

**Learn it,  
Do it**

**6<sup>e</sup>**

**Corrigés**



## Corrigés

## UNIT 1 : AT SCHOOL (Speaking)

## LESSON 1 : Greetings

## Session 1

## exercice 1

Reorder the letters to obtain meaningful words like in number 1.

- 1- TOO 2- AFTERNOON 3- NIGHT  
4- EVENING 5- GOODBYE 6- NICE  
7- MEET 8- NAME 9- MORNING 10- WHAT

## exercice 2

Circle the right reaction like in number 1.

- 1- My name is... 2- Good afternoon 3- Goodbye  
4- Nice to meet you

## Session 2

## exercice 1

Complete the following dialogue with the appropriate words.

- 1- how 2- you 3- thanks 4- well 5- is 6- she 7- meet  
8- too

## exercice 2

Find the following words in the table and circle them like in the example.

HOW - ARE - YOU - FINE - THANKS - NAME - INTRO-  
DUCE - WELL - HER - AND - IS

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

## Session 3

## Communicative activity

1- Good morning /  
afternoon Armel.

2- Good morning /  
afternoon.



You

Armel

3- Armel, this is /  
meet my friend Flora

5- Nice to meet you, Armel.

4- Nice to meet you  
too, Flora.



You

Flora

Armel

6- This is / meet my  
friend Malick

8- Nice to meet you.

7- Nice to meet you  
too, Malick.



You

Malick

Armel

## LESSON 2 : In the classroom

## Session 1

## exercice 1

Write the name under each picture like in number 1.

Example 1- a pen

- 2- a duster 3- a window 4- a blackboard 5- a school bag  
6- a copy-book 7- a book 8- a classroom

## exercice 2

Complete this dialogue between Ali and his teacher.

- 1- morning 2- are 3- am 4- are 5- student/pupil 6- am

## exercice 3

Complete this dialogue between Ali and Affou.

- 1- Nice 2- too 3- Who 4- She 5- this 6- He 7- what 8- It

## Session 2

## exercice 1

Write the appropriate word under each picture like in number 1.

Example : 1- a boy

- 2- a girl 3- a door 4- a chair 5- a table 6- a piece of chalk

## exercice 2

Complete each sentence like in the example.

Example : 1- That is a chair

- 2- That is a table 3- This is my school bag. 4- This is my English book.

## exercice 3

Complete this dialogue between Mrs Balo and her students like in number 1.

- 1- boys 2- girls 3- madam 4- this 5- boy 6- this / that

## Corrigés

7 – girl 8- pupils 9- pupil 10- teacher 11- what  
12- pupil 13- what 14- too

**Session 3 Communicative activity**

Hello, my name is Koné. I am a pupil. My school is college St Paul and my teacher's name is Mr Brou. And you, what's your name? Who is your English teacher? In my classroom there are a lot of things. There is a blackboard and there is a desk. There are four windows and many tables.

- Des informations sur le nombre de professeurs dans vos classes respectives peuvent être aussi données.

**LESSON 3 : There is one pencil on the table**
**Session 1**
**exercice 1**

Write the number under each picture like in number 1.

**Example : 1-** two

2- four 3- six 4- seven 5- three 6- five 7- one  
8- nine 9- eight 10- ten

**exercice 2**

Answer the questions like in number 1.

**Example : 1-** There are four pens.

- 2- There are three rulers.
- 3- There is one book.
- 4- There are eight pencils.
- 5- There are ten benches.
- 6- There is one door.
- 7- There are five windows
- 8- There is one board.
- 9- There are nine erasers.
- 10- There is one desk.
- 11- There are six pieces of chalk.

**Session 2**
**exercice 1**

Look at the pictures and complete the paragraph below with the appropriate words from the box.

**Example : 1-** behind

2- on 3- between 4- under 5- in 6- in front of

**exercice 2**

Match the questions from column A with their answers in column B. One answer in column B is not concerned. **Example : 1- c**

2- d 3- e 4- a 5- b

**exercice 3**

Write the missing numbers like in number 1. **Example : 1-** three

2- five 3- eight 4- nine 5- eleven 6- twelve  
7- thirteen 8- fifteen 9- eighteen 10- nineteen

**Session 3 Communicative activity**

Exemple de dialogue

**You :** Good morning, Sanogo !

**Sanogo :** Good morning. How are you ?

**You :** Fine, thanks. I am in College Offoumou Yapo. It is in Yopougon Toit Rouge. And you ?

**Sanogo :** I am in Lycee Simone Ehivet Gbagbo. It is in Niangon.

**You :** How many teachers are there in your class ?

**Sanogo :** There are nine teachers.

**UNIT 2 : AT HOME (Listening and speaking)**
**LESSON 1 : Armel's family**
**Session 1**
**exercice 1**

Read the following words aloud.

**exercice 2**

Look at the pictures and complete the sentences like in number 1.

- 1- father 2- persons (ou members) 3- girl (ou daughter)
- 4- daughters 5- sons/boys 6- mother 7- parents

**Session 2**
**exercice 1**

Reorder the letters to find the correct words like in number 1.

- 1- MAN 2- WOMEN 3- MEN 4- CHILDREN 5- CHILD
- 6- WOMAN 7- PEOPLE

**exercice 2**

Write the missing numbers like in number 1.

- 1- Twenty + **Two** = Twenty-two
- 2- Nine + One = **Ten**
- 3- One hundred – **Sixty-five** =Thirty-five
- 4- Seventy-seven ÷ **Seven** = Eleven
- 5- **Four** × Twelve = Forty-eight
- 6- Fifty + Five = **Fifty-five**
- 7- Ninety-nine – Three = **Ninety-six**
- 8- Thirteen × **Three** = Thirty-nine
- 9- Twelve – nine = **Three**
- 10- Eighteen ÷ **six** = Three

**exercice 3**

Find the following numbers in the table and circle them like in the example.

You can find them from left to right or top down.



## Corrigés

7 5 6 9 1 2 4 9 5 0  
 3 8 1 6 1 5 6 1 7 1  
 9 7 2 7 8 1 2 5 8 4  
 6 3 7 3 7 8 0 2 6 7  
 4 2 1 8 1 9 5 6 4 8  
 9 4 5 0 4 7 2 8 2 3  
 0 1 3 5 2 9 9 6 4 5  
 7 3 0 7 1 2 6 4 3 9  
 8 9 5 9 4 9 1 3 6 1  
 1 0 4 6 5 3 8 5 8 0

## exercice 4

Look at the pictures on page 22 ( exercise 2 ) and complete this dialogue about Arnel's family.

1- children 2- have got 3- have you got 4- his 5- How old 6- How old are

## Session 3 Communicative activity

Décris une photo de ta famille à ton partenaire :

- ⇒ Donne les noms des membres de ta famille,
  - ▶ Utilisation d'expressions comme : My father's name is...
- ⇒ Dis les relations de famille qui existent entre eux,
  - ▶ Utilisation d'expressions comme : This is my brother/sister...
- ⇒ Donne l'âge de tes frères et sœurs.
  - ▶ Utilisation d'expressions comme : He/She is... (12)....

## LESSON 2 : At home

## Session 1

## exercice 1

Reorder the letters to find the right words. Start with the capital letters in each list. Write your answers like in number 1.

Example : 1- Garden

2- Kitchen 3- Bedroom 4- Sitting-room 5- Carpet 6- Toilet  
 7- Bathroom

## exercice 2

Write the name under each object like in number 1.

Example : 1- a chair

2- A sofa 3- A bed 4- A carpet 5- A cupboard 6- an  
 armchair 7- a table 8- a bookcase

## exercice 3

Ask and answer questions on each picture like in the example.

Example : How many chairs are there in picture one ?  
 There's one.

Picture one : Question : How many chairs are there in picture one ?

Answer : There is one.

Picture two : Question : How many beds are there in the bedroom ?

Answer : There are two.

Picture three : Question : How many cupboards are there in the picture ?

Answer : There are three.

Picture four : Question : How many tables are there in the picture ?

Answer : There are four.

Picture five : Question : How many sofas are there in the picture ?

Answer : There are two.

Picture six : Question : How many carpets are there in the picture ?

Answer : There is one.

Picture seven : Question : How many bookcases are there in the picture ?

Answer : There are two.

Picture eight : Question : How many armchairs are there in the picture ?

Answer : There are two.

## Session 2

## exercice 1

Complete each word with the missing letters. Write your answers like in the example.

Example : 1- a flower pot

2- Cooker 3- Computer 4- Fridge 5- Iron  
 6- Air conditioner 7- Fan 8- Radio 9- Lamp  
 10- TV set 11- Clock 12- Telephone

## exercice 2

Describe each picture like in number 1.

Example 1- There is a flower pot in picture one.

2- There are two cookers in the kitchen.

3- There two tv sets in the picture.

4- There four clocks in the picture.

5- There is one radio in the picture.

6- There are three fans in the picture.

## Session 3

## Communicative activity

Pour le prochain cours d'anglais, le professeur demande à chaque élève de décrire sa maison. Prépare ta présentation en répondant aux questions ci-dessous.

Exemples de réponses :

1- There are two rooms in my house.

2- Room 1 is a bedroom.

3- There is a bed

4- Room 2 is the sitting room.

5- In the sitting room, there are a table, four arm chairs, a cupboard and a fan.

6- In my house, there are also kitchen a bathroom and a Tv set.

7- Yes there is.

**Corrigés****LESSON 3 : The kitchen****Session 1****exercice 1**

Write the name of each object like in number 1.

**Example : 1- a pestle**

- 2- a frying pan 3- a mortar 4- a cooking pot 5- a sieve  
6- a sauce pan 7- a knife 8- a fork 9- a spoon 10- a plate  
11- a glass 12- ladle

**exercice 2**

Use the words in brackets to answer each question. Write your answers like in the example. **Example : 1-** Sita is cooking / She is cooking.

- 2- Adjoua is frying fish. 6- The students are playing  
3- The two girls are pounding. football.  
4- She is cutting up tomatoes. 7- He is writing.  
5- They are dancing.

**Session 2****exercice 1**

Write the right word under each picture like in number 1. One word is not concerned. **Example : 1-** fridge

- 2- cup 3- cooker 4- broom 5- stove 6- tap  
7- jug 8- stool

**exercice 2**

Use the information in this table to write what each member of the family does. Write your answers like in the example.

**Example : 1-** Mrs Kitan cooks for the family every day.

- 2- Patrick sweeps the floor every morning.  
3- Sarah and Jane wash the dishes every evening.  
4- Andrew sets the table every day.  
5- Mr Kitan cleans the fridge every Saturday.

**Session 3****Communicative activity****Exemple de réponse**

This is a picture of my family. We are in the kitchen. This is the fridge. Here, we can see the cooker, a sauce pan, and a mortar. My sister is washing the dishes, and I am cleaning the floor. I clean the floor every morning. My mother cooks the family food every day. Every Sunday, my father cleans the fridge.

**UNIT 3 : TIME AND DATE (Writing)****LESSON 1 : What's the date ?****Session 1****exercice 1**

Reorder the letters to write the name of a day or a month like in number 1.

- 1- MAY 2- MARCH 3- WEDNESDAY 4- MONDAY  
5- JANUARY 6- FRIDAY 7- DECEMBER 8- THURSDAY  
9- FEBRUARY 10- SATURDAY 11- NOVEMBER 12- APRIL  
13- TUESDAY 14- JULY 15- JUNE 16- SEPTEMBER  
17- SUNDAY 18- AUGUST 19- OCTOBER

**exercice 2**

Complete this table with ordinal numbers corresponding to the days of the week like in the example. **Example : Sunday ( 1st ).**

|                 |                 |                 |                 |                 |                 |                 |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Friday          | Tues-<br>day    | Wednes-<br>day  | Sunday          | Monday          | Thurs-<br>day   | Satur-<br>day   |
| 6 <sup>th</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> | 1 <sup>st</sup> | 2 <sup>nd</sup> | 5 <sup>th</sup> | 7 <sup>th</sup> |

**exercice 3**

Use the information in the table of exercise 2 to write 7 full sentences. Write your answers like in the example.

**Example : 1-** Sunday is the first day of the week.

- 2- Tuesday is the third day of the week.  
3- Wednesday is the fourth day of the week.  
4- Friday is the sixth day of the week.  
5- Monday is the second day of the week.  
6- Thursday is the fifth day of the week.  
7- Saturday is the seventh day of the week.

**Session 2****exercice 1**

Write each ordinal number in letters like in the example.

**Example : 10<sup>th</sup> : The tenth**

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| 23 <sup>rd</sup> : The twenty-third | 50 <sup>th</sup> : The fiftieth     |
| 13 <sup>th</sup> : The thirteenth   | 35 <sup>th</sup> : The thirty-fifth |
| 42 <sup>nd</sup> : The forty-second | 11 <sup>th</sup> : The eleventh     |
| 7 <sup>th</sup> : The seventh       | 20 <sup>th</sup> : The twentieth    |
| 29 <sup>th</sup> : The twenty-ninth | 16 <sup>th</sup> : The sixteenth    |
| 40 <sup>th</sup> : The fortieth     | 31 <sup>st</sup> : The thirty-first |
| 30 <sup>th</sup> : The thirtieth    | 19 <sup>th</sup> : The nineteenth   |
| 3 <sup>rd</sup> : The third         | 36 <sup>th</sup> : The thirty-sixth |
| 1 <sup>st</sup> : The first         | 15 <sup>th</sup> : The fifteenth    |

**exercice 2**

Write the dates indicated in the calendar like in the example.

**Example : 1-** Friday, January 1st 2016.

- 2- Tuesday, February 23<sup>rd</sup> 2016  
3- Thursday, March 3<sup>rd</sup> 2016  
4- Saturday, April 2<sup>nd</sup> 2016  
5- Thursday, May 5<sup>th</sup> 2016  
6- Thursday, June 30<sup>th</sup> 2016  
7- Sunday, July 31<sup>st</sup> 2016  
8- Sunday, August 7<sup>th</sup> 2016  
9- Sunday, September 24<sup>th</sup> 2016  
10- Wednesday, October 12<sup>th</sup> 2016  
11- Wednesday, November 2<sup>nd</sup> 2016  
12- Wednesday, December 25<sup>th</sup> 2016

## Corrigés

## Session

3

## Communicative activity

Rédige un texte de 5 lignes sur ta famille à l'attention de ton correspondant Ghanéen. Dans ton texte,

⇒ Donne les noms des membres de ta famille,

▶ Utilisation d'expressions comme : 'My father' name is...' ou 'This is my sister; her name is...'

⇒ Écris la date de naissance (birth date) de chaque membre de ta famille,

▶ Utilisation d'expressions comme : 'His birth date is Monday, January 23rd 1965'

⇒ Classe tes frères et sœurs selon leurs âges.

▶ Utilisation d'expressions comme : 'My 1st brother is...'

## LESSON 2 : What time is it ?

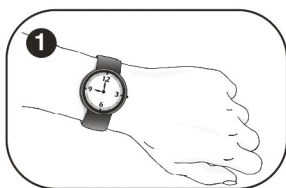
## Session

1

## exercice

1

Write the correct time like in number 1.



1 : Nine o'clock



2 : Quarter past ten



3 : Five to nine



4 : Half past eleven



5 : Quarter to nineteen



6 : Five past twenty



7 : Eight to twenty-three



8 : Quarter to nine



9 : Twelve o'clock



10 : Twenty-four o'clock



11 : One to twelve

## exercice

2

Reorder the letters in each list to write a correct word like in number 1.

1- TO 2- PAST 3- CLOCK 4- EVENING 5- WATCH  
6- QUARTER 7- HALF 8- MIDNIGHT 9- MIDDAY

## exercice

3

For each clock in exercise 1 (pages 46-47), write the precise time like in the example.

Example : 1- It's nine o'clock in the morning.

- 2- It's quarter past ten in the morning.  
3- It's five to nine in the morning.  
4- It's half past eleven in the morning.  
5- It's quarter to seven in the evening.  
6- It's five past eight in the evening.  
7- It's eight to eleven in the evening.  
8- It's quarter to nine in the morning.  
9- It's twelve o'clock in the morning (ou : It's midday).  
10- It's twelve o'clock at night (ou : It's midnight).  
11- It's one to twelve in the morning.

## Session

2

## exercice

1

Find and circle the following words in the table. (You can read them from left to right, top down, in diagonal).

BREKFAST - LEARN - SLEEP - PLAY - STUDY - DANCE -  
BECAUSE - SIT - TO - GOING

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







## Corrigés

- 4- A pilot flies planes.  
 5- A doctor treats patients.  
 6- A tailor makes clothes.

## Session 3 Communicative activity

## Exemple de réponse

My name is Cedric. I am a student. My father is a teacher. My mother is a hair-dresser. My uncle is an engineer.

## LESSON 2 : A farmer works with a hoe

## Session 1

## exercice 1

Write the name of each work tool like in number 1.

Example : 1- a hoe

- 2- a comb    3- a hammer    4- a weapon    5- a shovel  
 6- a syringe    7- a blood pressure measure

## exercice 2

The following answers are related to the users of work tools. Write the corresponding questions like in number 1.

Example : Who works with a hoe ?

- 2- Who works with a syringe ?    5- Who works with a hammer ?  
 3- Who works with a weapon ?    6- Who works with a comb ?  
 4- Who works with pens ?    7- Who works with a board ?

## Session 2

## exercice 1

Complete each sentence with the name of the tool in the picture. Write your answers like in the example.

Example : 1- These are scissors

- 2- This is a wood saw.    6- This is a knife.  
 3- This is a stethoscope.    7- This is a meat saw.  
 4- These are handcuffs.    8- This is an intravenous drip.  
 5- This is a whistle.

## exercice 2

Use the word in brackets to answer the questions in a full sentence like in number 1. Example : 1- It's the butcher's.

- 2- It's the policeman's.    5- It's the teacher's.  
 3- It's the doctor's.    6- It's the farmer's.  
 4- It's the carpenter's.    7- It's the nurse's

## exercice 3

Choose the appropriate words from the box to complete the paragraph below. Write your answers like in the example.

Example : 1- comb

- 2- syringe    5- chalk  
 3- wood    6- hoe  
 4- knife    7- weapons

## Session 3 Communicative activity

Les réponses devront porter sur des noms de métiers et d'outils de travail. Exemple de réponse

Taxi driver : A taxi driver works with a taxi.

Farmer : A farmer works with a machete.

Nurse : A nurse works with intravenous drips.

Policeman : A policeman works with restraints.

Teacher : A teacher works with books.

## LESSON 3 : Where does the doctor work ?

## Session 1

## exercice 1

Complete each word with the missing letters to obtain names of work places. Write your answers like in the example.

Example : 1- Bakery

- 2- Hospital    5- School  
 3- Farm    6- Police station  
 4- Carpentry

## exercice 2

Match each word from column A with the appropriate word(s) in column B to obtain the description of a work place. Some words in column A can be used many times. Write your answers like in the example. Example : A big office

A big police station ; a big farm ; a big hospital...

A quiet hospital, a quiet bakery...

A noisy school ; a noisy farm ; ...

A small carpentry ; a small bakery ; ...

## exercice 3

Answer each question with the appropriate word from this box. Write your answers like in the example.

Example : 1- A baker works in a bakery.

- 2- A policeman works at a police station.  
 3- A farmer works in a farm.  
 4- A carpenter works in carpentry.  
 5- A teacher works in a school  
 6- A doctor works in a hospital.

## Session 2

## exercice 1

Match each work place from the box with the appropriate picture like in number 1. Example : 1- office

- 2- Medical center    4- Market  
 3- Butchery    5- Garage

## exercice 2

Reorder the words in each list to obtain correct sentences. Write your answers like in the example.

Example : 1- The mechanic works in a garage.

- 2- The secretary works in an office.  
 3- The trader works at the market.  
 4- The butcher works in butchery.  
 5- The nurse works in a medical center.

## Session 3

## Communicative activity

(La réponse devra porter sur des noms de métiers ; de lieux de travail ; et des adjectifs décrivant un environnement.)

Exemple de réponse.

My sister is a nurse. She works in a hospital. It is big and quiet.

## UNIT 5 : CLOTHES AND COLOURS (Listening)

## LESSON 1 : She is wearing a dress

## Session 1

## Corrigés

## exercice 1

Listen to each word. Write true if it corresponds to the picture. Write false if it doesn't correspond to the picture. Write your answers like in number 1.

- 1- A jacket 2- A wrapper 3- A headscarf 4- Two ties  
5- Shorts 6- A hat 7- A shirt 8- Shoes 9- A wrapper  
10- Shorts 11- Jeans 12- Socks 13- A pair of glasses  
14- A wrapper 15- A wrapper 16- A suit 17- A suit

Example : 1- False

- 2- False 3- True 4- True 5- False 6- True 7- True  
8- True 9- False 10- True 11- False 12- True  
13- True 14- True 15- False 16- False 17- True

## exercice 2

Listen and write what each of these five people is wearing. Write your answers like in number 1.

(À prononcer : Mr Kourouma is wearing, etc.)

- 1- Mr Kourouma : A pair of glasses, trousers, a shirt, a tie and shoes.  
2- Mrs Kourouma : A wrapper, a headscarf, a blouse and sandals.  
3- Jean-Charles : A suit, shoes, a watch and a hat.  
4- Christelle : A skirt, a blouse, sandals and a headscarf.  
5- Flora : A dress, sandals and a belt.

## Session 2

## exercice 1

Listen and write the name of each object like in number 1.

- 1- a shirt 2- a jacket 3- a headscarf 4- two ties  
5- trousers 6- a hat 7- a dress 8- shoes 9- jeans  
10- a suit 11- a T-shirt 12- socks 13- a pair of glasses  
14- a wrapper 15- a skirt 16- a belt 17- shorts

## exercice 2

Look at the pictures. Listen to the questions and write the appropriate answers like in number 1.

| N | Questions                                    | Réponses   |
|---|--|--|
| 1 | How many persons are there in Aya's family ? | <i>There are four persons in Aya's family</i>                  |
| 2 | What is Aya wearing ?                        | She is wearing a dress, a belt and sandals.                    |
| 3 | Is Mrs Kouakou wearing a jacket ?            | No, she isn't. She is wearing a wrapper, a blouse and sandals. |
| 4 | Is Salomon wearing shorts ?                  | Yes, he is.  |
| 5 | Is Salomon wearing shoes or sandals ?        | He is wearing shoes.   |
| 6 | What is Mr Kouakou wearing ?                 | He is wearing a hat, a boubou, and sandals.                    |
| 7 | Is Salomon wearing a shirt ?                 | Yes, he is.  |

## Session 3

## Communicative activity

Texte à lire / faire écouter.

My name is Antoine. Here is a picture of my family. In this picture, I am wearing shorts, a shirt and sandals. I am also wearing a belt.

My mother is wearing a headscarf, a wrapper and sandals. She never wears shoes.

My father is sitting on a chair.

He is wearing a traditional wrapper, a T-shirt and sandals. He is also wearing a long necklace. He never wears headscarves.

I have no sister and no brother.

|                  | Shorts | Shirt | Sandals | Belt | Headscarf | Wrapper | Shoes | Necklace | T-shirt |
|------------------|--------|-------|---------|------|-----------|---------|-------|----------|---------|
| Antoine's father |        |       | +       |      | -         | +       |       | +        | +       |
| Antoine          | +      | +     | +       | +    |           |         |       |          |         |
| Antoine's mother |        |       | +       |      | +         | +       | -     |          |         |

## LESSON 2 : What colour is your school uniform ?

## Session 1

## exercice 1

Listen and write the letters you hear. Write in capital letters like in number 1.

- 1- DER 2- HTEIW 3- ULEB 4- IPKN 5- LUPERP  
6- WBNRO 7- ORANGE 8- LWYOEL 9- NGERE  
10- ONDGII

## exercice 2

Reorder the letters in each word to obtain names of colours. Write your answers like in number 1.

- 1- RED 2- WHITE 3- BLUE 4- PINK 5- PURPLE  
6- BROWN 7- ORANGE 8- YELLOW 9- GREEN  
10- INDIGO

## Session 2

## exercice 1

Listen and put the appropriate colours in the pictures below.

- 1- The dress is blue 9- The skirt is black and white  
2- The T-shirt is green 10- The shorts are indigo  
3- The headscarf is blue, red and green 11- The jacket is pink  
4- The ties are brown 12- The socks are black  
5- The trousers are black 13- The glasses are blue.  
6- The hat is white 14- The wrapper is red.  
7- The shirt is yellow 15- The jeans are black.  
8- The shoes are orange 16- The belt is grey.  
17- The suit is grey

## exercice 2

Answer your partner's questions on the colours of the pictures in exercise 1 (page 79). Write your answers like in the example.



## Corrigés

| N  | Questions                      | Réponses                     |
|----|--------------------------------|------------------------------|
| 1  | What colour is the dress ?     | It's blue                    |
| 2  | What colour is the T-shirt ?   | It's green                   |
| 3  | What colour is the headscarf ? | It's blue, red and green     |
| 4  | What colour are the ties ?     | They are brown               |
| 5  | What colour are the trousers ? | They are black.              |
| 6  | What colour is the hat ?       | It's white                   |
| 7  | What colour is the shirt ?     | It's yellow                  |
| 8  | What colour are the shoes ?    | They are orange              |
| 9  | What colour is the skirt ?     | The skirt is black and white |
| 10 | What colour are the shorts ?   | The shorts are indigo        |
| 11 | What colour is the jacket ?    | It's pink                    |
| 12 | What colour are the socks ?    | They are black               |
| 13 | What colour are the glasses ?  | They are blue                |
| 14 | What colour is the wrapper ?   | It's red                     |
| 15 | What colour are the jeans ?    | They are black               |
| 16 | What colour is the belt ?      | It's grey                    |
| 17 | What colour is the suit ?      | It's grey                    |

## Session 3

## Communicative activity

Écoute la description de la photo de famille de ton ami et écris les couleurs des vêtements portés par les différents membres.

## Texte à lire/faire écouter

My name is Antoine. Here is a picture of my family. In this picture, I am wearing blue shorts, a white shirt and black sandals. I am also wearing a black belt.

My mother is wearing a white and green headscarf, a yellow wrapper and brown sandals. She never wears shoes.

My father is sitting on a chair. He is wearing a traditional purple wrapper, a red T-shirt and brown sandals.

|                  | Shorts | Shirt | Sandals | Belt  | Headscarf       | Wrapper | T-shirt |
|------------------|--------|-------|---------|-------|-----------------|---------|---------|
| Antoine's father |        |       | brown   |       |                 | purple  | red     |
| Antoine          | blue   | white | black   | black |                 |         |         |
| Antoine's mother |        |       | brown   |       | white and green | yellow  |         |

## LESSON 3 : My shirt 800 francs

## Session 1

## exercise 1

Listen and write the numbers you hear. Write your answers like in the example.

Example : 1- 1,000 (One thousand)

2- 2,500 3- 1,575 4- 4,075 5- 3,500 6- 3,000 7- 10,000  
8- 1,200 9- 1,735 10- 4,900

## exercise 2

Write in letters the numbers you hear. Write your answers like in the example.

Example : 1- One thousand

## Nombres à prononcer / faire écouter

- 2- Two thousand five hundred.  
3- One thousand, five hundred and seventy-five.  
4- Four thousand seventy-five.  
5- Three thousand five hundred.  
6- Three thousand  
7- Ten thousand  
8- One thousand two hundred  
9- One thousand, seven hundred and thirty-five  
10- Four thousand nine hundred.

## Session 2

## exercise 1

Listen carefully. Write + if the person likes the type of clothes and - if the person doesn't like it. Write your answers like in the example.

Sita likes jeans and headscarves. She doesn't like skirts. Her friend Aya dislikes jeans. She prefers wearing wrappers and T-shirts.

Jacob and Amédé always wear blue jeans and shirts. They never wear T-shirts.

|       | jean | Headscarf | Shirt | skirt | Wrapper | T-shirt |
|-------|------|-----------|-------|-------|---------|---------|
| Sita  | +    | +         |       | -     |         |         |
| Aya   | -    |           |       |       | +       | +       |
| Jacob | +    |           | +     |       |         | -       |
| Amédé | +    |           | +     |       |         | -       |

## exercise 2

Study the table. Listen and write "True" (T) if the information is true or "False" if the information is false. Write your answers like in number 1.

| N | Phrase prononcée                                    | Réponses |
|---|---|----------|
| 1 | Esmel likes wearing hats.                           | True     |
| 2 | Sabine likes jackets, shirts wrappers and T-shirts. | False    |
| 3 | Sita doesn't like wrappers.                         | True     |

## Corrigés

|   |                                   |       |
|---|-----------------------------------|-------|
| 4 | Gueu never wears T-shirts.        | True  |
| 5 | Esmel and Mobio dislike jackets.  | False |
| 6 | Esmel and Sabine like shirts      | True  |
| 7 | Gueu likes T-shirts.              | False |
| 8 | Mobio likes jackets and T-shirts. | True  |
| 9 | Sabine dislikes jackets.          | True  |

## Session 3 Communicative activity

Écoute et complète la conversation entre ton ami John et un marchand (seller) de vêtements.

- 1- Clothes 2- 2,500 F CFA 3- 1,575 CFA 4- don't like  
5- 4,075 F CFA 6- 3,500 FCFA

## UNIT 6 : FOOD AND DRINKS (Listening)

## LESSON 1 : I like rice and coke

## Session 1

## exercice 1

Write the name of each food type like in the example.

Example : 1- cassava

- |          |                     |
|----------|---------------------|
| 2- Fish  | 6- Meat             |
| 3- Rice  | 7- Plantain         |
| 4- Yam   | 8- Pounded yam      |
| 5- Maize | 9- Pounded plantain |

## exercice 2

Use the information in the following table to write a correct sentence about what each person likes or doesn't like. Write your answers in the example. Example : 1- I like yam. I dislike cassava.

- 2- Ali dislikes pounded plantain.  
3- Sarah dislikes meat.  
4- Goh likes cassava.  
5- Zongo likes rice.  
6- People from central Cote d'Ivoire like pounded yam.  
7- Nomel's parents dislike maize.  
8- You dislike potato.

## Session 2

## exercice 1

Match each picture with the appropriate word from the box below. Write your answers like in the example. Example : 1- Ginger juice

- |           |          |
|-----------|----------|
| 2- Tea    | 5- Sugar |
| 3- Milk   | 6- Bread |
| 4- Butter |          |

## exercice 2

Match each meal from column A with the appropriate period in column B. Write your answers like in the example.

Example : 1- b (lunch / noon)

- 2- c (Breakfast / morning) 3- a (Dinner / evening)

## exercice 3

Write a correct sentence about each picture like in the example. Example : 1- Patrick has coffee for breakfast.

- 2- Fanta has rice for lunch.  
3- Kodjo has pounded yam for dinner.  
4- Appia has bread for breakfast.

## Session 3 Communicative activity

Mots à lire (À adapter en fonction des mots enseignés dans les deux premières séances) :

Coffee, water, bread, lemonade, potato, orange juice, maize, rice, tea, plantain, beer.

## LESSON 2 : Fruit and vegetables

## Session 1

## exercice 1

Write the name of the fruit in each picture like in number 1.

Example : 1- an orange

- |                |               |
|----------------|---------------|
| 2- A coconut   | 7- A mango    |
| 3- A guava     | 8- A banana   |
| 4- An apple    | 9- An avocado |
| 5- A papaya    | 10- A lemon   |
| 6- A pineapple |               |

## exercice 2

Compare the fruit types using the words between parentheses like in the example.

Example : 1- A coconut is bigger than an apple.

- 2- A pineapple is more expensive than an orange.  
3- Guavas are smaller than avocados.  
4- An orange is sweeter than a lemon.  
5- Papayas are more juicy than guavas.

## Session 2

## exercice 1

Write the appropriate name under each picture of vegetable. Write your answers like in number 1. Example : 1- Parsley

- |               |                 |
|---------------|-----------------|
| 2- Aubergines | 6- Okra         |
| 3- Cabbage    | 7- lettuce      |
| 4- Carrots    | 8- Onions       |
| 5- Beans      | 9- Chili/Pepper |

## exercice 2

Complete the sentences about the following pictures like in the example. Example : 1- There are onions ; there are no carrots.

- 2- There **are** papayas ; there **are no** oranges.  
3- There **is** an apple ; there **is no** mango.  
4- There **are** guavas ; there...**are no** pineapples.  
5- There **are** cabbages ; there **is no** cucumber.  
6- There **are** tomatoes ; there...**are no** beans.

## Session 3 Communicative activity

## Texte de la communication téléphonique

**Kwessi** : Hello, Akpo, I am waiting for you. When are you coming to Takoradi ?

**Akpo** : Next Saturday

**Kwessi** : Great !

You know I am fond of fruits. Can you buy some for me ? They are so expensive at Takoradi market.



## Corrigés

**Akpo** : Sure. What types of fruits do you want ?

**Kwessi** : some avocados and juicy oranges. People say there are delicious pineapples in your country.

Don't forget to buy one for me.

**Akpo** : No problem.

**Kwessi** : you're wonderful, Akpo. One last thing. My mother says she needs some carrots, aubergines, and parsley.

**Akpo** : Don't worry, Kwessi. See you on Saturday.

### LESSON 3 : I am cooking some rice

#### Session 1

##### exercice 1

Match each picture with the appropriate word from the box below like in number 1. Example : 1- to clean

- |               |            |
|---------------|------------|
| 2- salt       | 5- to beat |
| 3- to chop up | 6- oil     |
| 4- to peel    | 7- egg     |

##### exercice 2

Reorder the sentences of this paragraph to obtain a recipe.

Ordre : C ; B ; D ; A

Texte :

First, you break the egg. Secondly, you beat it to mix the yellow liquid and the white liquid to get a paste. Then you add salt and you pour the paste into hot oil. Finally, you obtain a delicious omelette.

#### Session 2

##### exercice 1

Circle each of these 9 words in the table. You can read top down, across or in diagonal. Write your answer like in the example.

|           |   |   |   |   |   |   |   |   |   |   |
|-----------|---|---|---|---|---|---|---|---|---|---|
| 1- GRILL  | B | Z | G | S | T | E | A | M | S | G |
| 2- TASTE  | T | O | R | V | B | I | X | T | I | R |
| 3- BOIL   | W | C | I | A | D | D | T | A | Z | I |
| 4- SMOKE  | O | H | L | L | S | E | A | S | O | N |
| 5- STEAM  | G | R | L | E | R | N | P | T | Q | D |
| 6- GRIND  | U | S | O | J | U | D | Q | E | V | U |
| 7- FRY    | K | A | H | S | M | O | K | E | A | R |
| 8- ADD    | Y | I | G | T | E | F | O | S | Y | E |
| 9- SEASON | E | P | V | O | D | R | M | C | U | X |
|           | R | L | C | W | A | Y | E | N | B | M |

##### exercice 2

Match each word from column A with the appropriate word or expression in column B to obtain an instruction related to cooking. Some word from column A can be used more than one time. Write your answers like in the example.

Example : 1- Boil the meat(the fish....)

- 2- **Fry** the meat ; fry the fish
- 3- **Smoke** the meat, **smoke** the fish
- 4- **Season** the soup
- 5- **Grind** the pepper and the tomatoes
- 6- **Add** the salt ; **add** the ingredients ; **add** the oil

7- **Taste** the soup ; **taste** the meat ; **taste** the fish

8- **Grill** the meat ; **grill** the fish

#### Session 3

#### Communicative activity

#### Les consignes

Hello Angela ! There is fried rice for dinner today but I can't be at home now. So cook it. It is not difficult. Everything you need is there : meat, tomatoes, oil, onions, salt, pepper, and salt. First, chop up the meat and clean it. Secondly, put the meat into the cooking pot on the fire. Then add oil, salt, and ingredients like onions, tomatoes, carrots, and pepper. After, add water. When the water is hot, put the rice into the pot and cook it for about thirty minutes. Then reduce the intensity of the fire and cook the rice for fifteen additional minutes. Your fried rice is ready for degustation.

### UNIT 7 : HEALTH AND ENVIRONMENT (Reading)

#### LESSON 1 : Body hygiene

#### Session 1

##### exercice 1

Write the name of these parts of the body like in number 1.

- |         |          |
|---------|----------|
| 1- HEAD | 4- EYE   |
| 2- EAR  | 5- MOUTH |
| 3- NOSE | 6- TEETH |

##### exercice 2

Describe each of the following pictures with " must " or " mustn't ". Write your answers like in the example.

Example : 1- You must wash your hands.

- 2- She mustn't drink water from the river.
- 3- She mustn't throw rubbish in the river.
- 4- He must filter water
- 5- He must wash every day.
- 6- The pupil mustn't play in the classroom.
- 7- A pupil mustn't eat in class.
- 8- A pupil must do his exercises.
- 9- A boy mustn't put his finger in his nostril.

NB. Accepter des sujets comme **We, You, People**, dans toutes ces phrases.

#### Session 2

##### exercice 1

Write the word corresponding to each of the pictures below like in number 1.

- |             |           |
|-------------|-----------|
| 1- a finger | 4- an arm |
| 2- a nail   | 5- a leg  |
| 3- a hand   | 6- a foot |

##### exercice 2

Turn each of the following sentences into a question and answer this question.

Write your answers like in the example.

Example : 1 : A : Must we wash our hands before eating ?  
B : Yes, we must.

- 2- A : Must people drink water from the river ?  
B : No they mustn't.
- 3- A : Must we filter water before drinking ?  
B : Yes we must.

## Corrigés

- 4- A : Must we take a shower every day ?  
B : Yes we must.
- 5- A : Must a pupil play football in class ?  
B : No, he mustn't.
- 6- A : Must Aya throw rubbish in the river ?  
B : No, she mustn't.
- 7- A : Must a student eat in the classroom ?  
B : No, he mustn't.
- 8- A : Must students do their exercises ?  
B : Yes they must.
- 9- A : Must a boy be clean ?  
B : Yes he must.
- 10- A : Must Paul put his fingers in his nose ?  
B : No, he mustn't.

## Session

3

## Communicative activity

Lis le texte ci-dessus et réponds aux questions qui suivent.

- 1- The text is about health/hygiene.  
2- To be healthy we must take a shower every day, we must brush our teeth and drink safe water.  
3- We mustn't wear dirty clothes, we mustn't drink water from the river and we mustn't eat with dirty hands.  
4- Our body represents a fantastic machine.

## LESSON 2 : Insalubrity and common diseases

## Session

1

## exercice 1

Reorder the following letters to obtain names of diseases. Start each word with the capital letter in the list like in number 1.

- |                |              |
|----------------|--------------|
| 1- Malaria     | 4- Diarrhea  |
| 2- Headache    | 5- Cold      |
| 3- Stomachache | 6- Toothache |

## exercice 2

Select the appropriate expressions from the box to write speaker B's part in the following dialogue. Write your answers like in the example.

See the doctor – take some aspirin – go to see a dentist – take a rest – take an anti-malaria medicine – stop eating

Example :

- 1- A : I have a headache, what should I do ?  
B : You should take some aspirin.

- 2- B : She should go to see the doctor.  
3- B : They should take an anti-malaria medicine  
4- B : He should go to see a dentist  
5- B : You should stop eating.  
6- B : They should take a rest.

## Session

2

## exercice 1

Write the name of each of the following objects like in number 1.

- |              |                     |
|--------------|---------------------|
| 2- a garbage | 7- a stagnant water |
| 3- a broom   | 8- a bucket         |
| 4- a mop     | 9- a duster         |
| 5- a spade   | 10- a mosquito net  |
| 6- a sponge  |                     |

## exercice 2

Write the verbs for expressing each of the following actions like in number 1.

- |          |          |
|----------|----------|
| 2- empty | 5- clean |
| 3- throw | 6- mop   |
| 4- wash  |          |

## exercice 3

Use phrases from the table below to write about what we should or shouldn't do to keep the environment clean. Write your answers like in the examples.

- Examples : 1- We should clean our house.  
5- We should not be dirty

- 2- We should sweep the floor with a broom.  
3- We should mop the bathroom every day.  
4- We should take a bath every day.  
5- We should not be dirty.  
6- We should not throw garbage/rubbish in the river.  
7- We should not urinate in the school garden.  
8- We should not eat in the classroom.

## Session

3

## Communicative activity

Lis le texte ci-dessous puis réponds aux questions qui suivent.

- 1- The text is about malaria.  
2- To be healthy, we should clean our house, mop the bathroom and sleep under a mosquito net.  
3- We should not throw garbage in rivers and streets, we should not keep dirty water near the house.  
4- Because it keeps you in good condition

## LESSON 3 : Water and health

## Session

1

## exercice 1

Complete these words with the missing letters like in the example.

- |                 |            |
|-----------------|------------|
| 2- a water pump | 6- the sea |
| 3- a water tank | 7- a lake  |
| 4- a well       | 8- a river |
| 5- the rain     |            |

## exercice 2

Use words or expressions from the box to write the following dialogues. Write your answers like in the example.

- Example : 1- Son : Can I drink water from the river ?  
Father : No you can't

- 2- Pupil : Can I have a piece of chalk ?  
Teacher : Yes you can.

- 3- Peter : Can I drink water from the well ?  
Rose : No, you can't.

- 4- Daughter : ...Can I filter the water ?



## Corrigés

**Mother** : Yes you can...

**5- Shoe repairer** : Can I repair your shoes ?

**Ali** : Yes you can.

**6- Brother** : Can I use the water from the tap ?

**Sister** : Yes you can.

## Session 2

## exercise 1

Reorder the letters in each list to write meaningful words. Start with the capital letter in each list. Write your answers like in number 1.

- 2- Throw  
3- Spray  
4- Defecate

- 5- Urinate  
6- Pesticides  
7- Rubbish

## exercise 2

Ask 5 questions using element from columns A, B, and C like in the example. Example : Where can Musa boil some water ?

- 2- Where can Musa wash his hands ?  
3- Where can we urinate ?  
4- How can mum get some clean water ?  
5- How can you boil water ?  
6- How can we wash our hands ?

## Session 3

## Communicative activity

Lis le texte ci-dessous et écris les réponses dans l'espace prévu.

- 1- The text is about water and health  
2- To be in good health, we should use clean water and keep our environment clean.  
3- We can get safe water from the tap. If there is no water tank in your house, you must boil the water you take from the well or the river.

## UNIT 8 : SPORTS AND GAMES (Writing)

## LESSON 1 : Sports

## Session 1

## exercise 1

Reorder the letters in each list to write words related to sports. Write your answers like in number 1.

- 2- Long jump  
3- Javelin throw  
4- Cycling

- 5- Gymnastics  
6- Karate  
7- Boxing

## exercise 2

Answer each of the following questions using the words in brackets. Write your answers like in the example.

- 2- She practices jogging. 4- They practice gymnastics.  
3- They do football and running. 5- He practices karate.

## exercise 3

Here are answers. Ask the corresponding questions like in number 1.

- 2- What's mum and dad's favourite sport ?  
3- What's the teacher's favourite sport ?

4- What's girls' favourite sport ?

5- What are boys' favourite sports ?

6- What's my favorite sport ?

## Session 2

## exercise 1

Write the name of each sport like in number 1.

- 2- tennis 5- golf 8- table tennis  
3- basketball 6- swimming  
4- wrestling 7- jogging

## exercise 2

Ask correct questions using elements from columns A, B, and C. Write your answers like in the example.

Example : What sport(s) can boys practice ?

- 1- What sport can Aya practice ?  
2- What sport can the pupils do ?  
3- What sports can boys practice ?  
4- What sport can the teacher do ?  
5- What sport can you do ?  
6- What sports can mum and dad practice ?

## exercise 3

Use elements from columns A, B, and C to answer each of the questions of exercise 2, page 125. Write your answers like in the example.

Example : Aya can do swimming.

- 1- Aya can practice volleyball.  
2- Pupils can do wrestling.  
3- Boys can practice football and wrestling.  
4- The teacher can play tennis.  
5- I can play basketball.  
6- Mum and dad can do jogging and gymnastics.

## exercise 4

Answer each of the following questions like in number 1.

- 1- Yes, he can. 4- Yes, I can. 7- No, we can't.  
2- No, they can't. 5- Yes, they can.  
3- Yes, they can. 6- Yes, he can

## Session 3

## Communicative activity

Lis le texte ci-dessous et réponds aux questions qui suivent.

- 1- Sport  
2- Sport keeps you in good health. It makes grow stronger. You can make a lot of friends.  
3- My favourite sport is football ( basketball...).

## LESSON 2 : Football

## Session 1

## exercise 1

Reorder the letter in each list to write 9 meaningful words. Start with the capital letter in each list. Write your answers like in number 1.

- 1- Stadium 4- Jersey 7- Penalty  
2- Football ground 5- Glove 8- Corner  
3- Ball 6- Boots 9- Goalmouth

## Corrigés

## exercice 2

Ask 6 questions starting with "what". Write your questions like in number 1.

- 2- What did Affoua wash yesterday ?
- 3- What did mum cook last Saturday ?
- 4- What did the pupils do at break ?
- 5- What did Musa and his sister do at the week-end ?
- 6- What did the children drink yesterday ?

## exercice 3

Use the following elements to answer the 6 questions of exercise 2. Write your answers like in number 1.

- 2- She washed the bathroom.
- 3- She cooked some rice.
- 4- They played on the playground.
- 5- They visited their parents.
- 6- They drank coca cola.

## Session 2

## exercice 1

Complete each of the following words with the missing letters. Write your answers like in the example.

Example : 1- team

- 2- a player
- 3- a goal keeper
- 4- a referee
- 5- a striker
- 6- a linesman

## exercice 2

Write the verb for expressing each of the following actions. Write your answers like in the example.

- 2- to catch
- 3- to tackle
- 4- to dribble
- 5- to score
- 6- to pass

## exercice 3

Use elements from columns A, B, and C to write 6 correct questions. Write your answers like in the example.

- 2- Did Drogba score a goal last Sunday ?
- 3- Did the pupils visit the stadium last week ?
- 4- Did we watch the match last night ?
- 5- Did the elephants meet the coach last month ?
- 6- Did your father win the match the day before Tuesday ?

## exercice 4

Answer each of the 6 questions of exercise 3 by Yes or No. Write your answers like in number 1.

- 1- Yes I did.
- 2- Yes he did.
- 3- No they didn't.
- 4- Yes you did.
- 5- Yes they did.
- 6- Yes he did.

## Session 3

## Communicative activity

Lis le texte ci-dessous et réponds aux questions qui suivent.

- 1- The national sport in Côte d'Ivoire is football.
- 2- People practise football at school, in the streets, in villages and in big cities.
- 3- The national football team of Côte d'Ivoire is : the Elephants.
- 4- The Elephants won their first African Cup of Nations in 1992.
- 5- In 2015, the Elephants won their second cup.

## LESSON 3 : Let's play cards

## Session 1

## exercice 1

Write the name of each object like number 1.

- 2- baby-foot
- 3- ludo
- 4- draughts
- 5- scrabble
- 6- marbles
- 7- video game
- 8- crossword puzzle

## exercice 2

With a partner, make suggestions and react to them. Write your answers like in the example.

Example : Dialogue 1 : A- Let's play cards.  
B- Good, I like it.

Dialogue 2 : A : Let's play ludo.  
B : Let's begin!

Dialogue 3 : A : let's play scrabble.  
B : Sorry, I don't like it.

Dialogue 4 : A : Let's play crossword puzzle.  
B : OK, let's go.

Dialogue 5 : A : Let's marble.  
B : Great! It is funny

Dialogue 6 : A : let's play video games.  
B : No, it is too noisy.

## Session 2

## exercice 1

Write the name of each game like in number 1.

Example : 1- hop scotch

- 2- sac race
- 3- leap frog
- 4- hide and seek
- 5- tug of war
- 6- awale

## exercice 2

Choose elements from columns A, B, C, and D to make 5 meaningful sentences. Write your answers like in the example.

- 2- I will play awale tonight.
- 3- The boys will play hide and seek tonight.
- 4- We will play tug of war the day after tomorrow.
- 5- You will play leap frog tomorrow.
- 6- Moussa and Alice will play sac race next Monday.

## Session 3

## Communicative activity

Lis le texte ci-dessous et réponds aux questions qui suivent.



games

- 2- No, it is not. It is a traditional game.
- 3- Two people can play awale.
- 4- There are four seeds in a hole.
- 5- The winner is the player who captures more seeds than the other.