogue 2: Listen and Repeat

Prielle: Who is this boy?
Manoel: He is John; he is from Accra.
Prielle: Nice to meet you, John. I am from Djébonoua.
John: Nice to meet you too, Prielle. Here is Thomas.
Prielle: Glad to meet you, Thomas.
Thomas: Glad to meet you too, Prielle.

B Page 10: Listen and write in letters the numbers you hear.

a) five	f) two	k) three	p) six
b) eight	g) nine	l) twelve	q) nineteen
c) one	h) four	m) fifteen	
d) eleven	i) ten	n) five	
e) twenty	j) eighteen	o) thirteen	

Lesson 3

A Page 12: Dialogue 1: Listen and Repeat

Akou: Hi, Fatim, welcome to my classroom!
Fatim: Thank you. Hey, there are only four windows in your classroom!
Akou: Yes. How many windows are there in your classroom?
Fatim: There are eight windows.
Akou: Eight windows! Really?

B Page 12: Dialogue 2: Listen and Repeat

Akou: How many books have you got in your school bag, Fatim?
Fatim: I've got three books. And you, how many books have you got?
Akou: I've got five books.
Fatim: Where is your bag?
Akou: It is under the table.

B Page 13: Listen and write what you hear.

1. a book
2. an erasure
3. How many doors are there?
4. There is one door
5. There are four windows

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UNIT 2 AT HOME

Lesson 1

A Page 19: Dialogue 1: Listen and Repeat

Armel: Hi, Mefou, how are you today?
Mefou: Pretty good, and you?
Armel: Quite fine. Tell me, do you have a large family?
Mefou: We are four: Mum, dad, my sister, and me. And you, how many people are there in our family?
Armel: We are three: Mum, Dad, and me.

B Page 19: Dialogue 2: Listen and Repeat

A:Have you got a sister and a brother?
B: Yes I have. My brother's name is Herman Koffi, and my sister's name is Alice Koffi.
And you, have you got brothers and sisters?
A: No haven't.
B: I see.

B Page 20: Listen to the audio and answer the questions.

1. Who is your Dad?
2. Have you got a large or small family?
3. Do you have siblings?
4. What's your uncle's name?
5. What's your grandpa's name?
6. How many members does your family have?

Lesson 2

A Page 24: Dialogue 1: Listen and Repeat

Yan: Welcome to my house.
Yvan: Thank you.
Yan: This is my living room. There is a sofa, and a TV set on a table.
Yvan: How many bedrooms are there in your house?
Yan: Two; one is for my parents and one for me.
Yvan: What room is this?
Yan: This is the kitchen; There is a cooker, a fridge and plates in it.

B Page 24: Dialogue 2: Listen and Repeat

A: Oh! This is a big room. I like the table and the four chairs.
B: It is my dining room; and there is the bathroom.
A: Come with me; This is the garage; and there is the garden.
B: Your house is very nice; I like it.
A: Thank you.

B Page 25: I Listen and write.

1. This is my house.
2. There are four chairs in the living room.
3. The cars are in the garage.
4. The fridge is in the kitchen.

C Page 25: Listen and write the numbers you hear in letters.

a). Forty	d). Forty-one	g). Forty-two	j). Forty-five
b). Forty-nine	e). Forty-seven	h). Forty-six	k). Forty-eight
c). Fifty	f). Forty-three	i). Forty-four	

Lesson 3

A Page 28: Dialogue 1: Listen and Repeat

Aya: Where is your mom, Cedric?
Cedric: She is in the kitchen.
Aya: What is she doing?
Cedric: She's frying fish.
Aya: And who is pounding there?
Cedric: It's my sister Gertrude.

B Page 28: Dialogue 2: Listen and Repeat

Aya: Is your mother cooking with a stove?
Cedric: No, she isn't.
Aya: What is she cooking with?
Cedric: She's cooking with a cooker.

B Page 29: Listen and write only the names of three cooking actions.

a pestle - a fork - pound - a stove - fry - a knife - a spoon - wash the dishes

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Audio Scripts

UNIT 3 TIME AND DATE

Lesson 1

A Page 34: Dialogue 1: Listen and Repeat

Anna: Excuse me, what day is today?
Mel: Ehmm, today is Friday, I think.
Anna: Oh yes, thank you so much!
Mel: You're welcome!

B Page 34: Dialogue 2: Listen and Repeat

A: Hi, what's the date today, please?
B: I think today is Thursday the second of March, two thousand and twenty-three.
A: Wow, it's my birthday!
B: Oh, really? Great!
A: Thank you. When is your birthday?
B: The second of May.
A: Fabulous!

B Page 35: I Listen and write

a) Listen to the audio and write your answers.

1. What day is today?
2. What's the date today?
3. How many days are there in the week?
4. What's the seventh month of the year?

b) Listen and write in figures the numbers you hear.

a) five	f) two	k) three	p) six
b) eight	g) nine	l) twelve	q) nineteen
c) one	h) four	m) fifteen	
d) eleven	i) ten	n) five	
e) twenty	j) eighteen	o) thirteen	

Lesson 2

A Page 38: Dialogue 1: Listen and Repeat

Mel: Hello! What time is it?
Sita: It's twelve o'clock.
Mel: Ok, thanks!
Sita: You're welcome!

B Page 38: Dialogue 2: Listen and Repeat

A: What's the time?
B: It's quarter past ten.
A: Thank you! It's time for English.
B: You're welcome!
A: What is the time for Maths?
B: Ten twenty.

B Page 40: Listen and write in letters the numbers you hear.

a) seventy-five	e) seventy-one	i) seventy-three
b) eighty	f) seventy-two	j) seventy-eight
c) seventy-six	g) seventy-nine	k) seventy
d) seventy-seven	h) seventy-four	

Lesson 3

A Page 42: Dialogue 1: Listen and Repeat

Opoku: How many subjects do you study at school?
Cedric: I study 13 subjects.
Opoku: What do you have every Monday?
Cedric: I have English, Mathematics, and French.

B Page 42: Dialogue 2: Listen and Repeat

Opoku: Do you have English on Wednesdays?
Cedric: No, I don't; on Wednesdays, I have Physical education, Civics, and Biology.
Opoku: What do you have every Thursday?
Cedric: Music.
Opoku: Does Rosy have Music too?
Cedric: Yes, she does.

B Page 44: Listen and write the names of five school subjects you hear.

Physics - Civics - Saturday - Tuesday - Biology - Arts - Thursday - Wednesday - French

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UNIT 4 JOBS AND OCCUPATIONS

Lesson 1

A Page 48: Dialogue 1: Listen and Repeat

Anna: Excuse me, what do your parents do?
Mel: Mum is a teacher and Dad is a taxi driver.
Anna: Great!
Mel: How about your mum and Dad?
Anna: Dad is a pilot and Mum is a doctor.
Mel: Fantastic!

B Page 48: Dialogue 2: Listen and Repeat

A: Hi, what's your mum's job, please?
B: She's a doctor, she consults patients.
A: Great!
B: How about your mum?
A: She's a pilot, she flies planes.
B: Awesome!

B Page 49: I Listen and write

1. What does your mother do?
2. What's your father's job ?
3. What does your mother do in her job?
4. What does your father do in his job?

Lesson 2

A Page 51: Dialogue 1: Listen and Repeat

Soro: Hi, Zokou; What tool does a doctor work with?
Zokou: He works with a stethoscope and a thermometer.
Soro: Does a shoe polisher work with a stethoscope too?
Zokou: No, he doesn't; he uses a shoe polish and a brush.
Soro: What about the mechanic?
Zokou: He works with a screwdriver and pliers.
Soro: OK, thanks.
Zokou: You're welcome.

B Page 51: Dialogue 2: Listen and Repeat

Soro: What is this?
Zokou: It's a saw.
Soro: Who works with a saw ?
Zokou: The carpenter does.
Soro: Are these screwdrivers?
Zokou: No, they aren't ; they are pliers.
Soro: Who works with a pair of scissors?
Zokou: Tailors.

B Page 52: Listen to the audio and write the tools you hear.

1. The shoe polisher works with a brush.
2. Mechanics work with screwdrivers.
3. Teachers write on boards.
4. Who works with a hammer?
5. Does a carpenter work with a hammer?

Lesson 3

A Page 55: Dialogue 1: Listen and Repeat

Boly: My father is a pharmacist.
Nadia: Where does he work?
Boly: In a pharmacy, of course. What is your mother's job?
Nadia: She is a flight assistant.
Boly: Where does she work?
Nadia: She works on planes.

B Page 55: Dialogue 2: Listen and Repeat

Boly: Where do you want to work, Nadia?
Nadia: In a hospital. I want to become a doctor.
Boly: I plan to be a butcher.
Nadia: Seriously? Where does a butcher work?
Boly: In a butchery.

B Page 56: Listen to the audio and write the five words you hear about workplaces.

garage - doctor - farmer - hospital - mechanic - school - police station - teacher - carpentry

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Audio Scripts

UNIT 5 CLOTHES AND COLOURS

Lesson 1

A Page 62: Dialogue 1: Listen and Repeat

Assi: Excuse me, where are you now John?
John: At the Adjame coach station.
Assi: Great! What are you wearing?
Mel: Oh, I'm wearing black trousers with a red T-shirt and a blue cap.?
Anna: Nice, I'm wearing khaki shorts with a white T-shirt. I'm going to pick you up in ten minutes.
Mel: Thank you!

B Page 62: Dialogue 2: Listen and Repeat

A: What are you wearing for the birthday party?
B: Oh, I'm wearing blue trousers, and a white shirt with a red tie. How about you? Are you wearing a shirt and a tie like me?
A: No, I am not. I' wearing blue trousers a with red T-shirt.
B: Great! See you at the party!
A: See you there!

C Page 63: Listen to the audio and write what you hear.

1. What are you wearing?
2. I am wearing a pair of trousers.
3. When is your birthday party?
4. July 20, 2010

Lesson 2

A Page 65: Dialogue 1: Listen and Repeat

Mobio: Hello, Noufé. I'm at the market. I'm buying a shirt and trousers.
Noufé: What colour is the shirt?
Mobio: It's pink.
Noufé: And the trousers, what colour are they?
Mobio: They are black, and there's a purple dress for my sister.

B Page 65: Dialogue 2: Listen and Repeat

Djaman: I have your clothes.
Amoikon: Is it a green skirt?
Djaman: Yes, it is.
Amoikon: And the shoes, are they black?
Djaman: No, they are not. They are yellow.
Amoikon: Is the blouse orange or green?
Djaman: It's orange, and the shorts are blue.
Amoikon: That's perfect.

B Page 66: Read Dialogue 2 in I LISTEN. Now, listen to the audio and answer the questions you hear.

1. What colour are the trousers?
2. Are the shorts blue?
3. Is the blouse purple or red?
4. What colour is the shirt?

Lesson 3

A Page 69: Dialogue 1: Listen and Repeat

Ahmed: Here are very good clothes freshly arrived from Italy.
Zonlewa: How much is a T-shirt?
Ahmed: It's 3000 F CFA.
Zonlewa: Wow, It's too expensive!
Ahmed: Well, I'm going to make a discount of 500 F CFA.
Zonlewa: I have 2000 F CFA.
Ahmed: No problem; take it.

B Page 69: Dialogue 2: Listen and Repeat

Zonlewa: Do you sell shoes?
Ahmed: Sure!
Zonlewa: How much are these trainers?
Ahmed: 6000 F CFA.
Zonlewa: Can I have a discount?
Ahmed: I'm sorry; this is a good deal for you.

B Page 70: Listen to the audio and complete the conversation between a seller and Afiba.

Afiba: Hello; this blue dress is beautiful; how much is it?
Seller: It is 8000 francs CFA.
Afiba: Oh! This is too expensive; I can give you 5000 francs.
Seller: Well, this is too cheap; You can take it for 6000. It's a good price, you know.
Afiba: OK, thank you; How much are these white trousers?
Seller: They are not expensive; 4000!
Afiba: OK; that's a good deal. Give them to me.
Seller: Here you are.
Afiba: Thank you; here is your money.
Seller: Thanks; come again next time.

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UNIT 6 FOOD AND DRINKS

Lesson 1

A Page 76: Dialogue 1: Listen and Repeat

Atowla: What do you generally eat at home, Sery?
Sery: We eat rice.
Atowla: Do you eat yam too?
Sery: No, I don't, but my parents do.

B Page 76: Dialogue 2: Listen and Repeat

Atowla: Do you drink coffee every morning?
Sery: No, we sometimes drink tea. And you Atowla?
Atowla: We usually drink coffee in the morning.
Sery: And what do you eat?
Atowla: We eat bread in the morning. In the evening, we sometimes eat yam.

C Page 77: I listen and write

1. I listen and write only the names of the food you eat.

tea - fish - chicken - soda - bread

2. I listen again and write only the names of the food you drink.

meat - eggs - water - rice - milk - coffee

Lesson 2

A Page 79: Dialogue 1: Listen and Repeat

Effua: There are good vegetables here.
Cedric: I want some fruit.
Effua: Here are some mangoes and oranges.
Cedric: Do you sell pineapples too?
Effua: Sure!

B Page 79: Dialogue 2: Listen and Repeat

Effua: What do you have for lunch?
Cedric: Carrots and cabbages. I am a vegetarian.
Effua: Do you want apples for dessert?
Cedric: No, I don't like apples. I prefer bananas and pineapples.

B Page 80: I listen and write the words I hear.

1. I listen, and I write only the names of fruit.

carrots - cabbage - pineapple - tomato - avocado

2. I listen again, and I write only the names of vegetables.

apple - aubergine - onion - pepper - orange - orange

Lesson 3

A Page 83: Dialogue 1: Listen and Repeat

Mbadjen: Kédjénou is delicious.
Can you teach me the recipe?
Koffi: Sure!
Mbadjen: What are the ingredients?
Koffi: Chicken, tomato, pepper, and onion.
Mbadjen: Is that all?
Koffi: You need oil and salt too.

B Page 83: Dialogue 2: Listen and Repeat

Mbadjen: The ingradients of Kédjénou are ready. What comes next?
Koffi: First, put the pieces of chicken into the cooking pot. Secondly, add the tomatoes, pepper, and onions.
Mbadjen: Then?
Koffi: Add a little water, oil, and salt. Finally, cover the pot and cook for 50 minutes. Your kédjénou is ready.
Mbadjen: Really?

B Page 84: Listen to the audio and write the recipe you hear. Then listen again and write the names of some ingredients.

King Garba

The King of street food in Côte d'Ivoire is the national Garba. It consists of attiéké and fried tuna. You can eat it well seasoned with tomatoes, chopped onions, and peppers. It's very delicious.

Adapted from chefspencil.com/top 24-food from Ivory Coast

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Audio Scripts

UNIT 7 HEALTH AND ENVIRONMENT

Lesson 1

A Page 91: Dialogue 1: Listen and Repeat

Teacher: What must you do to keep clean?
John: I must take my bath 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!

B Page 91: Dialogue 2: Listen and Repeat

A: What must you brush your teeth with?
B: With a toothbrush and a toothpaste.
A: And what must you take your bath with?
B: A sponge, soap, and water.
A: And what must you filter water with?
B: A filter.
A: And what mustn't you wear?
B: Dirty clothes.

B Page 92: Listen and write your answer.

1. What must you do to keep clean?
2. What must you brush your teeth with?
3. What must you wash your hands with?
4. What do you filter water with?
5. Write 4 parts of the body

Lesson 2

A Page 94: Dialogue 1: Listen and Repeat

Mother: What's wrong with you, Silué?
Silué: I feel cold. I have fever.
Mother: Do you have a headache too?
Silué: Yes, I do.
Mother: That's malaria. You should see the doctor, right?
Silué: Alright Mum. Thank you, mum!

B Page 94: Dialogue 2: Listen and Repeat

A: Anna, why is your room so untidy?
B: Sorry Mum.
A: You should clean it every day. You shouldn't sleep in a dirty room!
B: I've got it, Mum!
A: You should be clean and tidy. You should throw junk papers in the trash basket.
B: OK, Mum. Thanks for your advice.
A: You're welcome. I want you to be clean and healthy!

B Page 95: Listen and write your answers.

1. Koffi has malaria. What should he do?
2. The rubbish dump is full.What should people do?
3. The gutters are full of dirt. What shouldn't people do?
4. The water is not clean. What should you do?
5. The classroom is untidy. What should you do?

Lesson 3

A Page 98: Dialogue 1: Listen and Repeat

Maeva: Mum, can we drink water from lakes and rivers?
Mum: No, you can't, it's not clean. You must filter or boil it.
Maeva: How about water from the tap or mineral water, can we drink it?
Mum: Sure, you can. It's clean and drinkable. We should drink clean water to be healthy.
Maeva: Thank you, Mum!
Mum: You're welcome!

B Page 99: Dialogue 2: Listen and Repeat

A: Mum, why can't we drink water from rivers and lakes?
B: Good question! We can't drink it because it's not clean. It contains bacteria.
A: What are bacteria?
B: They are microbes. They can make you sick.
A: So, what water should we drink?
B: We should drink mineral water or water from the tap.
A: Thank you Mum!
B: You're welcome!

B Page 99: Listen and write your answers

1. Write 3 sources of water.
2. Can you drink water from lakes? Why?
3. Can you drink water from the tap? Why?
4. How can you make water from lakes or rivers drinkable?

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UNIT 8 SPORTS AND GAMES

Lesson 1

A Page 104: Dialogue 1: Listen and Repeat

Mobio: Hi Sita, where are you going?
Sita: To practise sport.
Mobio: What sport do you practise?
Sita: I practise handball. Do you like sports?
Mobio: Yes, but I don't like handball.
Sita: What sport do you prefer, then?
Mobio: I prefer karate.
Sita: OK. It's a combat sport.
Mobio: Yes; Enjoy your training, Sita.
Sita: Thanks, Mobio; goodbye.

B Page 104: Dialogue 2: Listen and Repeat

A: What sports do you prefer?
B: I prefer endurance sports.
A: Do you practise swimming?
B: No; Long jumping; what about you?
A: I like ball sports; I play football.
B: That's great.

B Page 105: I Listen and write.

1. There are many sorts of sports, endurance sports, ball sports and combat sports.
2. What sport do you prefer?
3. I prefer combat sports; I do karate.

Lesson 2

A Page 108: Dialogue 1: Listen and Repeat

Morel: Yvan, what picture is this?
Yvan: A picture of Côte d'Ivoire football team.
Morel: Great! What is this man?
Yvan: He is a goalkeeper.
Morel: What is his role?
Yvan: He catches the ball to prevent attackers to score.
Morel: Is Didier Drogba a goalkeeper?
Yvan: No; he is an attacker.
Morel: What is his role?
Yvan: He scores goals to win the match.
Morel: What do midfielders do?
Yvan: They take the ball from the defenders to the attackers.

B Page 108: Dialogue 2: Listen and Repeat

A: Why does the goalkeeper catch the ball?
B: To prevent the attacker to score.
A: Why do attackers dribble?
B: To pass defenders.
A: Why does the defender jump?
B: To head the ball.

C Page 109: Listen to the audio and complete the paragraph.

The African Cup of Nations is an important competition. It takes place every two years. There are eleven **players** in each **team**; they **play** the ball, **kick** it or head it. There are **defenders**, **midfielders** and **attackers** on the **playground**. They **tackle**, **dribble**, and run to score **goals**. They want to win the cup.

Lesson 3

A Page 112: Dialogue 1: Listen and Repeat

Ano: Hi, Yéo! Let's play sac race.
Yéo: Sac race? What is it?
Ano: It's a traditional game in my village.
Yéo: Humm! How do we play it?
Ano: We put our two legs in a sac; then we jump to a line; the first to cross it is the winner!
Yéo: I see. How many persons can play it?
Ano: Two persons minimum.

B Page 112: Dialogue 2: Listen and Repeat

A: It's break time; let's play marbles.
B: No, we must keep our hands clean.
A: You're right; how about playing hide and seek?
B: That's OK. But I suggest that we play in the weekend.
A: I agree with you; we must go back to class.
B: Good! Let's go, then.

C Page 113: I Listen and write.

1. Awalé and sac race are traditional games.
2. Let's play ludo.
3. Why not play draughtboard game?
4. That's interesting.

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