

Mon cahier
d'habiletés

Livre du Professeur

WIN SKILLS

6^e

CORRIGÉS DES EXERCICES

- *Learning context*
- *Good to know*
- *My dictionary*
- *Practice activities*
- *Communication activity*
- *Let's recap*



Mon cahier
d'habiletés

WIN SKILLS



LIVRE DU PROFESSEUR

**CORRIGÉS
DES EXERCICES**

- I. Learning context*
- II. Good to know*
- III. My dictionary*
- IV. Practice activities*
- V. Communication activity*
- VI. Let's recap*

NOTE D'INFORMATION _____

Cher collègue,

Ce guide que vous tenez entre vos mains vous est exclusivement destiné. Il ne saurait donc être transmis à un apprenant sous aucun prétexte !

Vous y trouverez les corrigés des exercices du cahier d'activités Win Skills, dont certains sont à titre indicatif.

Vous y trouverez également tous les textes de listening dont les supports audio sont téléchargeables sur le site :

www.jdeditions.com publications cours en audio.

Pour ce qui concerne les corrigés, il vous faut consulter :

www.jdeditions.com publications les corrigés.

Quant aux spécimens numérisés, ils sont disponibles sur :

www.jdeditions.com specimens.

Toutefois, pour des questions de confidentialité évidentes, vous aurez besoin d'un code d'accès qui vous sera donné par le responsable commercial JD-Éditions de votre zone. Veuillez le contacter si vous souhaitez télécharger ces documents pédagogiques.

Unit 1 : AT SCHOOL

LESSON 1 : GOOD MORNING. HOW ARE YOU ?

Session 1

Activity 1 :

1. To greet
2. Good morning
3. Good afternoon
4. Good evening
5. Good night
6. Good bye

Activity 2 :

1. Good morning
2. Good evening
3. Good afternoon
4. Good evening
5. Good afternoon
6. Good morning

Activity 3 :

1. What is your name ?
2. My name is Ashley
3. How are you
4. to meet you
5. Nice to meet you
6. Bye

Session 2

Activity 1 :

1. Hello
2. Greetings
3. Hi
4. To hug
5. To shake hands
6. To wave hands

Activity 2 :

1. He
2. She
3. They
4. We
5. It

Activity 3

1. is
2. am
3. are
4. is

Session 3

1. Good morning, John !
2. I am fine
3. Nice to meet you
4. Bye
5. Good bye

LESSON 2 : IN THE CLASSROOM

Session 1

Activity 1 :

- | | |
|----------------|-------------|
| 1. A school | 2. A duster |
| 3. A chair | 4. A door |
| 5. A classroom | 6. A window |

Activity 2 : [À titre indicatif]

- Student A : What is it ?
 Student B : It is a duster. / It's a duster.
 Student A : What is it ?
 Student B : It is a door. / It's a door.

Activity 3 :

| | | |
|---|---|---|
| EXAMPLE | A : Is it a window ? B : No, it isn't. A : Is it a box of chalk ? B : Yes, it is ! | A : Is it a door ? B : No, it isn't A : Is it a duster ? B : Yes, it is ! |
| A : Is it a chair ? B : No, it isn't A : Is it a school bench ? B : Yes, it is ! | A : Is it a window ? B : No, it isn't. A : Is it a school bag ? B : Yes, it is ! | A : Is it a duster ? B : No, it isn't. A : Is it a piece of chalk ? B : Yes, it is ! |

Session 2

Activity 1 :

Erratum :

Dans la banque des mots, il faut lire « blackboard » au lieu de « blackbord ». L'écrire au tableau et demander aux apprenants de le corriger dans leurs livrets au stylo rouge.

- | | |
|---------------|------------------|
| 1. Blackboard | 2. Box of chalks |
| 3. Desk | 4. Teacher |
| 5. Pupils | 6. School bench |

Activity 2 :

1. pupils 2. teacher 3. school bench
 4. desk 5. blackboard
 6. Chalk

Activity 3

1. This 2. That 3. This 4. That
 5. That

Session 3

1)

EXAMPLE

2)

John : What is this ?
 You : It is a desk.

3)

John : What is that ?
 You : It is a box of chalk.

4)

John : What is that ?
 You : It is a school bench.

LESSON 3 : WHERE'S YOUR ENGLISH BOOK ?

Session 1

Activity 1 :

- | | |
|----------------|----------------|
| 1. A copybook | 2. A pen |
| 3. A schoolbag | 4. A sharpener |
| 5. A ruler | 6. A pencil |
| 7. An eraser | 8. A book |

Activity 2 :

- A : Where is the pen ?
B : The pen is in the school bag.
- A : Where are the books ?
B : The books are on the table.
- A : Where is the pen ?
B : The pen is on the book.
- A : Where is the pencil ?
B : The pencil is under the chair.

Activity 3 :

- F : The ball is under the chair.
- F : The pen is on the book.
- F : The sharpener is on the table
- T

Session 2

Activity 1 :

- | | | |
|-----------|-------------|----------|
| a. zero | b. eleven | c. Three |
| d. 16 | e. fourteen | f. 5 |
| g. twelve | h. seven | i. ten |
| j. 19 | k. thirteen | l. eight |
| m. twenty | n. fifteen | o. 9 |

Activity 2 :

- A : How many pencils are there ?
B : There are eight pencils.
- A : How many pens are there ?
B : There are five pens.
- A : How many sharpeners are there ?
B : There is one sharpener.
- A : How many bags are there ?
B : There are four bags.
- A : How many erasers are there ?
B : There are eight erasers.

Activity 3 :

- | | | | |
|------|------|------|------|
| 1. h | 2. g | 3. f | 4. e |
| 5. d | 6. c | 7. b | 8. a |

Session 3

- A : Where are the books?
B : They are on the table.

A : How many books are there ?
B : There are ten (10) books.

- A : Where are the sharpeners ?
B : They are on the table.

A : How many sharpeners are there ?
B : There are three (3) sharpeners

LET'S RECAP 1 :

| | | |
|-------|-------|-------|
| 1. g | 2. e | 3. f |
| 4. a | 5. b | 6. d |
| 7. h | 8. c | 9. i |
| 10. m | 11. l | 12. j |
| 13. k | | |

Unit 2 : AT HOME

LESSON 1 : MY FAMILY

Session 1

Activity 1 :

- | | |
|-------------|-------------|
| 1. husband | 2. children |
| 3. daughter | 4. Sister |
| 5. brother | 6. son |
| 7. parents | 8. wife |
| 9. mother | 10. father |

Activity 2 :

- A : How old is Mrs Diomandé ?
- B : She is 15 years old (or, she is 15.).
- A : How old is Amira Diomandé ?

Activity 3

- have
- has
- has
- has
- have
- have
- has

Session 2

Activity 1 :

- False ; it is the brother of my father or my mother.
- True
- False ; she is the daughter of my sister or brother.
- False ; he is my grandfather.
- True

Activity 2 :

- | | | | |
|-----------------|------------------|-------|-------|
| a) Twenty-one | b) 45 | | |
| c) Twenty-eight | d) Seventy-seven | | |
| e) Fifty-six | f) Forty-three | | |
| g) 29 | h) 80 | i) 67 | j) 33 |
| k) One hundred | l) 95 | | |

Activity 3 [À titre indicatif]

- How old are you ?
- I am twelve years old
- I am eleven
- How many
- 2 brothers

Session 3 [À titre indicatif]

- My name is Gniré.
My father's name is Idriss and my mother's name is Aïssa
- I have got 3 brothers and 2 sisters
- I have one brother and one sister.
- I am ten years old.
- I am thirteen years old.

LESSON 2 : MY HOUSE

Erratum :

Rajouter le mot « **sofa** » dans la liste des mots de vocabulaire à enseigner. L'écrire au tableau et demander aux apprenants de le corriger dans leurs livrets au stylo rouge.

Session 1

Activity 1 :

1. A dining-room
2. A sitting-room / A living-room
3. A kitchen
4. A toilet
5. A bathroom
6. A garage

Activity 2 :

1. Toilet
2. Dining-room
3. Garage
4. Kitchen
5. Garden
6. Bathroom

Activity 3 :

- (1) A : Where is the TV set ?
B : It is near the cupboard.
- (2) A : Where is the cupboard?
B : It is near the TV set.
- (3) A : Where is the fan?
B : It is behind the armchair.
- (4) A : Where is the armchair?
B : It is in front of the fan.

Session 2

Activity 1 :

1. A fan
2. A radio
3. An armchair
4. A sofa
5. A TV set / A Television
6. A bed
7. An iron
8. A cupboard

Activity 2 :

- 1) Fan
- 2) Radio
- 3) Iron
- 4) Bed
- 5) Cupboard
- 6) Sofa
- 7) Television
- 8) Armchair

Activity 3 :

- (1) Are there
- (2) There are
- (3) Is there
- (4) There is no
- (5) There is
- (6) Are there
- (7) There are
- (8) Is there
- (9) There is no

Session 3 [À titre indicatif]

- (1) There are four rooms
- (2) A living-room, a bedroom, a kitchen, a garage.
- (3) the cupboard.
- (4) there is.
- (5) the radio
- (6) there are
- (7) They are
- (8) the television

LESSON 3 : IN THE KITCHEN

Erratum :

Rajouter le mot « **jug** » dans la liste des mots de vocabulaire à enseigner. L'écrire au tableau et demander aux apprenants de le corriger dans leurs livrets au stylo rouge.

Session 1

Activity 1 :

1. A sauce pan
2. A pot
3. A teaspoon
4. A plate
5. A jug
6. A fridge

Activity 2 :

Erratum :

Remplacer la consigne de l'activité 2 par celle-ci : « **Put the verbs between brackets in the present continuous** ». L'écrire au tableau et demander aux élèves de la corriger dans leurs livrets avec un stylo rouge.

1. is boiling
2. are collecting
3. am eating
4. are having
5. is cleaning
6. is calling

Activity 3 :

- (1) is cooking
- (2) is eating
- (3) is cutting
- (4) are frying
- (5) are sweeping
- (6) am setting
- (7) is washing
- (8) is opening

Session 2

Activity 1 :

1. Glass
2. Fork
3. Knife
4. Spoon
5. Frying pan

Activity 2 :

Erratum :

Dans la consigne, il faut lire « **with** » au lieu de « **whit** ». L'écrire au tableau et demander aux apprenants de le corriger dans leurs livrets au stylo rouge.

- 1) A : What is Christelle doing ?
B : She is cleaning the armchair.
- 2) A : What is Ousmane doing ?
B : He is ironing the dress.
- 3) A : What is Jamila doing ?
B : She is cleaning the cabinet.
- 4) A : What is Anderson doing ?
B : He is sweeping the floor.
- 5) A : What is Tatiana doing ?
B : She is cooking the meal.

Activity 3

- (1) A : Is she cleaning the toilet?
B : Yes, she is cleaning the toilet.
- (2) A : Are you cooking the meal ?
B : Yes I am.
- (3) A : Are they sweeping the floor ?
B : No, they aren't.

Session 3 [À titre indicatif]

- (1) Hello, Weah! (2) What are you (3) I am washing spoons and pots.
(4) He is cleaning (5) They are sweeping (6) She is cooking

LET'S RECAP 2 :

| | | |
|------|-------|------|
| 1.f | 2.d | 3.l |
| 4.a | 5.b | 6.c |
| 7.g | 8.e | 9.h |
| 10.i | 11.k | 12.j |
| 13.o | 14. m | 15.n |

Unit 3 : TIME AND DATE

LESSON 1 : THE DATE

Session 1

Activity 1 :

1. Monday 2. Tuesday
3. Wednesday 4. Thursday
5. Friday 6. Saturday 7. Sunday

Activity 2 :

1. e / 4th = the fourth
2. d / 15th = the fifteenth
3. f / 9th = the ninth
4. b / 7th = the seventh
5. g / 2nd = the second
6. c / 6th = the sixth
7. i / 3rd = the third
8. j / 10th = the tenth
9. h / 8th = the eighth
10. a / 5th = the fifth

Activity 3 :

1. third (3rd) 2. first (1st)
3. third (3rd) 4. second (2nd)
5. Thursday 6. Friday
7. seventh (7th)

Session 2

Activity 1 :

1. January 2. February
3. March
4. April
5. May
6. June 7. July
8. August
9. September
10. October
11. November
12. December

Activity 2 :

- 1) November 2) July 3) February
4) March 5) May 6) August
7) September 8) December
9) April 10) October
11) January 12) June

Activity 3 :

Erratum :

Dans l'item 6, il faut lire « **thirteenth** » au lieu de « **thirteen** ». L'écrire au tableau et demander aux apprenants de le corriger dans leurs livrets au stylo rouge.

(1) June 24th, 2019 :

The twenty-fourth of June, two thousand and nineteen

(2) May 1st, 2020

(3) The fifth of November, two thousand and twenty

(4) August 3rd, 2021

(5) The twenty-second of October, two thousand and twenty

(6) March 13th, 2018

(7) The thirtieth of January, two thousand and five

Session 3 [À titre indicatif]

(1) Tuesday 9th

(2) April

(3) 2009

(4) on the ninth of April, two thousand and nine

LESSON 2 : WHAT'S THE TIME ?

Erratum :

Dans le Language Function (1. Asking and telling the time), il faut lire « **morning** » au lieu de « **moning** ». L'écrire au tableau et demander aux apprenants de le corriger dans leurs livrets au stylo rouge.

Session 1

Activity 1 :

1. f 2. a 3. d 4. b 5. c 6. e

Activity 2 :

1. → D

2. What time ... ? → C

3. What ... is it ? → B

4. What time is... ? → A

Activity 3

1. It's half past six p.m.

2. It's twenty-five past eleven

3. It's twenty-five to eleven

4. It's quarter to four

Session 2

Activity 1 : [À titre indicatif]

1. I go to school at 6 o'clock.

2. I do my homework at 7 o'clock p.m.

3. I play football at half past four p.m.

4. I play computer games at quarter past five p.m.

5. I meet my friends at 10 o'clock.

6. I cook the meal at 9 o'clock

7. I stay at home at 2 o'clock p.m.

Activity 2 :

1) 8.00 p.m. 2) 12.30 p.m.

3) 7.00 a.m. 4) 5.30 a.m.

5) 8.00 p.m. to 10 p.m.

6) 9.30 p.m.

Activity 3 :

- (1) What are we going to eat at lunch ?
- (2) are ... going
- (3) is going
- (4) is going
- (5) are ... going

Session 3

1. I get up at 6.00 a.m.
2. I walk to school at 6.45 a.m.
3. I have lunch at 12.30 p.m.
4. I do my homework at 6 p.m.
5. I have dinner with my parents at 8.00 p.m.
6. I go to bed at 9.30 p.m.

LESSON 3 : MYSCHOOL SUBJECTS

Session 1

Activity 1 :

1. Physical Education
2. Music
3. Mathematics
4. Geography
5. English
6. Chemistry
7. Information and Communication Technologies
8. Art

Activity 2 : [À titre indicatif]

1. English
2. History
3. Physics
4. Maths
5. Geography
7. Music
8. French
9. Sports

Activity 3

1. a) When has Sékongo got Physical Education ?
(Monday ; Thursday)
b) He has got Physical Education on Monday and Thursday.
2. a) When has ...
b) He has got ... Tuesday and Thursday.
3. a) When has he got ...
b) ... has got History and Geography on Tuesday and Thursday.
4. b) ... has got Music on Friday.

Session 2

Activity 1 :

- | | |
|------|------|
| 1. c | 2. d |
| 3. a | 4. b |
| 5. f | 6. e |

Activity 2 : [À titre indicatif]

- 1) gets up
- 2) takes / gets
- 3) cooks
- 4) have / go
- 5) starts
- 6) works

Activity 3

- (1) He plays tennis every Saturday.
- (2) He has got gardening one time in a week.
- (3) They have English class two times in a week.
- (4) I celebrate my anniversary every year.
- (5) My parents never take me to my village.

Session 3 [À titre indicatif]

- English, History, Music, Mathematics, French, Biology
- Emploi du temps renseigné

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---------------|-------------------|---------|-------------|----------|---------|
| 7 :30-8 :25 | ENGLISH | | | | |
| 8 :25-9 :20 | | | | | |
| 9 :20-10 :15 | | MUSIC | | | |
| 10 :15-10 :30 | | | B R E A K | | |
| 10 :30-11 :25 | | | MATHEMATICS | | |
| 11 :25-12 :30 | | | | FRENCH | |
| | A F T E R N O O N | | | | |
| 14 :00-15 :00 | | | | | |
| 15 :00-16 :00 | | | | | BIOLOGY |
| 16 :00-17 :00 | | | | | |
| 17 :00-18 :00 | HISTORY | | | | |

- Je décris mon emploi du temps

I have class every day from Monday to Friday. I have got English on Monday morning at half past seven. In the afternoon, I have got History at five o'clock p.m. On Tuesday, I have got Music at twenty past nine. I have got Mathematics on Wednesday at half past ten. I have got French at twenty-five past eleven on Thursday. On Friday at three o'clock p.m., I have got Biology.

LET'S RECAP 3 :

| | | |
|------|------|------|
| 1.f | 2.d | 3.a |
| 4.i | 5.b | 6.c |
| 7.e | 8.g | 9.h |
| 10.l | 11.m | 12.j |
| 13.k | | |

Unit 4 : JOBS AND OCCUPATIONS

LESSON 1 : WHAT'S YOUR FATHER'S JOB ?

Session 1

Activity 1 :

1. Musician
2. Painter
3. Waiter
4. Plumber
5. Fireman
6. Teacher
7. Farmer
8. Butcher

Activity 2 :

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

Activity 3 :

1. B : He is a teacher
2. B : She is a nurse
3. B : He is a farmer
4. B : They are mechanics
5. B : She is a secretary
6. B : He is a headmaster

Session 2

Activity 1 :

1. Mailman
2. Lorry driver
3. fisherman
4. Doctor
5. Veterinarian
6. Florist

Activity 2 :

Erratum :

*Il faut donner la réponse de l'item 1 en exemple : **1-fisherman**. L'écrire au tableau et demander aux élèves de le reproduire dans leurs livrets.*

- 1) fisherman
- 2) bus-driver
- 3) mailman
- 4) florist
- 5) veterinarian
- 6) doctor

Activity 3

- (1) Her
- (2) Our
- (3) His
- (4) Their
- (5) Your
- (6) My
- (7) Its
- (8) Her

Session 3 [À titre indicatif]

Teacher, plumber and farmer are examples of jobs and occupations. A teacher is a person who teaches and helps students to learn. A plumber is a person who repairs pipes, baths and toilets. A farmer is a person who owns and works on a farm. My father is a teacher. My mother is a doctor. She looks after sick people. I have got two uncles. They are mechanics. They repair cars.

Session 1

Activity 1 :

1. Stethoscope 2. Handcuffs
3. Blackboard 4. Fork 5. Chalk
6. Baton 7. Hoe 8. Syringe
9. Tractor 10. Books 11. Whistle
12. Hammer

Activity 2 :

1. b) The teacher's desk
2. b) Anna's occupation
3. b) James' job
4. b) Policemen's handcuffs
5. b) Students' break time
6. b) Owner's trowels

Activity 3 :

1. A : Whose guitar is it ?
B : It is the musician's guitar. / It's the musician's.
2. A : Whose watering can is it ?
B : It is the gardener's watering can. / It's the gardener's.
3. A : Whose farm is it?
B : It is my grandparents' farm. / It's my grandparents'.
4. A : Whose cars are they ?
B : They are these women's cars. / They're these women's.
5. A : Whose toys are they ?
B : They are our nephews' toys. / They're our nephews'.
6. A : Whose umbrella is it?
B : It is the lady's umbrella. / It's the lady's.

Session 2

Activity 1 :

1. a) What does a doctor do with a syringe ?
b) He gives injections to sick persons.
2. b) He plays music.
3. b) They dig soil to grow crops.
4. b) They regulate the traffic.
5. b) He writes lessons on the board.

Activity 2 :

- 1) Stethoscope ; Syringe
- 2) Baton ; Whistle
- 3) Tractor ; Hoe
- 4) Book ; Chalk

Activity 3

- (1) A : What does the policeman do with handcuffs?
B : He prevents criminals from escaping.
- (2) A : What does the farmer do with a tractor ?
B : He ploughs the land.
- (3) A : What does the doctor do with a stethoscope?
B : He listens to sounds in the body.

Session 3 [À titre indicatif]

My father is a teacher. He works with chalk to write lessons on the blackboard. My mother is a doctor. She has many syringes. She gives injections to sick people. I have got two uncles. They are farmers and they have tractors. They plough the land with their tractors.

Session 1

Activity 1 :

1. Office 2. Restaurant
3. Hospital 4. Building
5. Police station 6. Laboratory
7. School 8. Farm

Activity 2 :

1. *school* 2. building
3. office 4. restaurant
5. hospital 6. laboratory
7. police station 8. farm

Activity 3 :

1. A : Where does a doctor work ?
B : He works in a hospital.
2. A : Where does a farmer work ?
B : He / She works on a farm.
3. A : Where does a secretary work ?
B : He / She works in an office.
4. A : Where does a scientist work ?
B : He / She works in a laboratory.
5. A : Where does a cook work ?
B : He / She works in a restaurant.

Session 2

Activity 1 :

1. housewife 2. factory-worker
3. pilot 4. cook 5. teacher

Activity 2 :

Erratum :

Dans la consigne il faut lire « words » au lieu de « word ». L'écrire au tableau et demander aux élèves de le corriger dans leurs livrets au stylo rouge.

- 1) doctor 2) policeman

- 3) farmer 4) teacher
- 5) barbers 6) laboratories

Activity 3 : [À titre indicatif]

- (1) A : Does a farmer work in a school ?
B : No, he doesn't. He works on farms.
- (2) A : Does a doctor work in a restaurant ?
B : No, he doesn't. He works at the hospital.
- (3) A : Does a policeman work in a laboratory ?
B : No he doesn't. He works in a police station.
- (4) A : Does a teacher work on farms ?
B : No, he doesn't. He works in a school.
- (5) A : Does a barber work in a restaurant ?
B : No, he doesn't. He works in a barber's shop.
- (6) A : Does a scientist work in a restaurant?
B : No, he doesn't. He works in a laboratory.

Session 3 [À titre indicatif]

My father is a teacher. He works in a school. He works with chalk to write lessons on the blackboard. My mother is a doctor. She works in a hospital with a stethoscope and many syringes. I have got two uncles : Yao and Koffi. They are farmers. They have tractors and they work on their big farms.

| LET'S RECAP 4 : | | |
|-----------------|-----|-----|
| 1.d | 2.a | 3.e |
| 4.b | 5.c | 6.h |
| 7.f | 8.g | |

Unit 5 : CLOTHES AND COLOURS

LESSON 1 : WHAT IS SHE WEARING ?

Session 1

Activity 1 :

1. A shirt 2. A blouse 3. A dress
 4. A suit 5. A tie 6. A cap
 7. A skirt 8. A wrapper

Activity 2 :

1. A pair of shoes 2. Waistcoat
 3. Glasses 4. Shorts 5. Trousers

Activity 3 :

1. A : What are you wearing?
 B : I am wearing a shirt
 2. A : What is the teacher wearing ?
 B : He is wearing a suit.
 3. A : What are boy students wearing ?
 B : They are wearing a khaki uniform.
 4. A : What are girl students wearing ?
 B : They are wearing a skirt and a blouse.

Session 2

Activity 1 : Listening passage

In my uncle's shop, there are many nice (1) clothes. We can find (2) skirts and (3) blouses for girls. There are also (4) bubus with (5)

hats. When it is very hot, people wear (6) sunglasses to protect their eyes against the sunshine. Young people like wearing (7) jeans. I like that (8) jacket; It's very nice.

Activity 2 : Listening passage

Anna is wearing jeans and a pair of shoes. Ben is wearing a shirt and a tie. Phillipe is wearing sunglasses and Claude is wearing a waistcoat.

Answer : 1) Anna 2) Claude
 3) Ben 4) Phillipe

Activity 3 :

- (1) A : Is Eva wearing a tee-shirt and jeans ?
 B : Yes, she is.
 (2) A : Is Evariste wearing jeans ?
 B : No, he isn't.
 (3) A : Is Yves wearing a tie ?
 B : Yes, he is.
 (4) A : Is Jean-Marc wearing a waistcoat ?
 B : No, he isn't.
 (5) A : Is Ruth wearing a dress ?
 B : Yes, she is.
 (6) A : Is Donald wearing sunglasses ?
 B : No, he isn't.

Session 3 [À titre indicatif]

(A) 7 items of clothing

(B) 1- B 2-A 3- A 4- B 5- A 6- B 7- A

(C) [À titre indicatif]

1. Hello !
2. I am going to wear a dress.
3. He is wearing a shirt.
4. They are wearing a blouse and a skirt.
5. They are wearing a khaki uniform.

Listening passage

Alice and John are in a store to buy some items of clothing. Here is their conversation.

Alice : Hi John. I am here because I need to buy a new T-shirt.

John : A T-shirt ? Is it what you are going to wear at the party ?

Alice : No, I am going to wear a beautiful dress. I just need the T-shirt to do sport. And you, What are you looking for in this store ?

John : I am looking for black shoes, the ones I am going to wear at the party.

Alice : Good ! Saturday is the birthday of your mother. What are you going to buy as present for your mother ?

John : I think I am going to buy red pants for her. My mother likes pants. And her favourite colour is red !

Alice : Cool ! Now, tell me : what do you want for Christmas ?

John : I want some new socks, for my black shoes.

Alice : For the coming party, what are you going to wear : a hat or a cap ?

John : I am going to wear the hat that my father gave me as birthday present last year.

Alice : That sounds good ! ... Look at those shorts over there. Are you going to buy them for your brother Matt ?

John : Yes, sure.

LESSON 2 : WHAT COLOUR IS THE SHIRT ?

Session 1

Activity 1 :

- 1.White 2. Blue 3. Red
4.Green 5.Black
6.Yellow 7. Brown 8. Pink
9.Orange 10.Grey

Activity 2 :

1. b 2. e 3. f 4. d 5. a 6. c

Activity 3 :

1. A : What colour is Kouadio's shirt ?
B : It is black.
2. A : What colour is Letarif's suit?
B : It is blue.
3. A : What colour is Didi's dress?
B : It is blue.
4. A : What colour is the girls' uniform ?
B : It is blue and white.
5. A : What colour is Stephy's dress ?
B : It is red.
6. A : What colour is Joel's tie?
B : It is pink.

Session 2

Activity 1 : Listening passage

Number 1 is red / Number 2 is blue / Number 3 is yellow / Number 4 is green / Number 5 is white / Number 6 is grey / Number 7 is orange / Number 8 is black / Number 9 is brown / Number 10 is pink.

Activity 2 :

- (1) A : What colour does Aya like ?
B : She likes green.
- (2) A : What colour does Mary dislike ?
B : she dislikes blue.
- (3) A : What colour do you like ?
B : I like yellow.
- (4) A : What colour do the girls like ?
B : They like pink.
- (5) A : What colour does Claude dislike ?
B : He dislikes red.
- (6) A : What colour do they like ?
B : They like orange.

Activity 3 : Listening passage

At school, boys wear a (1) **khaki uniform**. The favourite colour of girls is (2) **blue**. The flag of Côte d'Ivoire has three colours: (3) **orange**, white and (4) **green**. In this class, students wear (5) **red** T-shirts and shorts to do sport. If you don't want to wash your shoes every day, choose the (6) **black** ones. Our classroom board is not black as usual, but it is (7) **white**.

Session 3 [À titre indicatif]

(A) clothes and colours

(B) 1.A 2.B 3.B 4.A 5.A 6.B [Les élèves doivent colorer les vêtements selon la couleur indiquée.]

(C) [À titre indicatif]

1. Hello Arlette !
2. I like red.
3. No, I don't.
4. It is blue and white.
5. My favourite clothes are yellow and green.

Listening passage

John, Matt, his brother and their father are camping with some other people in a public garden. Their father, who is an English teacher wants to help them revise their lessons on "Clothes and colours". Here is the conversation.

Father : John, can you see your cousin Jim, over there, what colour is his T-shirt ?

John : Yes, I can. His T-shirt is blue.

Father : Good ! Now, tell me. What is Aunt Karen wearing ?

John : She is wearing a green dress.

Father : Good answer. What colour are the shoes you are wearing ?

John : They are purple.

Father : Excellent ! Look at Mayumi. What colour is her skirt ?

John : She is wearing a yellow skirt.

Father : Very good... Now, Matt, what are you looking for ?

Matt : My black socks, Dad. I can't see them.

Father : Don't worry, they are here... Can you see your uncle Ricardo, over there ? What colour are his shorts ?

Matt : They are red.

Father : Congratulations !

LESSON 3 : HOW MUCH IS IT ?

Session 1

Activity 1 :

- a) 20 b) 150 c) 310
d) 2,010 e) 5,250 f) 7,890

Activity 2 :

- 1) 100 = One hundred
2) 210 3) Four hundred and two
4) Seven hundred and seventy-seven
5) Eight hundred and eighty-five
6) 659 7) 1,522 8) 4,666
9) Nine thousand eight hundred
and fifty-four 10) 10,987

Activity 3 :

1. A : How much is this tie?
B : It is two thousand
2. A : How much are these shorts?
B : They are one thousand, five
hundred.
3. A : How much is this skirt?
B : It is three thousand, five
hundred.
4. A : How much are these jeans?
B : They are five thousand.
5. A : How much is this dress?
B : It is four thousand, three
hundred.
6. A : How much are the socks ?
B : They are one thousand two
hundred and fifty.

Session 2

Activity 1 : [Listening text]

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

Activity 2 :

1. more expensive 2. nicer
3. more comfortable 4. shorter
5. bigger 6. cheaper

Activity 3 : Listening passage

Anna and her mother are in a shop to buy clothes for Anna's birthday. Here is their conversation :

Anna's Mother : Anna, look at this
(1) **blue** shirt !

Anna : Waouh ! It's so nice,
mum ! Please, I want it with
the blue (2) **dress**.

Anna's Mother : Ok, let's take
them.

Anna : Look at the (3) **skirt** next to
the grey (4) **blouse** I like them.

Anna's Mother : Anna, they are
very simple but too (5) **expensive**.
They cost (6) **5,000**. I must also
take a pair of (7) **shoes** for your
brother.

Anna : I want these (8) **jeans** in
front of you.

Anna's mother : Ok, let's take them
and go.

Session 3 [À titre indicatif]

A. 2

B. Shorts : 1,000 / Shirt : 2,000 / Dress : 12,500 / Trousers : 3,500 / Blouse : 4,000 / Skirt : 10,000

C. [À titre indicatif]

1. Good morning!
2. It is 2,000 fr.
3. They are 5,000 fr.
4. It is green
5. It is 3,500 fr.
6. It is 11,500 fr.

Listening passage

People can find all styles of clothes in 'Accra Fashion'. The clothing shop is located in Accra near the town hall. In 'Accra Fashion', men's clothes are cheap. Shorts are 1,000. A shirt is 2,000 and trousers are 3,500. Women's dress are cheap too. A blouse is 4,000. A skirt is 10,000 and a beautiful dress is 12,500. Come and buy at 'Accra Fashion' and you will be entirely satisfied. Our phone number is 24 48 75.

LET'S RECAP 5 :

| | | |
|------|------|------|
| 1.a | 2.d | 3.g |
| 4.b | 5.c | 6.f |
| 7.h | 8.e | 9.k |
| 10.i | 11.j | 12.l |

Unit 6 : FOOD AND DRINKS

LESSON 1 : MEALS AND DRINKS

Session 1

Activity 1 :

1. Eggs
2. Porridge
3. Coffee
4. Sugar
5. Bread
6. Butter
7. Tea
8. Milk

Activity 2 :

1. Bread
2. Tea
3. Eggs
4. Milk
5. Butter
6. Coffee

Activity 3 :

1. A : How often do you eat chicken ?
B : I rarely eat chicken.
2. A : How often do Bété people eat rice ?
B : They always eat rice.
3. A : How often do Adjoukrou people eat attiéké ?
B : They usually eat attiéké.
4. A : How often do children drink orange juice?
B : They often drink orange juice.

Session 2

Activity 1 :

- 1) Fried rice and fish
- 2) Attiéké and fried fish
- 3) Rice and palm nut soup
- 4) Sorrel juice
- 5) Ginger juice
- 6) Pounded plantain and peanut soup
- 7) Orange juice
- 8) Fried yam and chicken

Activity 2 :

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

Activity 3 : Listening passage

Prisca : Hello Aliman ! (1) **what time** do you have breakfast ?

Aliman : I have breakfast at (2) **08 : 00**.

Prisca : And (3) **what** do you have (4) **for** breakfast ?

Aliman : I eat bread and (5) **coffee**.
What about you ?

Prisca : I take (6) **porridge**.

Aliman : For lunch, I will eat fried rice and (7) **fish** and drink some (8) **Orange juice**.

Prisca : For dinner, I (9) **have** fried yam and chicken with some (10) **ginger juice**.

1. what time 2. 08:00 3. what
4. for 5. coffee 6. porridge
7. fish 8. orange juice 9. have
10. sorrel juice

Session 3 [À titre indicatif]

1. (Bread and porridge) (Rice and chicken) (Fried rice and fish)
(Fried yam and meat)
2. (Milk) (Sorrel Juice) (Wine) (Beer)
3. [À titre indicatif] I like rice and chicken. It is my favourite meal and it is very delicious. I have two favourite drinks: milk and sorrel juice. They are very sweet.

Listening passage

Welcome dear guests! There are four meals available: bread and porridge, rice and chicken, fried rice and fish and fried yam and meat. There are also some drinks: milk, sorrel juice, wine and beer. We are waiting for your choices. Enjoy your meal. Thank you !

LESSON 2 : FRUIT AND VEGETABLES

Session 1

Activity 1 :

1. Pineapple
2. Apple
3. Banana
4. Coconut
5. Mango
6. Avocado
7. Papaya / Pawpaw
8. Orange

Activity 2 : Listening passage

1. Banana
2. Orange
3. Coconut
4. Apple
5. Pawpaw
6. Pineapple

Activity 3 :

1. some
2. some
3. any
4. no
5. some

Session 2

Activity 1 :

- (1) Tomato
- (2) Aubergines / Eggplants
- (3) Plantains
- (4) Potatos
- (5) Peppers
- (6) Onions
- (7) Okras
- (8) Carrots

Activity 2 : Listening passage

- 1) carrot
- 4) Yam
- 5) Garlic
- 7) Pepper
- 9) Okra
- 13) Papaya
- 15) Potato
- 18) Plantain

Activity 3 : Listening passage

- (1) There are many students in the classroom
- (2) I have a lot of tomatoes in my basket.
- (3) They drink much mango juice at lunch.
- (4) In Côte d'Ivoire, there are a lot of vegetables at markets.
- (5) It is important to drink much water after meal.

Session 3 [À titre indicatif]

A : Fruit : Avocados ; Oranges ; Pineapples /Vegetables : Carrots ; Okras ; Eggplants

B : a) False b) True c) True d) False

C : (1) fruit (2) avocados (3) some (4) expensive (5) okras (6) eggplants

Listening passage

Mensah : Hello, Yéo. I'm waiting for you. When are you coming to Accra ?

Yéo : Next Sunday.

Mensah : Great ! You know, I'm fond of (1) fruit. Can you buy some for me ? They are too expensive at Accra market.

Yéo : Sure, what type of fruit do you want ?

Mensah : Some (2) avocados, and juicy oranges. People say there are (3) some pineapples in your country.

Yéo : No problem. Avocados are really (4) expensive, but there aren't avocados here.

Mensah : You are wonderful, Yeo. One last thing, my mother says she needs some carrots, (5) okras and (6) eggplants

Yéo : Don't worry, Mensah. She will have them. See you on Sunday.

LESSON 3 : MY MOTHER'S RECIPE

Session 1

Activity 1 :

1. Pepper 2. Vinegar 3. Mayonnaise
4. Chilli 5. Oil 6. Salt

Activity 2 : Listening passage

1. Salt
2. Flour
3. Vinegar
4. Chili
5. Pepper

Activity 3 :

Erratum :

Il faut lire « This is » au lieu de « The is » en début de paragraphe de cette activité. L'écrire au tableau et demander aux élèves de le corriger dans leurs livrets avec un stylo rouge.

1. First
2. Secondly
3. Then /After that
4. After that / Then
5. Finally

Session 2

Activity 1 :

- (1) to boil (2) to fry (3) to cover
- (4) to cut (5) to pound (6) to mix

Activity 2 : Listening words

- 1) To cut 2) To boil 3) To mix
- 4) To cover 5) To pound

Activity 3 : [À titre indicatif]

Erratum :

Il faut lire « frying » au lieu de « fryning » dans la consigne. L'écrire au tableau et demander aux élèves de la corriger dans leurs livrets avec un stylo rouge.

- (1) First, start the fire.
- (2) Second, put a frying pan on the fire.
- (3) Then, boil some oil.
- (4) After that, break the eggs and mix them with some onion.
- (5) Finally, fry the eggs for 5 minutes.

Session 3 [À titre indicatif]

1. A) Omurice B) No, we don't C) Three eggs D) The rice should be fried
2. Rice is the most important (1) **element**. When making Sumeshi, the rice is not used naturally, but must be (2) **seasoned first**. Sumeshi is obtained by mixing rice, vinegar, salt and little (3) **sugar**. The rice should be round rice, which becomes sticky after (4) **cooking**. Avoid sticky rice for dessert and varieties of grain rice.

LET'S RECAP 6 :

| | | |
|-----|-----|-----|
| 1.d | 2.a | 3.c |
| 4.b | 5.f | 6.e |

Unit 7 : HEALTH AND ENVIRONMENT

LESSON 1 : BODY HYGIENE

Session 1

Activity 1 :

1. Head
2. Hair
3. Eye
4. Arm
5. Hand
6. Leg
7. Foot

Activity 2 :

1. Soap
2. Towel
4. Brush
6. Sponge
7. Toothpaste
8. Razor
9. Toothbrush
11. Perfume
12. Deodorant
13. Comb
14. Shampoo
16. Cotton buds

Activity 3 :

1. You must take a shower.
2. Your clothes must be clean.
3. You mustn't have a bad hygiene.
4. Students must wash their hands.
5. We mustn't wear dirty clothes.

Session 2

Activity 1 :

1. nose
2. finger
3. mouth
4. nail
5. ear
6. teeth

Activity 2 :

- 1) To wash : hair / hands
- 2) To shampoo : hair
- 3) To cut : hair / nails
- 4) To pick : nose
- 5) To brush : hair / teeth

Activity 3 :

Erratum :

*Il faut lire « **With your partner** » au lieu de « **With you partner** » au début de la consigne de cette activité. L'écrire au tableau et demander aux élèves de le corriger dans leurs livrets avec un stylo rouge.*

[À titre indicatif] :

(1) A : What must I do to have clean hands ?

B : You must wash your hands regularly.

(2) A : What must Ali do to have healthy teeth ?

B : He must brush them every day.

(3) A : What mustn't students do to fall sick ?

B : They mustn't eat with dirty hands.

Session 3

Erratum :

*Dans l'énoncé de la situation d'évaluation, il faut lire « **arguments valables** » au lieu de « **arguments valable** ». L'écrire au tableau et demander aux élèves de le corriger dans leurs livrets avec un stylo rouge.*

A. 2

B. 1) Microbes 2) Soap 3) To take a shower 4) To cut your nails

C. 1. Microbes 2. Good body hygiene 3. Before going to sleep

4. A shampoo

D.

- **What students must do** : Students must shampoo their hair regularly. / Students must brush their teeth twice a day. / They must take a shower every day.
- **What students mustn't do** : Students mustn't eat with dirty hands. / Students mustn't pick their nose in public. / They mustn't wear dirty uniforms.

LESSON 2 : KEEP YOUR ENVIRONMENT CLEAN

Session 1

Activity 1 :

1. A dustbin
2. To clean the floor
3. Garbage
4. To empty the dustbin
5. To collect rubbish
6. Stagnant water

Activity 2 :

1. Mosquito
2. Dustbin
3. rubbish
4. stagnant
5. malaria

Activity 3 :

1. (d) Amira's hands are dirty; she should wash them.
2. (a) The dustbin is full; I should empty it.
3. (e) here is rubbish in the school yard; You mustn't have a bad hygiene.
4. (b) The floor of Yao's bedroom is dirty; He should sweep it.
5. (c) There is stagnant water near my house; I should drain it.

Session 2

Activity 1 :

1. Stomachache
2. Cough
3. Fever
4. Skin rash
5. Flu
6. Headache

Activity 2 :

1. b
2. f
3. d
4. e
5. a
6. c

Activity 3 :

1. should
2. shouldn't
3. shouldn't
4. shouldn't
5. should
6. shouldn't

Session 3

- A. 2
- B. 1) c 2) d 3) a 4) b
- C. 1) F 2) F 3) T 4) T

D.

- What students should do: Students should collect rubbish in the school yard. / Students should sweep the floor of their classrooms. / They should empty the dustbin regularly.
- What students shouldn't do: Students shouldn't sleep in a dusty room. / Students mustn't play near stagnant water. / They mustn't wear dirty uniforms.

LESSON 1 : BODY HYGIENE

Session 1

Activity 1 :

1. A river
2. A pump
3. The rain
4. A well
5. The sea
6. Tap water

Activity 2 :

Natural sources of water : 1. A river 2. The sea 3. The rain 4. A lake

Manmade sources of water : 1. A pump 2. Tap water 3. A well 4. A canal

Activity 3 :

1. You have to drink tap water.
2. People have to protect water sources.
3. Yao has to dig a well.
4. Emelle has to cook with clean water.
5. Villagers have to fetch water from the river.

Session 2

Activity 1 :

1. *mineral water*
2. to urinate
3. to boil water
4. to spray pesticide
5. to filter water
6. to throw rubbish

Activity 2 :

1. defecate
2. spray
3. urinate
4. filter
5. throw

Activity 3 :

1. A : Can I boil water in the saucepan ?
2. A : Can people urinate here ?
3. A : Can Bolou throw rubbish in the river?
4. A : Can I filter water with this material ?

Session 3

A. 1

B. 1. d 2. a 3. e 4. f 5. c

C. 1. T (L1) 2. F (L.1-2) 3. T (L. 3-5) 4. F (L. 6-7)

D. [À Titre indicatif]

1. Yes of course!
2. The rain, the sea, the lake and the river.
3. The well, tap water, the pump and the canal.
4. Harmful products and soil erosion.
5. People have to filter water. They mustn't urinate in the river.

Erratum :

Il faut plutôt lire « différentes » au lieu de « différences » dans l'item 7. Merci d'écrire l'orthographe correcte au tableau et de demander aux élèves de la corriger dans leurs livrets avec un stylo rouge

LET'S RECAP 7 :

| | | |
|------|------|------|
| 1.e | 2.f | 3.g |
| 4.h | 5.a | 6.b |
| 7.c | 8.d | 9.j |
| 10.i | 11.l | 12.k |

Unit 8 : SPORTS AND GAMES

LESSON 1 : SPORTS

Session 1

Activity 1 :

1. c 2. d 3. b 4. a 5. f 6. e

Activity 2 :

1. gymnastics
2. cycling
3. boxing
4. tennis
5. volleyball
6. swimming
7. football
8. wrestling
9. handball
10. jogging

Activity 3 :

1. B : They practise wrestling.
 2. B : It's volleyball.
 3. B : He practises football.
 4. B : It's jogging.
 5. B : They practise boxing.
 6. **A titre indicatif** (personal answer) : It's swimming / jogging
- ...

Session 2

Activity 1 :

Erratum :

Dans la consigne, il faut lire « identify » au lieu de « indintify ». Merci d'écrire l'orthographe correcte au tableau et de demander aux élèves de la corriger dans leurs livrets avec un stylo rouge.

1. table tennis
2. shot put
3. long jump
4. high jump
5. discus throw
6. javelin throw

Activity 2 :

Individual sports : Wrestling ; Jogging ; Judo ; Running ; Tennis ; Boxing

Team sports : Football ; Volleyball ; Handball ; Rugby

Activity 3 :

- (1) B: I can play handball.
- (2) B: No, she can't.
- (3) B: Yes, I can.
- (4) B: She can practise the long jump.
- (5) B: Yes, he can.
- (6) B: They can practise the shot put.
- (7) B: No I can't.

Session 3

A. Ben's favourite sport is wrestling.

He likes football, handball and basketball

B. 1. e 2. a 3. c 4. d 5. b

C.

1. Ben 2. Wrestling 3. Wednesdays and Saturdays

4. School 5. To become a world champion

D. [À Titre indicatif]

1. My favourite sport is rugby.

2. I practise football and handball.

3. No, I can't.

4. Yes I can.

LESSON 2 : KING FOOTBALL

Session 1

Activity 1 :

1. A ball 2. Boots
3. Gloves 4. A jersey
5. A pitch 6. A goal post

Activity 2 :

1. The center spot
2. The penalty spot
3. The goal 4. The corner arc

Activity 3 :

Erratum :

*Dans la consigne l'article « the » est répété.
Supprimer le mot de trop. Demander aux
élèves de faire de même dans leurs livrets
avec un stylo rouge.*

1. Students are on the pitch to play a football match.
2. I turn on the TV set for watching a football match.
3. Aïssata goes to the shop for buying a jersey.
4. Bolou sits on the bench to wear his boots.

5. The match is stopped for allowing Bitty to put on his gloves.

6. Fans are at the stadium to support their favourite football teams.

Session 2

Activity 1 :

1. A football player 2. To tackle
3. A referee 4. To throw in
5. A coach 6. To shoot
7. A team 8. A goalkeeper

Activity 2 :

1. d 2. b 3.e 4.a 5.c 6.g 7.f

Activity 3 :

- (1) won (2) watched
(3) played (4) defeated
(5) lost (6) scored

Session 3

- A. To score more goals than the opposition
B. 1. team 2. coach 3. goalkeeper 4. pitch 5. striker
C.
1. Football
2. 90 minutes
3. 11
4. strikers, midfielders, defenders, a goalkeeper and a coach.
5. 90-120 metres long, by 45-90 metres wide.

D- [À Titre indicatif]

1. Chelsea FC 2. Manchester City 3. won
4. 1 – 0 5. Benzema 6. Navas

LESSON 3 : GAMES

Session 1

Activity 1 :

1. Awalé 2. Crossword puzzle
3. Draughts 4. Cards
5. A video Game 6. Scrabble

Activity 2 :

1. awale 2. marbles 3. scrabble
4. draughts 5. cards 6. ludo
7. babyfoot

Activity 3 :

1. I won't play awalé tomorrow.
2. Sidi will lose the game against Aminata.
3. My father won't buy a new video game for me.
4. Christelle will need a pen to play crossword puzzle.
5. Camille will win the draughts competition.
6. Children won't go to the playground.

Session 2

Activity 1 :

1. Swing 2. Hopscotch
3. Hide-and-peek 4. Marbles
5. Leapfrog 6. Sack race

Activity 2 :

1. c 2. d 3.a 4.e 5.b

Activity 3 :

- (1) Let's go to the playground.
(2) Let's invite other children to play hopscotch.
(3) Let's buy some marbles at the shop.
(4) Let's hide behind the trees.
(5) Let's play hide-and-peek.

Session 3

Erratum :

- Dans la consigne A, il faut lire « text » au lieu « test ». L'écrire au tableau et demander aux élèves de le corriger dans leurs livrets.
- Dans la consigne C, il faut lire « texts » au lieu « text » et supprimer « and ». Demander aux élèves de les corriger dans leurs livrets.

A. b

B. 1. b 2. f 3. a 4. d 5. c

C. 1. F 2. F 3. T 4. F 5. T

(D) [À Titre indicatif]

1. Scrabble and draughts
2. Draughts
3. Let's play crossword puzzle
4. Hide-and-peek

Erratum :

Deux fautes se sont glissées dans le tableau du « LET'S RECAP 8 ».

- Il faut plutôt lire « 1.e » au lieu de « 1.b ».
- Il faut plutôt lire « tackle » au lieu de « tacle ».

Merci d'écrire les corrections au tableau et de demander aux élèves de les corriger les dans leur livre avec un stylo rouge.

LET'S RECAP 8 :

| | | |
|------|-----|-----|
| 1.e | 2.f | 3.a |
| 4.b | 5.d | 6.c |
| 7.i | 8.g | 9.j |
| 10.h | | |

Achévé d'imprimer sur les presses de : JD Éditions
Pour le compte de JD Éditions.
Tél : 25 23 00 17 50
Mise en page : JD Éditions

De la même
collection



MESURES BARRIÈRES

