



LEÇONS D'ANGLAIS PRÉPARÉES

NIVEAU : SIXIÈME



PARTICIPANTS

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- Mrs ADJA Agoua Jeanne (Collège Moderne D. Ouattara d'Aboisso)
- Mr ASSEMAN Richmond (Collège Moderne de Bondoukou)
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UNIT 1



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AT SCHOOL



Level: 6^{ème}

Skill: Speaking

Unit 1: AT SCHOOL

LESSON 1: GREETINGS

SESSION 1

Source: Learn it, do it 6^e

Situation d'apprentissage : Nous sommes dans la cours du Collège Moderne Koonan. Après le premier cours d'anglais les élèves de la 6^{ème} se saluent et se présentent les uns aux autres pour mieux faire connaissance.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
Morning - afternoon – evening – good morning – good afternoon -good evening – hello - hi! - good bye - bye bye	Introducing oneself	-What's your name? My name is Bamba. I am Bamba. -Nice to meet you! Nice to meet you too

INPUT PHASE

Vocabulary (10 min)

Time	Moment of the day	Greeting
From 00:00 to 12:00	Morning	Good morning
From 13:00 to 18:00	Afternoon	Good afternoon
From 19:00 to 23:59	Evening	Good evening

Any time: Hi! Hello!

Leave taking: Good bye / Bye Bye

Going to sleep: Good night

Language function: Introducing oneself

- My name is Mr. Akou Wilfried / I am Mr. Akou Wilfried

- What is your name?

✓ My name is..... / I am.....

-Nice to meet you!

✓ Nice too meet you too!

PRACTICE PHASE

Activity 1: Write the suitable greeting in the blanks:

Example: A = Good morning!

06 : 00

A :

19 : 30

B :

16 : 45

C :

11 : 20

D :

Activity 2: Complete the 2 dialogues below with the words from the box below.

Number 1 is an example

1-afternoon

your – Good afternoon – name's – afternoon – My – Nice – meet –

A : Good (1).....

B : (2).....

A : My (3).....Johnny Bee. What's (4).....name?

B : (5)..... name's Ashley Cole.

A : (6)..... to (7).....you, Ashley.

B: Nice to meet you (8).....

Homework: Learn the dialogue at home, you will practice it next time with your neighbour before starting the new session.

Level: 6ème
Skill: Speaking
Unit 1: AT SCHOOL
LESSON 1: GREETINGS
SESSION 2
Source: Learn it, do it 6è

Situation d'apprentissage (Rappel)

Nous sommes dans la cours du Collège Moderne Koonan. Après le premier cours d'anglais les élèves de la 6ème se saluent et se présentent les uns aux autres pour mieux faire connaissance.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
From – this – well – fine – thanks	Introducing someone	-What's his / her name? His name is Lamine. Her name is Adja. -How are you? I am fine, thanks.

INPUT PHASE

A-Vocabulary input (11min)

Dialogue between Edi and Traoré

Edi: Good morning Traoré

Traoré: Good morning Edi

Edi: Where are you from?

Traoré: I am from Tingrela and you?

Edi: I am from Agboville. How are you?

Traoré: I am fine, thank you and you?

Edi: I am very well, thanks.

Where = question word to know a place

From = indicates the origin

Thanks = Thank you

Fine = well / to be in a good health

To introduce = to present

B-Language function: Introducing someone

- This is Yannis from Tingrela.

What is his name? (boy / man)

- ✓ His name is Yannis / He is Yannis (boy)

Where is he from?

- ✓ He is from Tingrela

- This is Malika from Korhogo.

What is her name? (woman / girl)

- ✓ Her name is Malika / She is Malika (girl)

Where is she from?

- ✓ She is from Korhogo.

PRACTICE PHASE

Activity 1: (06 min) find the following words in the table and circle them like in the example.

HOW – ARE – YOU – FINE – THANKS – NAME – INTRODUCE – WELL – HER – AND – IS

A	T	G	G	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

Activity2: (05 min) Complete the following dialogue with the appropriate words from the box below. Then, practice the conversation. Number 1 is an example.

Example: 1-how

<i>is - meet - how - too - thanks - you - well - she</i>
--

Tom: Good morning.

Jane: Good morning; (1) are (2)?

Tom: Fine, (3); and you?

Jane: Very (4); thank you.

Tom: This (5) Aya; (6) is from Bouaké.

Jane: Nice to (7) you, Aya.

Aya: Nice to meet you (8), Jane.

HOMEWORK: Complete the sentences with: ‘this - what’s – her – his’

a-.....your name?

b-----name is Fatou.

c-----name is Felix.

d-----is M. Konan.

Level: 6ème

Skill: Speaking

Unit 1: AT SCHOOL

LESSON 1: GREETINGS

SESSION 3

Source: Learn it, do it 6^e

Communication activity (Situation d'évaluation)

Nous sommes dans la cour de l'école au Collège Moderne de Koonan. Après le premier cours, les élèves de la 6ème se saluent et se présentent les uns aux autres en anglais pour mieux faire connaissance. Faisant partie de ces élèves,

- 1- saluez-vous ;
- 2- présentez-vous les uns aux autres ;
- 3- présentez ceux que vous connaissez aux autres

Level: 6ème

Skill: Speaking

Unit 1: AT SCHOOL

LESSON 2: IN THE CLASSROOM

SESSION 1

Source: Learn it, do it 6è

Situation d'apprentissage

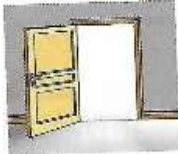
Pendant un cours d'Anglais au Collège Moderne de Koonan, les élèves de la 6^{ème} démontrent leur connaissance des objets de la classe et leur emplacement en les identifiant et les localisant à travers un jeu de question-réponse.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
Classroom – board – pen – duster – table – window – door – chair – pen – book – Schoolbag	Asking and giving information about classroom objects:	- What is this? This is/it is a... - What is that? That is/It is a....

INPUT PHASE

Vocabulary (7 min)

 Classroom	 Board	 Chair	 Duster	 Table
 Window	 Door	 Pen	 Book	 Schoolbag

Language function: Asking and giving information about classroom objects

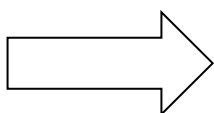
A: What is **this**?

B: **This is** a duster.

/

It is a duster.

(**It's** a duster)

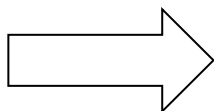


A: What is **that**?

B: **That is** a duster

/

It is a duster.



PRACTICE PHASE

Activity 1: (5 min) Put the letters into the correct order to form names of classroom objects Number 1 is an example.

Example: 1-Window

1-DOWWNI:

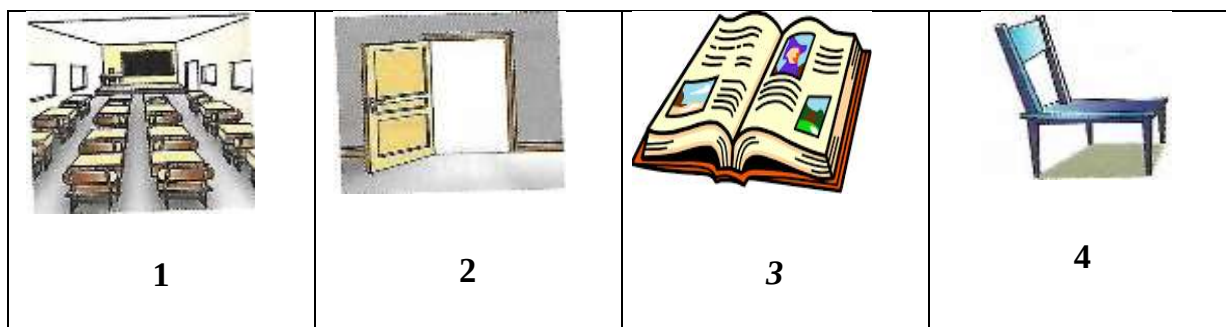
2-ROCLASMOS:

3-BLEAT:

4-DROAB:

5-ARICH :

Activity 2: (06 min) Answer to the questions below. Number 1 is an example.



1-What is this?

A: It is a classroom

B: This is a classroom

2- What is that?

A:

B:

3- Is it a window?

A:

B: It is.....

4- Is it a chair?

A:

B:

Homework: A la maison, écris un dialogue de 6 lignes dans lequel deux élèves posent et répondent à des questions sur les objets utilisés en classe.

Level: 6ème

Skill: Speaking

Unit 1: AT SCHOOL

LESSON 2: IN THE CLASSROOM

SESSION 2

Source: Learn it, do it 6^e

Situation d'apprentissage (Rappel)

Pendant un cours d'Anglais au Collège Moderne de Koonan, les élèves de la 6^e démontrent leur connaissance des objets de la classe et leur emplacement en les identifiant et les localisant à travers un jeu de question-réponse.

LESSON CONTENT

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
School –piece of chalk– box of chalk – desk – teacher – pupils – girl – boy - chair	Answering yes / no questions	Is it a chair? Yes, it is / No, it isn't Are you a boy? Yes, I am / No, I'mnot

INPUT PHASE

Vocabulary

			
School	Chalk	Box of chalks	Desk
			
Teacher	Pupils	Girl	Boy

Language function: Answering yes / no questions

A: Is this a chair?

B: Yes, It is

A: Is this a table?

B: No, It is not

/

No, It isn't



A: Is she a girl?

B: Yes, she is

A: Is she a boy?

B: No, she is not

/

No, she isn't



PRACTICE PHASE

Activity 1: (5 min) Write the appropriate word under each picture like in number 1.



a boy



.....



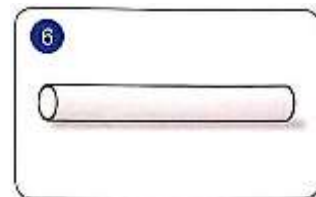
.....



.....



.....



.....

Activity 2: Look at activity 1, then ask and answer questions like in the example below.

Example: 1- A: Is number one a girl?

B: No, it isn't / it's a boy.

Homework: Describe your classroom in three (3) lines maximum.

Level: 6ème

Skill: Speaking

Unit 1: AT SCHOOL

LESSON 2: IN THE CLASSROOM

SESSION 3

Source: Learn it, do it 6^e

Communication activity (Situation d'évaluation)

À la fin de la première semaine de cours d'anglais, tu rencontres un élève de la classe de 6ème du Collège Moderne Alassane Ouattara de Ouaninou. A travers un dialogue, parle-lui de ton professeur d'anglais et de ta classe.

- 1-présente toi à celui que tu viens de rencontrer ;
- 2-dis-lui le nom de ton école et celui de ton professeur d'anglais ;
- 3-demande-lui son nom et celui de son professeur d'anglais ;
- 4-cite des objets que l'on peut trouver dans ta classe et localise-les.

Level: 6ème

Skill: Speaking

Unit 1: AT SCHOOL

LESSON 3: THERE IS ONE PENCIL ON THE TABLE

SESSION 1

Source: Learn it, do it 6^e

Situation d'apprentissage

Pendant le cours d'anglais au Collège Moderne de Koonan, dans le but de démontrer leur connaissance de l'emplacement des objets de la classe, les élèves de la 6ème localisent ceux-ci à travers un jeu.

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
Numbers from 1 (one) to 10 ten	-Asking about numbers -Saying numbers	How many.....? There are..... There is

INPUT PHASE (20 min)

Vocabulary(10 min)

Let's count from 0 to 10

0: zero / 1: one / 2: two / 3: three / 4: four / 5: five / 6: six / 7: seven / 8: eight / 9: nine
/ 10: ten

Language function: asking and giving the number (10 min)

A: **How many** chalks are there?

B: **There are** three chalks



A: **How many** boards are there?

B: **There is one** board



A: **How many** chairs are there?

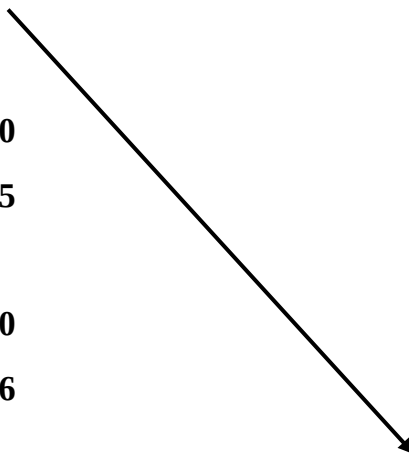
B: **There are no** chairs



PRACTICE PHASE

Activity 1: Match these numbers to the corresponding one in letter.

1	Ten
2	Twenty
10	Sixteen
15	Nine
7	Two
20	Fifteen
16	Seven
9	One



Activity 2: Ask and answer questions about the pictures. Number 8 is an example.

Example :

A : How many rulers are there in the picture? **B :** There are 18.

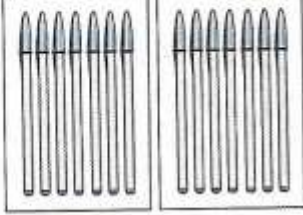
1



2



3



4



5



6



7



8



2- A:

B:

3- A:

B:

4- A:

B:

5- A: B:

7- A: B:

8- A: B:

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

Mrs Balo: Good afternoon (1) ...**boys**and (2)

Pupils: Good afternoon, (3)

Mrs Balo: Class, listen. (4) is Ali. He's a (5) And (6) is Affou. She's a (7) They are (8)

Pupils: Are you a (9)

Mrs Balo: No, I'm not. I am a (10)

Pupils: (11) is Ali?

Mrs Balo: He is a (12).....

Pupils: And (13) is Affou?

Mrs Balo: She is a pupil (14)

Level: 6ème

Skill: Speaking

Unit 1: AT SCHOOL

LESSON 3: THERE IS ONE PENCIL ON THE TABLE

SESSION 2

Source: Learn it, do it 6^e

Situation d'apprentissage

Pendant le cours d'anglais au Collège Moderne de Koonan, dans le but de démontrer leur connaissance de l'emplacement des objets de la classe, les élèves de la 6ème localisent ceux-ci à travers un jeu.

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
Numbers from eleven (11) to Twenty (20)	Locating objects / people	Where is the pen? It is on / in / under the desk.

INPUT PHASE

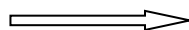
Vocabulary

Let's count from **11** to **20**

11: eleven / **12**: twelve / **13**: thirteen / **14**: fourteen / **15**: fifteen / **16**: sixteen /
17: seventeen / **18**: eighteen / **19**: nineteen / **20**: twenty

Language function: Locating objects

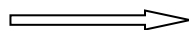
- A: Where is the ruler?



B: It is in the schoolbag.



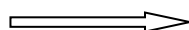
- A: Where is the schoolbag?



B: It is on the table.



- A: Where is the book?

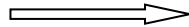


B: It is under the table.



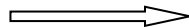
● A: Where is the dog?

B: It is in front of the table.



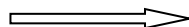
● A: Where is the dog?

B: It is behind the table.



● A: Where is the book?

B: It is between the table and the chair.



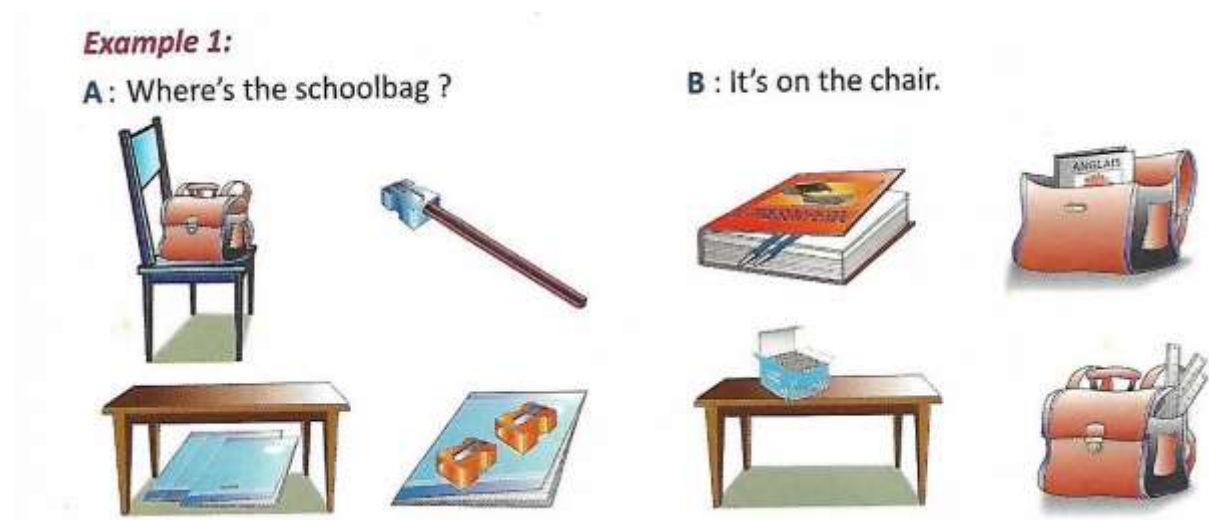
PRACTICE PHASE

Activity 1: Write the missing numbers in full letters. Number 1 is an example.

Example: 1-Eleven

Ten, (1)....., twelve, (2)....., (3)....., fifteen,
(4)....., seventeen, (5)....., nineteen, (6).....

Activity 2: Ask and answer questions with your neighbour. Do like in the Example below.



- 2- A: B:
- 3- A: B:
- 4- A: B:
- 5- A: B:
- 7- A: B:
- 8- A: B:

Homework: Match the questions from column A with their answers in column B. One answer in Column B is not concerned.

Example: 1-c

Column A	Column B
1-Where is Fanta 2-Where are the students? 3-Where is the board in 6ème 1? 4-Where are your school things? 5-Where are the posters?	a-They are in my bag. b-They are on the wall. c-She is between the door and the desk. d-They are in the classroom. e-It is in front the students f-We are in the classroom.

Level: 6ème

Skill: Speaking

Unit 1: AT SCHOOL

LESSON 3: THERE IS ONE PENCIL ON THE TABLE

SESSION 3

Source: Learn it, do it 6è

Situation d'évaluation (Communication activity)

Le Club d'Anglais du Collège Moderne de Koonan organise une compétition à l'attention des élèves de la 6^{ème} pour tester leur connaissance. La compétition porte sur les articles scolaires offerts par une ONG Américaine à l'établissement. Les élèves de la 6^{ème} 3, soucieux de remporter la compétition, discutent entre eux pour accomplir les tâches de la compétition. En tant qu'élèves de la 6^{ème} 3,

1. citez quelques articles scolaires ;
2. dénombrez quelques articles fournis à l'établissement ;
3. ton voisin et toi, faites un dialogue dans lequel vous demandez puis répondez aux questions sur la localisation des articles suivants dans la salle de réunion du club d'Anglais : books – boxes of chalks – eraser – pens – schoolbag etc.

UNIT 2



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P
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AT HOME



Level: 6^{ème}

Skill: Speaking

Unit 2: AT HOME

LESSON 1: ARMEL'S FAMILY

SESSION 1

Source: Learn it, do it 6^è

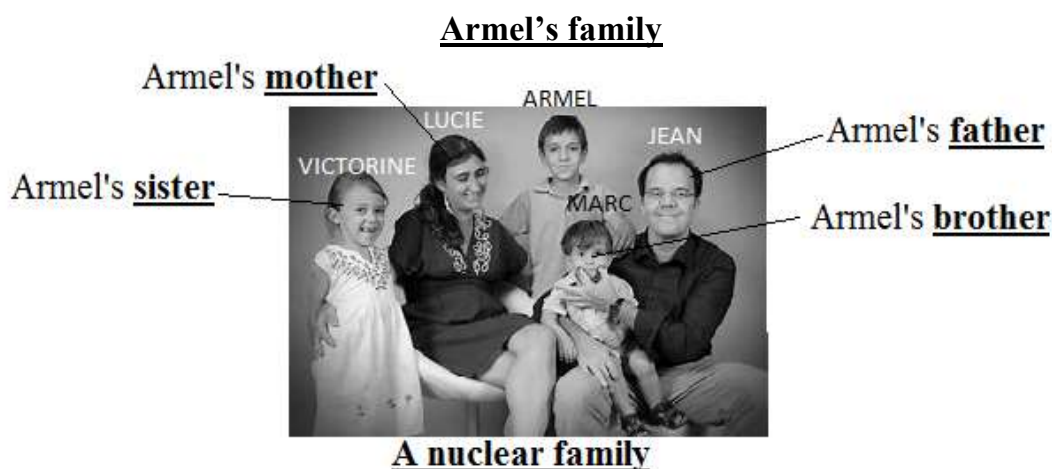
Situation d'apprentissage :

Au cours d'une réunion du Club d'anglais du Lycée Gouverneur Abdoulaye Fadiga de Touba, les élèves de la classe de 6^{ème} parlent des membres de leurs familles en vue de s'y familiariser.

TEACHING POINTS		
<u>VOCABULARY</u> Family- family tree-parents-children-father-mother-sister-brother-son- daughter	<u>LANGUAGE FUNCTION</u> Talking about family relationship	<u>STRUCTURES</u> Present simple of have got How many.....have you got? -I have got (I've got)

INPUT PHASE

Vocabulary



- Lucie and Jean are the **parents** of Armel.
- Victorine, Arel and Marc are the **children**.
- Lucie is the **wife** of Jean.
- Jean is the **husband** of Lucie.
- Armel is the **daughter** of Jean and Lucie.
- Victorine is the **sister** of Armel.
- Marc is the **son** of Jean and Lucie.
- Marc is the brother of Armel.

Language function: Talking about family members

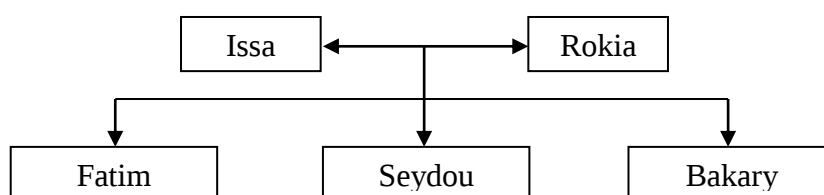
Look at Armel's family. To know **the number** of Armel's brothers, we ask:

How many brothers has Armel got?

The answer is: Armel **has got** one brother / He **has got** one brother / He's **got** one brother

PRACTICE PHASE

Activity 1: Look at the family-tree and complete with the words or expressions below
father – sister – parents - brother – mother-children



-Issa and Rokia are the.....

-Fatim, Seydou and Bakary are the.....

-Fatim is the.....of Seydou and Bakary

-Rokia is the..... of Fatim, Seydou and Bakary

-Issa is the..... of Fatim, Seydou and Bakary

Activity 2: Ask and answer questions with your neighbour like in the example.

Example:

A: **How many** brothers **have you got**?

B: I have got one brother / I've got one brother.

Homework: Describe the relationship between the members of your family

Level: 6ème

Skill: Speaking

Unit 2: AT HOME

LESSON 1: ARMEL'S FAMILY

SESSION 2

Source: Learn it, do it 6è

Situation d'apprentissage (rappel)

Au cours d'une réunion du Club d'anglais du Lycée Gouverneur Abdoulaye Fadiga de Touba, les élèves de la classe de 6^{ème} parlent des membres de leurs familles en vue de s'y familiariser.

TEACHING POINTS		
<u>VOCABULARY</u> Woman-man-grandparents- grandfather-grandmother- aunt-uncle-aunt-cousin -Numbers from 21 to 100	<u>LANGUAGE</u> <u>FUNCTION</u> Asking someone's age	<u>STRUCTURES</u> How old are you? I am ten years old / I am ten

INPUT PHASE

Vocabulary

-Extended family members

Woman: a mother is a woman

Man: a father is a man

Grandfather: the father of your mother or father

Grandmother: the mother of your mother or father

Grandparents: grandfather or grandmother

Aunt: The sister of your mother or father

Uncle: the brother of your mother or father

Cousin: the child of your aunt or uncle

Nephew: the child of your brother or sister

-Numbers from 21 to 100

Let's count from 21 to 100

21: twenty-one / 30: thirty / 32: thirty-two / 35: thirty-five / 40: forty / 50: fifty / 60: sixty / 70: seventy / 80: eighty / 90: ninety / 100: one hundred

Language function: Asking about someone's age

The **age** of Ali is 12. To ask Ali about his age, we say: **How old are you**

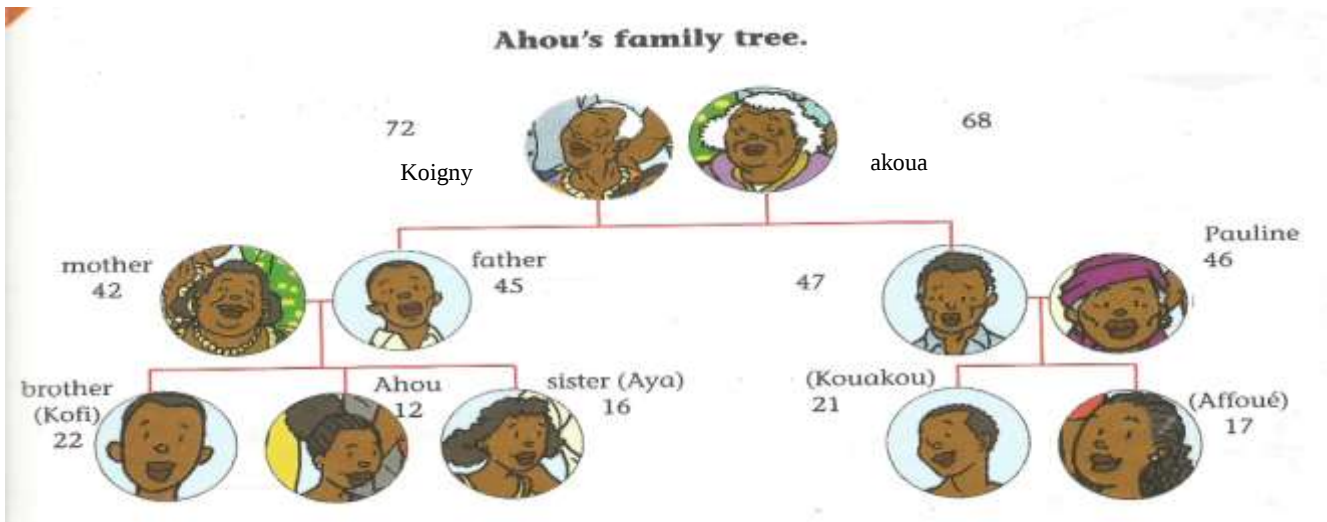
The answer is: **I am twelve years old / I'm twelve years old**

Or

I am twelve / I'm twelve

PRACTICE PHASE

Activity 1: Look at the family tree, then, practice asking and answering questions like in the example



Example: A: How old is Kofi?

B: He is twenty-two years old / He is twenty-two

Activity 2: Look at the family tree again then answer the questions below. Number 1 is an example.

1- What is Koigny to Aya?

Koigny is Aya's father

2- What is Pauline to Ahou?

3- What is Affoué to the father of Ahou?

4- What are Kouakou and Affoué to Kofi?

Homework: Ecris les nombres ci-dessous en lettres ou en chiffres. Le n°1 est un exemple.

- 1- 90:..... *ninety*
- 2- 72:
- 3- Sixty-nine:.....
- 4- 85:.....
- 5- 100:.....

Level: 6ème

Skill: Speaking

Unit 2: AT HOME

LESSON 1: ARMEL'S FAMILY

SESSION 3

Source: Learn it, do it 6è

Situation d'évaluation (communication activity)

Au cours d'une réunion du Club d'anglais du Lycée Gouverneur Abdoulaye Fadiga de Touba, le Président du Club demande aux élèves de la 6^{ème} de parler des membres de leurs familles respectives. Faisant partie de ces élèves,

- 1- construis l'arbre généalogique de ta famille ;
- 2- décris aux autres membres du Club les relations qui existent entre toi et les autres membres de ta famille ;
- 3- donne l'âge des membres de ta famille.

Level: 6ème

Skill: Speaking

Unit 2: AT HOME

LESSON 2: MY HOME

SESSION 1

Source: Learn it, do it 6^e

Situation d'apprentissage :

Un élève du Lycée GAF de Touba reçoit son ami anglophone à la maison. Il lui présente les pièces et les meubles de la maison familiale en vue de les lui faire découvrir. Et ce dernier exprime son admiration.

TEACHING POINTS		
<u>VOCABULARY</u> House-compound-garage- bedroom-dining room- kitchen-living room- bathroom	<u>LANGUAGE</u> <u>FUNCTION</u> Identifying parts of a house	<u>STRUCTURES</u> How many....are there? There are / is.....

INPUT PHASE

Vocabulary

 a house	 a compound	 a garage	 a bedroom
 a dining room	 a kitchen	 a living room	 A bathroom

Language function: Identifying parts of a house

Teacher: **How many bedrooms are there in this house?**

Answer: **There is one garage.**

PRACTICE PHASE

Activity1: Reorder the letters to find the right words. Start with the capital letters in each list. Write your answers like in number1.

1-e g r a G a:...Garage....

2-i c h K n t e:.....

3-m o B e r d o:.....

4-pound C m o:.....

5-oo h t r B a:.....

6-m o o R ;

7-H s u o e :

Activity2: With your partner ask and answer questions on your different homes.

Example: A : How many bedrooms are there in your house ?

B: There are three bedrooms in my house.

Level: 6ème

Skill: Speaking

Unit 2: AT HOME

LESSON 2: MY HOME

SESSION 2

Source: Learn it, do it 6^e

Situation d'apprentissage (rappel)

Un élève du Lycée GAF de Touba reçoit son ami anglophone à la maison. Il lui présente les pièces et les meubles de la maison familiale en vue de la lui faire découvrir. Et ce dernier exprime son admiration.

TEACHING POINTS		
<u>VOCABULARY</u> Bed-sofa-TV set-bookcase armchair-cupboard-fan- radio-clock-computer- cooker	<u>LANGUAGE</u> <u>FUNCTION</u> Identifying furniture and domestic appliances	<u>STRUCTURES</u> -There is.... -There are...

INPUT PHASE

Vocabulary

 a bed	 a sofa	 a TV set	 a bookcase	 an armchair	 a cupboard
 a fan	 a radio	 a clock	 an iron	 a computer	 a cooker

Language function: Identifying furniture and domestic appliances

Examples: **There is** a computer in our living room.

There are armchairs in our living room.

PRACTICE PHASE

Activity 1: Write the names of the pictures below. Number 1 is an example



1. **Bed**



2.



3.



4.

Activity 2: Describe each picture like in number 1.

1



= **There are four clocks in picture 1**

2



=

3



=

4



=

5



=

Homework: Describe the furniture and the appliances in your house

Example: There is a cooker in our kitchen

Level: 6ème

Skill: Speaking

Unit 2: AT HOME

LESSON 2: MY HOME

SESSION 3

Source: Learn it, do it 6è

Situation d'évaluation (Communication activity)

Pour le prochain cours d'anglais, le professeur demande à ses élèves de la 6^{ème} du Lycée GAF de Touba de présenter chacun sa maison. En qualité d'élève de la 6^{ème} au Lycée GAF de Touba, prépare ta présentation en répondant aux questions ci-dessous en anglais.

- 1- How many rooms are there in your house?
- 2- What's room 1?
- 3- What's there in room 1?
- 4- Is there room 2?
- 5- What's there in room 2?
- 6- What other things are there in your house?
- 7- Is there a garage?

Level: 6ème

Skill: Speaking

Unit 2: AT HOME

LESSON 3: THE KITCHEN

SESSION 1

Source: Learn it, do it 6^e

Situation d'apprentissage :

Une élève du Lycée Gouverneur Abdoulaye Fadiga et son amie libérienne font la vaisselle. Elles échangent sur les ustensiles et leurs rôles afin de bien les ranger.

TEACHING POINTS		
<u>VOCABULARY</u> Sauce pan-knife-mortar-pestle-cup-plate-glass-to cut up-to cook-to pound	<u>LANGUAGE FUNCTION</u> Asking and answering questions about ongoing actions.	<u>STRUCTURES</u> What is X doing? He / She is cooking

INPUT PHASE

Vocabulary

 a sauce pan	 a knife	 a mortar	 a pestle	 a cup
 a plate	 a glass	 to cut up	 to cook	 to pound

Language function : Asking and answering questions about ongoing actions



A: What **is** she **doing**?

B: She **is cutting** up the tomatoes



A: What **is** he **doing**?

B: He **is cooking**

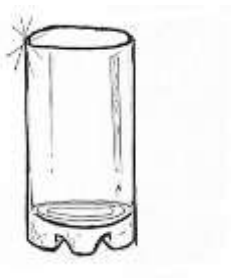
Note that to talk about actions which are taking place, we use the present progressive or continuous (**Verb+ing**)

PRACTICE PHASE

Activity 1: Write the names of the pictures below. Number 1 is an example



1-plate



2.....



3.....



4.....

Activity 2: Ask and answer questions. Number 1 is an example.

1. She / eat banana

What is she doing ?

She is eating banana

2. Your mother / drink Coca cola

3. Zokou and Koné / cook rice

Homework: Entourez les ustensiles de cuisine dans cette liste

Bookcase - cup - TV set - pestle – plate – cooker - armchair – spoon - bedroom –
knife - car – ladle- mortar

Level: 6ème

Skill: Speaking

Unit 2: AT HOME

LESSON 3: THE KITCHEN

SESSION 2

Source: Learn it, do it 6è

Situation d'apprentissage (Rappel)

Une élève du Lycée Gouverneur Abdoulaye Fadiga et son amie Libérienne font la vaisselle. Elles échangent sur les ustensiles et leurs rôles afin de bien les ranger.

TEACHING POINTS		
<u>VOCABULARY</u> Jug-tap-stool- broom - to clean –to wash the dishes- to sweep	<u>LANGUAGE FUNCTION</u> Talking about repeated actions.	<u>STRUCTURES</u> Everyday my mother cooks rice

INPUT PHASE

Vocabulary

 a stool	 a broom	 a frying pan	 a spoon	 a fork
 a jug	 to wash the dishes	 to sweep the floor	 to fry	 to drink water

Language function: Talking about repeated actions

To talk about repeated actions, we use the present simple.

Examples: My sister **washes** the dishes everyday.

I **drink** coffee every morning.

APPLICATION PHASE

Activity 1 : Entoure les noms d'ustensiles et d'actions dans la cuisine que tu reconnais dans cette liste.

**Play football - do the dishes - work - saucepan – fan -
cut up banana - sing – frying pan – write - dance – meal
walk – cook – eat – fry - armchair -**

Activity 2: Pose et réponds aux questions selon l'exemple proposé dans le numéro 1.

1- (You / in the afternoon / wash the dishes)

A: What do you do in the afternoon?

B: I wash the dishes

2- (They / in the morning / drink tea)

3- (She / in the afternoon / eat alocos)

4- (You / everyday / sweep the living room)

Homework: Exercise 2, Page 39, Learn it, Do it 6ème

Level: 6ème

Skill: Speaking

Unit 2: AT HOME

LESSON 3: THE KITCHEN

SESSION 3

Source: Learn it, do it 6è

Situation d'évaluation (Communication activity)

Pour sa fête d'anniversaire, un(e) élève du Lycée GAF de Touba invite son ami(e) libérien(ne) pour l'aider à faire la cuisine. Elles échangent sur les ustensiles et leurs activités quotidiennes

Avec votre partenaire,

- 1- identifiez certains ustensiles de cuisine ;
- 2- parlez des actions que vous faites dans la cuisine ;
- 3- échangez sur certaines de vos activités quotidiennes.



UNIT 3



TIME & DATE



LEVEL: 6^{eme}

SKILL: Writing

UNIT 3: TIME AND DATE

LESSON 1: WHAT'S THE DATE?

SESSION 1

SOURCE: Learn it, do it 6^{eme}

Situation d'apprentissage : Pour répondre à leurs correspondants anglophones, les élèves de la 6^{ème} 3 du Lycée Moderne 1 de Daloa écrivent pour présenter leur emploi du temps et les dates d'anniversaire des membres de leurs familles.

TEACHING POINTS		
<u>VOCABULARY</u> <i>Days of the week</i> Monday – Tuesday- Wednesday- Thursday- Friday – Saturday – Sunday. <i>Ordinal numbers from:</i> <i>1st to 20th</i>	<u>LANGUAGE</u> <u>FUNCTION</u> Talking about the days of the week.	<u>STRUCTURES</u> -What's the day today? Today is Wednesday. -What's the second day of the week? It's Tuesday.

INPUT PHASE

Vocabulary

<u>1. THE 7 DAYS OF THE WEEK</u>	<u>2. ORDINAL NUMBERS FROM 1ST TO 20TH</u>	
- Monday	1 st = the first	11 th = the eleventh
- Tuesday	2 nd = the second	12 th = the twelfth
- Wednesday	3 rd = the third	13 th = the thirteenth
- Thursday	4 th = the fourth	14 th = the fourteenth
- Friday	5 th = the fifth	15 th = the fifteenth
- Saturday	6 th = the sixth	16 th = the sixteenth
- Sunday	7 th = the seventh	17 th = the seventeenth
	8 th = the eighth	18 th = the eighteenth
	9 th = the ninth	19 th = the nineteenth
	10 th = the tenth	20 th = the twentieth

Language function: Talking about the days of the week



Today is Wednesday. To know about the day, we ask:

“What’s the day today?”

To know the order of the days of the week,

The question is: **“What’s the first day of the week?”**

Answer: **“It’s Monday.”**

PRACTICE PHASE

Activity 1

Study the table below and complete it with the days of the week or the ordinal numbers. One is done as example for you.

Mond ay	..... .....	Wednesda y	Thursday	..... .....	..... .....	..... .....
...1 st	2 nd	.....	.....	5 th	.....	7 th
....						

Activity 2

Use the information in the table of activity 1 above to make 7 full sentences to describe the days of the week like in the example.

EXAMPLE: 1 - Monday is the first day of the week.

1 -

2 -

HOMEWORK

Reorder the letters to write the name of a day.

1. UNSADY =

2. AEWDNEYSD =

3. IRADYF =

4. UTHDYRSA =

5. YTSAARDU =

LEVEL: 6eme

SKILL: Writing

UNIT 3: TIME AND DATE

LESSON 1: WHAT'S THE DATE?

SESSION 2

SOURCE: Learn it, do it 6eme

Situation d'apprentissage (Rappel)

Pour répondre à leurs correspondants anglophones, les élèves de la 6ème 3 du Lycée Moderne 1 de Daloa écrivent pour présenter leur emploi du temps et les dates d'anniversaire des membres de leurs familles.

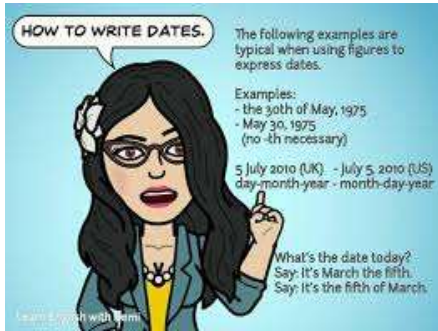
TEACHING POINTS		
<u>VOCABULARY</u> <i>Months of the year</i> January – February – March – April – May – June – July – August – September – October – November - December. <i>Ordinal numbers from:</i> <i>21st to 50th</i>	<u>LANGUAGE</u> <u>FUNCTION</u> Asking and giving the date	<u>STRUCTURES</u> What's the date today? Today is Wednesday, April 15 th , 2020

INPUT PHASE

Vocabulary

<u>1. THE 12 MONTHS OF THE YEAR</u> - January - February - March - April - May - June - July - August - September - October - November - December	<u>2. ORDINAL NUMBERS FROM 21ST TO 50TH</u> 21 st = the twenty-first 22 nd = the twenty-second 23 rd = the twenty-third 24 th = the twenty-fourth 25 th = the twenty-fifth 26 th = the twenty-sixth 27 th = the twenty-seventh 28 th = the twenty-eighth 29 th = the twenty-ninth 30 th = the thirtieth 31 st = the thirty-first 39 th = the thirty-ninth 40 th = the fortieth 44 th = the forty-fourth 47 th = the forty-seventh 49 th = the forty-ninth 50 th = the fiftieth
--	---

Language function: Asking and giving the date



To say the date, you use the day, the month, an ordinal number and the year.

For example, we say: **“Today is Wednesday, April 15th, 2020.”**

To ask the question about the date of today, we say: **“What is the date today?”**

PRACTICE PHASE

Activity

Write how we say the dates. Then compare your answers with that of your neighbour's.

EXAMPLE: Monday 12/16/2015 = Monday, December the sixteenth, two thousand fifteenth.

1. Monday 12/16/2015
2. Wednesday 01/22/2015
3. Saturday 03/31/2014
4. Tuesday 06/25/2017
5. Friday 09/23/2015
6. Sunday 02/30/2019
7. Thursday 04/04/2020

HOMEWORK

Write your dates of birth and those of your parents. You will communicate them to the class next time.

LEVEL: 6eme

SKILL: Writing

UNIT 3: TIME AND DATE

LESSON 1: WHAT'S THE DATE?

SESSION 3

SOURCE: Learn it, do it 6eme

Situation d'évaluation (Communication activity)

En vue de mieux faire connaissance avec son correspondant Ghanéen, des élèves de la 6^{ème} 1 du Lycée Moderne 2 de Daloa, rédigent un paragraphe de cinq (5) lignes sur les dates de naissance des membres leur famille pour ce dernier. Faisant partie de ces élèves,

1 – cite les sept jours de la semaine ;

2 – dis quel est le troisième mois de l'année ;

3 – écris la date d'aujourd'hui ;

4 – écris un paragraphe de cinq (5) lignes sur les membres de ta famille dans lequel tu donnes la date de naissance de chacun d'eux.

LEVEL: 6eme

SKILL: Writing

UNIT 3: TIME AND DATE

LESSON 2: WHAT TIME IS IT?

SESSION 1

SOURCE: Learn it, do it 6eme

Situation d'apprentissage : En vue de faciliter leurs correspondances sur Internet, les élèves de la 6^{ème} 3 du Lycée Moderne 2 de Daloa décrivent leurs emplois du temps d'un jour ordinaire à leurs correspondants anglophones.

TEACHING POINTS		
<u>VOCABULARY</u> A watch – a clock – time – midday (noon) – midnight – half past – a quarter to	<u>LANGUAGE FUNCTION</u> Asking and telling the time	<u>STRUCTURES</u> What's the time? Or what time is it? It's nine O'clock/ It's midday/ It's midnight/ It's half past ten/ It's a quarter to eleven.

INPUT PHASE

Vocabulary

 a watch	 a clock	 time	12 :00 Midday
24:00 Midnight	08:30 Half past eight	09:45 A quarter to ten	07:00 Seven O'clock

Language function: Asking and telling the time



To know the time, you can ask these questions:

“What time is it? Or what’s the time?”

Answers: It’s Ten **O’clock**;

Or it’s **half past** nine

Or it’s a **quarter to** eleven

Or it’s **midday (noon)** or **midnight**.

PRACTICE PHASE

Activity 1

Write and say the times. Number 1 is an example

1 08:00 Eight O’clock	2 18:45	3 11:30
4 24:00	5 09:15	6 12:00

Activity 2

For each clock in activity 1, ask and give the time. Do it with your neighbour.

Example: 1) A: **What time is it?**

B: **It’s eight O’clock.**

HOMEWORK

Write the appropriate time on these clocks.

- | | |
|------------------|------------------|
| 1) 08:15 = | 2) 15:00 = |
| 3) 14:45 = | 4) 20:05 = |
| 5) 17:51 = | 6) 09:55 = |



LEVEL: 6eme

SKILL: Writing

UNIT 3: TIME AND DATE

LESSON 2: WHAT TIME IS IT?

SESSION 2

SOURCE: Learn it, do it 6eme

Situation d'apprentissage (Rappel)

En vue de faciliter leurs correspondances sur Internet, les élèves de la 6^{ème} 3 du Lycée Moderne 2 de Daloa décrivent leurs emplois du temps d'un jour ordinaire à leurs correspondants anglophones.

TEACHING POINTS		
<u>VOCABULARY</u> To eat – a breakfast – a lunch – a dinner – to study – to play – to sleep – to dance	<u>LANGUAGE FUNCTION</u> Expressing the near future	<u>STRUCTURES</u> A: What is Ali going to do ? B: He is going to study his lessons. (to be going to + verb)

INPUT PHASE

Vocabulary

 To eat	 (06:30) Breakfast	 (12:00) Lunch	 (18:00) Dinner
 To play	 To dance	 To study	 To sleep

Language function: Expressing the near future



To say that something is near to happen (the near future), you use:

to be going to + verb

For example: The man **is going to eat** salad.

Question: What **is** the man **going to do**?

PRACTICE PHASE

Activity

Write about what each of the following people is going to do

		
Alicia is going to eat a banana	The women	She.....
		
Thomas	Ange	They

HOMEWORK

At home, write 5 sentences to describe actions you and your family members are going to do.



LEVEL: 6eme

SKILL: Writing

UNIT 3: TIME AND DATE

LESSON 2: WHAT TIME IS IT?

SESSION 3

SOURCE: Learn it, do it 6eme

SITUATION DE COMMUNICATION (Communication activity)

En vue de faciliter leurs correspondances, les élèves de la 6^{ème} 3 du Lycée moderne 2 de Daloa décident d'écrire un paragraphe à leurs correspondants Nigériens dans lequel ils décrivent des actions qu'ils s'appêtent à accomplir. En tant élève de cette classe,

1. dis les activités que tu vas mener ;
2. donne les heures auxquelles tu vas mener chaque activité.



LEVEL: 6eme

SKILL: Writing

UNIT 3: TIME AND DATE

LESSON 3: I HAVE ENGLISH AT 8 O'CLOCK

SESSION 1

SOURCE: Learn it, do it 6eme

Situation d'apprentissage Pour mieux faire connaissance, les élèves de la 6^{ème} 2 du Lycée Moderne 2 de Daloa écrivent à leurs correspondants Libériens pour leur décrire leur emploi du temps d'une semaine ordinaire.

TEACHING POINTS		
<u>VOCABULARY</u> School subjects: English – French – Maths – History-geography – Physics – Biology – Physical training – civics – Arts – German – Spanish...	<u>LANGUAGE FUNCTION</u> Using prepositions of time	<u>STRUCTURES</u> I study English at 8 O'clock. We have Physical training on Mondays. We have civics in the morning..

INPUT PHASE

Vocabulary

A timetable ⇒

Period	Monday	Tuesday	Wednesday	Thursday	Friday
P1	08:30 - 08:45	Homeroom	Homeroom	Homeroom	Homeroom
	08:45 - 09:35	English	P.E.	Health	Biology
	09:35 - 09:40				Language 2
P2	09:40 - 10:30	Language 1	Algebra	History	Computers
	10:30 - 10:45				Geometry
	10:45 - 11:35	Geography	Physics	English	Language 1
	11:40 - 11:45				Music
P3	11:45 - 12:35	Technology	Speech	Language 2	Geography
	12:35 - 13:35				English
	13:35 - 14:25	Biology	History	Study Hall	Civics
	14:25 - 14:30				Chemistry
P4	14:30 - 15:20	Music	Art	Calculus	P.E.
					Drama

Break: pause

School subjects: English – French – History-Geography – Physical Training – Physics – science – Mathematics - civics

Language function: using prepositions of time



How to use prepositions: **IN** + the year; the morning; the afternoon; the month / **At** + time; night; midday; noon / **On** + days

EXAMPLE: We have English **on** Mondays.

My sister goes to school **in** the morning.

I have Physical Training **at** 16 O'clock

PRACTICE PHASE

Activity 1

Complete this chart with the missing letters to obtain information from a school timetable. Write your answers like in the example.

				P						
						S				Y
				Y						
				S					C	E
M	U	S	I	C						
									L	
				T						
	B			R	E	A	K			
				A						
S			N							
				N						
		Y		I		S				
					E		M			

Activity 2

Use the appropriate words from this list and the information in Koné's timetable to complete the following paragraph. One word in the list is not concerned. Write your answers like in the example.

Example: 1-goes

Maths – on – goes – is – afternoon – no – has – geography – Friday – French – Thursdays – Wednesdays

Lycée Moderne 2 Daloa 6ème2

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30-8:25	English		French	Maths	
8:25-9:20	Maths		French		
9:20-10:15	Maths	English			
10:15-10:30	B	R	E	A	K
10:30-11:25					
11:25-12:30	History			French	English
A	F	T	E	R	N
14:00-15:00				Geography	
15:00-16:00					
16:00-17:00		French			
17:00-18:00					Arts

Koné is a student. He (1)..... to school in Lycée Moderne 2 of Daloa. He (2).....in 6^{ème} 4. He has (3) on Tuesdays , (4).....and Thursdays . He has (5)on Mondays and Thursday. He (6)History on Mondays and (7)on (8).....at 14:00. He has (9)class on Monday, Wednesday and Thursday afternoons. He has arts (10)..... Fridays, (11) five o' clock in the afternoon.



LEVEL: 6eme

SKILL: Writing

UNIT 3: TIME AND DATE

LESSON 3: I HAVE ENGLISH AT 8 O'CLOCK

SESSION 2

SOURCE: Learn it, do it 6eme

Situation d'apprentissage (Rappel)

Pour mieux faire connaissance, les élèves de la 6^{ème} 2 du Lycée Moderne 2 de Daloa écrivent à leurs correspondants Libériens pour leur décrire leur emploi du temps d'une semaine ordinaire.

TEACHING POINTS		
<u>VOCABULARY</u> Adverbs of frequency: Always – sometimes – never – often – on Fridays	<u>LANGUAGE FUNCTION</u> Expressing frequency	<u>STRUCTURES</u> We always start class at O'clock. We never speak Spanish in class.

INPUT PHASE

Vocabulary

	Mon	Tue	Wed	Thu	Fri
8:30-9:45	Ancient Greek	Ancient Greek	Mathematics	Physical Education	History
9:50-10:35	Religious Education	Mathematics	Modern Greek	Science	Geography
10:40-11:35	ICT	Physics	Ancient Greek (Practical Work)	Modern Greek	Religious Education
11:40-12:35	Physical Education	History	Home Economics	Home Economics	Modern Greek
12:40-13:35	Mathematics	German	Geography	Chemistry	Ancient Greek
13:40-14:35	Modern Greek	Music	German	Art	Technology
14:40-15:35	Ancient Greek (Practical Work)	Physical Education	English	English	Mathematics

Always = all the time

Ex: I always take a bath before going to school.

Sometimes = on some occasions

Ex: Yao sometimes has class at 8.

Often = frequently, many times

Never = not at any time

On Saturdays = every Saturday

Language function: Expressing frequency

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Go shopping			x		x		
Go to school	x	x	x	x	x		
Wash clothes						x	
Take a bath	x	x	x	x	x	x	x
Play tennis							

Aliman **always** takes a bath.

She **often** goes to school.

She **sometimes** goes shopping.

She washes clothes **on Saturdays**.

She **never** plays tennis.

PRACTICE PHASE

Activity

Observe Tom's time table and complete the following paragraph with the correct words from the box. Write your answers like in number 1.

sometimes – never – often – always – Thursdays – Wednesdays

College Moderne de Prikro

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30-8:25	English			Maths	Music
8:25-9:20					English
9:20-10:15			French		
10:15-10:30	B	R	E	A	K
10:30-11:25	Maths	English	Maths		
11:25-12:30				French	
	A	F	T	E	R
14:00-15:00		Civics			Physics
15:00-16:00					
16:00-17:00	Physical training				
17:00-18:00					

- 1 – Tom's never has class on Wednesday afternoons.
- 2 – In 4^{ème}3, the students.....have two hours of physical Training in the week.
- 3- Tom.....has music in the week.
- 4 – They.....have one hour of physics.
- 5 – Theyhave a break at 10:15.
- 6 – Theyhave class after 18:00
- 7 – Tomstarts classes at 7:30 in the evening.
- 8 – In 4^{ème}3, studentsfinish classes at 16:00.
- 9 – Theyhave Maths on Tuesdays.

HOMEWORK

Exercise 2 page 54 (Learn It, Do It 6ème)



LEVEL: 6eme

SKILL: Writing

UNIT 3: TIME AND DATE

LESSON 3: I HAVE ENGLISH AT 8 O'CLOCK

SESSION 3

SOURCE: Learn it, do it 6eme

SITUATION DE COMMUNICATION (Communication activity)

Dans le cadre de la collaboration entre le Club d'anglais du Collège Moderne 2 de Daloa et le "Rawlings Grammar School" de Tema (Ghana), le président des élèves dudit établissement vient en séance de travail avec le Club d'anglais du Collège Moderne 2 Daloa. Pour ce faire, il demande aux élèves de la 6^{ème} 2 de décrire dans un petit paragraphe leur emploi du temps de classe. Etant élève de la classe,

1. cite les matières que tu fais à l'école ;
2. on te remet cet exemplaire d'emploi du temps ci-dessous. Renseignes-y les différentes matières que tu fais.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30-8:25					
8:25-9:20					
9:20-10:15					
10:15-10:30	B	R	E	A	K
10:30-11:25					
11:25-12:30					
	A	F	T	E	R
14:00-15:00					
15:00-16:00					
16:00-17:00					
17:00-18:00					

3. décris ton emploi du temps en 5 lignes en disant à quelle fréquence tu fais ces matières

- ✓ English
- ✓ Latin
- ✓ Civics
- ✓ French



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UNIT 4

Jobs in English



Athlete



Engineer



Soldier



Doctor



Worker



Teacher



Dancer



Postman



Policeman



Writer



Baker



Architect



Astranout



Chief



Nurse



Referee

www.englishgrammarhere.com

JOBS & OCCUPATIONS



Level: 6^{ème}

Skill: Writing

Unit 4: JOBS AND OCCUPATIONS

LESSON 1: MY FATHER IS A POLICEMAN

SESSION 1

Source: Learn it, do it 6^e

Situation d'apprentissage :

Pour le compte du journal du Club d'Anglais, les élèves de la 6^{ème} du Lycée Gouverneur Abdoulaye Fadiga de Touba rédigent un paragraphe décrivant les métiers et professions des membres de leurs familles.

TEACHING POINTS		
<u>VOCABULARY</u> Teacher – policeman – policewoman – taxi man – butcher- nurse- hairdresser- trader	<u>LANGUAGE FUNCTION</u> Talking about people's jobs	<u>STRUCTURES</u> What is your father's job? He is a trader

INPUT PHASE

Vocabulary

 a teacher	 a policeman	 a policewoman	 a taxi man
 a butcher	 a nurse	 a hairdresser	 a trader

Language function: Talking about people's jobs



His job is policeman, so we say:

He is a policeman

To know about a person's job or occupation, we ask:

What is (name)'s job. Example: **What's Assalé's job?**

For a parent for example, we ask: **What is your father's job?**

PRACTICE PHASE

Activity 1

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



1/a policeman



2/.....



3/.....



4/.....

Activity 2

The following answers are related to jobs. Write the corresponding questions like in number 1.

A-(1)-**what are you?**

B: I am a student

A-(2)..... ? B: Arouna is a butcher.

A-(3)..... ? B: Patricia is a nurse.

A-(4).....? B: Diallo and Fanta are traders.

Homework: Describe the jobs of the members of your family.

Level: 6ème

Skill: Writing

Unit 4: JOBS AND OCCUPATIONS

LESSON 1: My father is a policeman

SESSION 2

Source: Learn it, do it 6^e

Situation d'apprentissage (rappel)

Pour le compte du journal du Club d'Anglais, les élèves de la 6ème du Lycée Gouverneur Abdoulaye Fadiga de Touba rédigent un paragraphe décrivant les métiers et professions des membres de leurs familles.

TEACHING POINTS		
<u>VOCABULARY</u> Secretary-carpenter- mechanic-doctor-pilot- farmer-barber-soldier	<u>LANGUAGE</u> <u>FUNCTION</u> Defining jobs	<u>STRUCTURES</u> What does a policeman do? He protects people

INPUT PHASE

Vocabulary

 a secretary	 a carpenter	 a mechanic	 a doctor
 a pilot	 a farmer	 a barber	 Soldiers (a soldier)

Language function: Defining jobs



He is a carpenter. To know the definition or the role of the carpenter, we ask:

What does a carpenter do?

The answer is:

A carpenter **makes furniture** / He **makes furniture**

PRACTICE PHASE

Activity 1

Reorder the letters to write names of jobs. Write your answer like in the example.

Example: 1-DOCTOR

1-ORTCOD.....

2-TOLIP.....

3-CINACHEM.....

4-REMARF.....

5-BREBRA.....

Activity 2

Match the sentence parts from column A with the correct parts in Column B to explain or define jobs. Write your answer like in the example.

Example: 1-d: a barber cuts men's hair.

Column A

- 1- a barber
- 2- a mechanic
- 3- a farmer
- 4- a pilot
- 5- an English teacher

Column B

- a-teaches English
- b-grows crops
- c-flies plane
- d-cuts men's hair
- e-repairs cars

Homework: Answer the questions below

1-What does a secretary do?

2-What does a doctor do?

3-What does a hairdresser do?

4-What does a taxi man do?

Level: 6ème

Skill: Writing

Unit 4: JOBS AND OCCUPATIONS

LESSON 1: MY FATHER IS A POLICEMAN

SESSION 3

Source: Learn it, do it 6è

Situation d'évaluation (Communication activity)

L'ambassade des Etats-Unis en Côte d'Ivoire organise une compétition où il est demandé aux élèves de la 6^{ème} 1 du Lycée Gouverneur Abdoulaye Fadiga de Touba de rédiger un paragraphe pour parler des métiers et professions des membres de leur famille. En tant qu'élève de 6^{ème},

1-cite les métiers et professions que tu connais

2-définis trois d'entre eux

4-rédige un paragraphe de cinq lignes où tu décris les métiers et professions de tes parents.

Level: 6ème

Skill: Writing

Unit 4: JOBS AND OCCUPATIONS

LESSON 2: A FARMER WORKS WITH A HOE

SESSION 1

Source: Learn it, do it 6è

Situation d'apprentissage

En vue d'échanger sur les métiers et professions avec leurs correspondants Libériens, les élèves de la 6^{ème} 1 du Lycée Gouverneur Abdoulaye Fadiga de Touba décrivent les outils de travail de leurs parents.

TEACHING POINTS		
<u>VOCABULARY</u> Hammer-blood pressure- weapon-comb-syringe-hoe- shovel	<u>LANGUAGE</u> <u>FUNCTION</u> Talking about work tools	<u>STRUCTURES</u> Who works with a weapon? A policeman does / policemen do

INPUT PHASE

Vocabulary

 a hammer	 a blood pressure	 a weapon	 a comb
 a syringe	 a hoe	 a shove	

Language function: Talking about work tools



It's a hammer

A: **Who** works with a **hammer**?

B: A carpenter **does** / carpenters **do**

NB: It means its carpenters who need / utilize hammers to do their job

PRACTICE PHASE

Activity 1



1/ a weapon



2/.....



3/.....



4/.....



5/.....



6/.....

Activity 2

Match the tools from column A with the jobs in Column B to correspond the tools to their appropriate jobs. Write your answer like in the example.

Example: 1-d.

<u>Column A</u>	<u>Column B</u>
1-hoe	a-doctor
2-comb	b-policeman
3-weapon	c-carpenter
4-hammer	d-farmer
5-syringe	e-hairdresser

Homework: Lisez les affirmations ci-dessous et cochez “**yes**” pour celles qui sont correctes ou “**no**” pour celles qui ne le sont pas.

statements	Yes	No
1- The farmer's tool is the machete		
2- The carpenter's tool is the brush		
3- A barber's tool is the comb		
4- A nurse's tool is a syringe		

Level: 6ème

Skill: Writing

Unit 4: JOBS AND OCCUPATIONS

LESSON 2: A FARMER WORKS WITH A HOE

SESSION 2

Source: Learn it, do it 6^e

Situation d'apprentissage (Rappel)

En vue d'échanger sur les métiers et professions avec leurs correspondants Libériens, les élèves de la 6^{ème} 1 du Lycée Gouverneur Abdoulaye Fadiga de Touba décrivent les outils de travail de leurs parents.

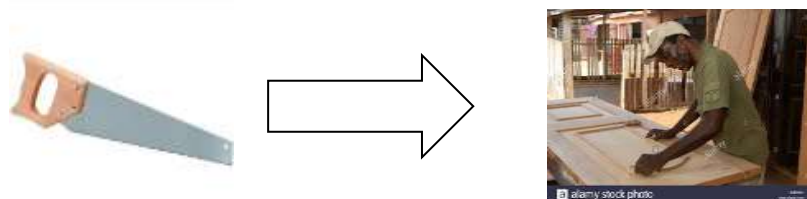
TEACHING POINTS		
<u>VOCABULARY</u> Whistle – stethoscope – knife - wood saw - intravenous drip - machete	<u>LANGUAGE</u> <u>FUNCTION</u> Applying work tools to jobs	<u>STRUCTURES</u> Whose tool is the whistle? It's the policeman's

INPUT PHASE

Vocabulary

 a whistle	 A stethoscope	 a knife	 a wood saw
 an intravenous drip	 a machete	 restraints	 a pair of scissors

Language function: Applying work tools to jobs



A: **Whose** tool is the wood saw?

B: It's the **carpenter's**

PRACTICE PHASE

Activity 1

Choose the appropriate tools from the box to complete the paragraph below. One word in the box is not concerned. Write your answer like in the example.

Example: 1-comb

hoe – knife – syringe - mechanic – wood saw– comb -

There are different types of jobs and work tools. A hairdresser works with a (1)..... and a nurse works with a (2)..... A carpenter makes tables and chairs; he works with (3)..... to cut wood. The butcher works with a (4)..... whereas the farmer works with the (5)

Activity2

Use the word in brackets to answer the questions in a full sentence like in number 1.

1- Whose tool is the wood saw? (carpenter) It's **the carpenter's**

2- Whose tool is the whistle? (policeman)

.....

3- Whose tool is the machete? (farmer)

.....

4- Whose tool is the stethoscope? (doctor)

.....

5- Whose tool is the knife? (butcher)

.....

Homework

Write Aicha's parts in the dialogue from Chaye's answers.

Example: Aicha: Whose whistle is this?

Chaye: It is my father's.

1) Aicha:?

Chaye: It is my father's.

2) Aicha:?

Chaye: He directs the traffic with it.

3) Aicha:?

Chaye: He is a policeman. And you?

4) Aicha: My father is a He works on his farm with a

..... and a

5) Chaye: Oh! I see.

Level: 6ème

Skill: Writing

Unit 4: JOBS AND OCCUPATIONS

LESSON 2: A FARMER WORKS WITH A HOE

SESSION 3

Source: Learn it, do it 6è

Situation d'évaluation (Communication activity)

Les élèves de la 6^{ème} 1 ou 2 du Collège Moderne de Mahou-Sokourala, sont invités à rédiger un paragraphe sur les outils de travail des différents métiers et professions des membres de leurs familles.

En tant qu'élève de cette classe, il t'est demandé

1-de citer les noms de métiers et professions des membres de ta famille

2-de rédiger un paragraphe de cinq (5) lignes dans lequel tu décris les outils que chaque membre de ta famille utilise pour faire son travail.

Level: 6ème

Skill: Writing

Unit 4: JOBS AND OCCUPATIONS

LESSON 3: WHERE DOES THE DOCTOR WORK?

SESSION 1

Source: Learn it, do it 6è

Situation d'apprentissage :

Afin d'échanger avec leurs camarades Sierra Léonais, des élèves de la 6^{ème} 2 du Lycée Gouverneur Abdoulaye Fadiga de Touba décrivent les lieux de travail de leurs parents.

TEACHING POINTS		
<u>VOCABULARY</u> Bakery-farm-office-school-carpentry-police station	<u>LANGUAGE FUNCTION</u> Talking about work places	<u>STRUCTURES</u> Where does a baker work?

INPUT PHASE

Vocabulary

 a bakery	 a farm	 an office
 a school	 a carpentry	 a police station

Language function: Talking about work places

To ask a question about a work place, we say:

Where does / do + (name or profession) + work?

Example:

Question: Where does a carpenter work?

Answer: The carpenter works **in a carpentry** / He works **in a carpentry**.

PRACTICE PHASE

Activity 1

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

Example: 1- Bakery

1-B.....r.....

4-C.....p.....t.....

2-.....p....a.....

5-.....h.....

3-.....m

6-.....o.....c..... s.....i.....

Activity 2

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

carpentry – hospital – farm – police station – bakery

Example: 1- A baker works in a bakery.

1- Where does a baker work?

2- Where does a policeman work?
.....

3- Where does a farmer work?
.....

4- Where does a carpenter work?
.....

5-Where does a doctor work?
.....

Homework: Exercise 2 page 66 (Learn It, Do It)

Level: 6ème

Skill: Writing

Unit 4: JOBS AND OCCUPATIONS

LESSON 3: WHERE DOES THE DOCTOR WORK?

SESSION 2

Source: Learn it, do it 6^e

Situation d'apprentissage (rappel)

Afin d'échanger avec leurs camarades Sierra Léonais, les élèves de la 6^{ème} 2 du Lycée Gouverneur Abdoulaye Fadiga de Touba décrivent les lieux de travail de leurs parents.

TEACHING POINTS		
<u>VOCABULARY</u> Garage – butchery – market - medical centre	<u>LANGUAGE</u> <u>FUNCTION</u> Sharing opinions about work places	<u>STRUCTURES</u> Is the bakery clean? Yes, it is / No, it isn't

INPUT PHASE

Vocabulary

 a garage	 a butchery
 a market	 a medical center

Clean: washed, good to see

Dirty ≠ Clean

Tidy: organized, arranged.

Untidy ≠ Tidy

Language function: Sharing opinions about work places

Question: Is the medical center clean?

Answer: **Yes, it is / No, it isn't**

PRACTICE PHASE

Activity 1

Match each work place from the box with the appropriate picture like in number 1.

Medical center – market – garage – butchery – office
--



1- A garage



2-.....



3-.....



4-.....



5-.....

Activity 2

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

Example: 1-the mechanic works in the garage

- 1) in – the – works – mechanic – garage – a
- 2) secretary – office – in – the – works – an
- 3) trader – market – at - the – works
- 4) the – works – butchery – a – in – butcher
- 5) nurse – center – the – works – medical – a – in

Homework : Donne ton opinion sur les lieux de travail des membres de ta famille.

Level: 6ème

Skill: Writing

Unit 4: JOBS AND OCCUPATIONS

LESSON 3: WHERE DOES THE DOCTOR WORK?

SESSION 3

Source: Learn it, do it 6è

Situation d'évaluation (Communication activity)

Un correspondant anglophone t'a écrit pour te demander de lui parler du métier et du lieu travail de ton père ainsi que les outils ou instruments qu'il utilise.

1- Rédige un paragraphe en décrivant le travail qu'exerce son père.

2- Décris son lieu de travail

3- Quels instruments ou outils ton père utilise-t-il dans son travail ?

4- Lis ta production à ton professeur d'anglais pour qu'il la corrige.

.....

.....

.....

.....

.....

.....

.....



UNIT 5



CLOTHES & COLOURS



Level: 6^{ème}

Skill: Listening

Unit 5: CLOTHES AND COLOURS

LESSON 1: SHE IS WEARING A DRESS

SESSION 1

Source: Learn it, do it 6^e

Situation d'apprentissage :

Lors d'une visite à leur ami Ghanéen vivant à Accra, les élèves de la 6^e 2 du Collège Moderne Alassane Ouattara de Ouaninou écoutent un marchand Américain faire la promotion de ses différents vêtements.

TEACHING POINTS		
<u>VOCABULARY</u> Dress-trousers-shirt-tee-shirt-skirt-jacket-headscarf-a pair of shoes	<u>LANGUAGE FUNCTION</u> Describing people's clothes	<u>STRUCTURES</u> What is Masséssé wearing? She is wearing a skirt

INPUT PHASE

I / VOCABULARY

The teacher presents new Vocabulary words related to clothes items through realias, pictures or drawing and makes students repeat before writing the words on the board and illustrating.



1 – a dress



2- trousers



3- a shirt



4-a tee-shirt



5- a skirt



6-a jacket



7- a headscarf



8- a pair of shoes

II / LANGUAGE FUNCTION: DESCRIBING PEOPLE'S CLOTHES

Teacher: Now, look and listen (I call a schoolgirl). Masséssé is wearing a skirt. To describe Masséssé's clothes, we say:

Masséssé **is wearing** a skirt (Repetition / board)

Students: Masséssé is wearing a skirt.

Teacher: That's good. Now, to ask a question describing Masséssé's clothes, we say:

What is Masséssé wearing? or What is she wearing? (Repetition / board)

PRACTICE PHASE

Activity 1

Complete the words. Exemple : 1- s...o...s → shoes

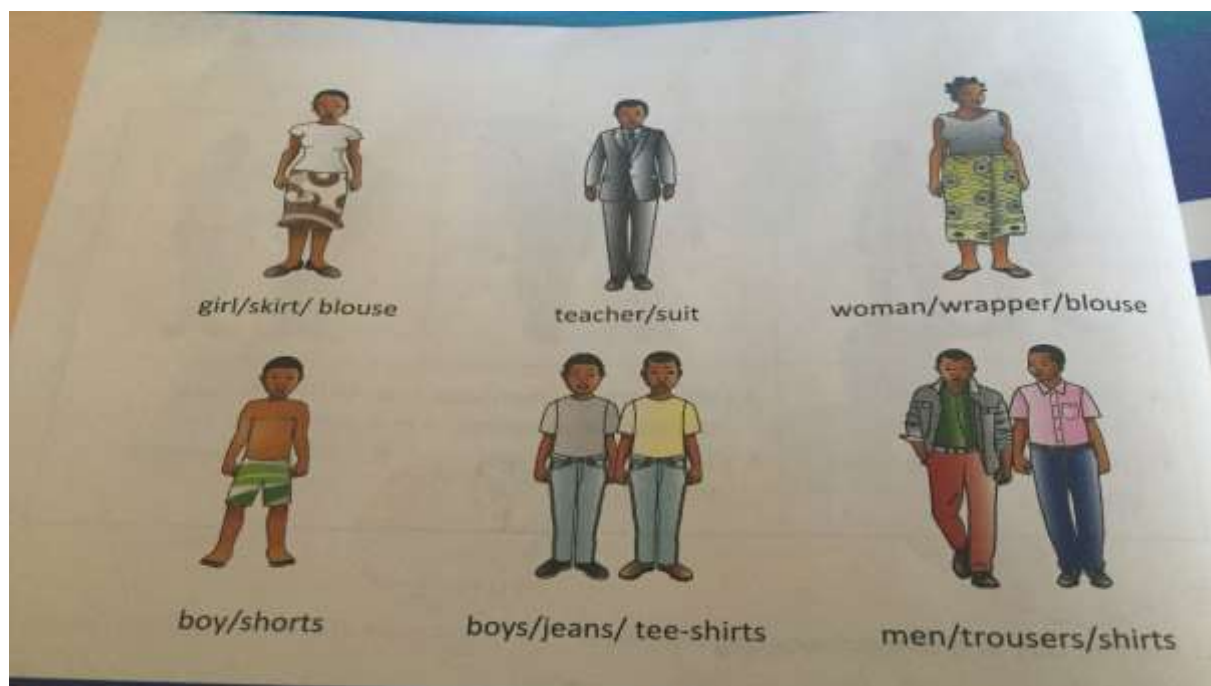
- 1- S...o...s
- 2- ...a...k...t
- 3- T..... - ...h...rt
- 4- ...h...r...t
- 5- h...ad...ca...f

Activity 2

Look at the pictures. Ask and answer questions with your neighbour.

Example: A: What's the girl wearing?

B: She's wearing a blouse and a skirt.



Homework

Put the words in order to make correct sentences.

a/ wearing /My /is / shirt/father /a .

b/ is / Aya/ What / wearing/ ?

c/ Joelle /a / wearing / is/ dress.

d/ What/ the/ wearing / teacher/is / ?

Level: 6ème

Skill: Listening

Unit 5: CLOTHES AND COLOURS

LESSON 1: SHE IS WEARING A DRESS

SESSION 2

Source: Learn it, do it 6^e

Situation d'apprentissage (Rappel)

Lors d'une visite à leur ami Ghanéen vivant à Accra, les élèves de la 6^e 2 du Collège Moderne Alassane Ouattara de Ouaninou écoutent un marchand Américain faire la promotion de ses différents vêtements.

TEACHING POINTS		
<u>VOCABULARY</u> Tie-jeans-shorts-jacket- wrapper-glasses-socks-hat	<u>LANGUAGE</u> <u>FUNCTION</u> Describing people's clothes	<u>STRUCTURES</u> Is he wearing a skirt? -Yes, he is -No, he isn't

INPUT PHASE

I / Vocabulary

The teacher presents new vocabulary words related to clothes through realias, pictures or drawings and makes students repeat before writing the words on the board and illustrating.

 a tie	 Jeans	 Shorts	 a jacket
 Glasses	 a wrapper	 Socks	 a hat

II / Language Function : Describing people's clothes

Teacher : Class, follow me. (I call a boy). Look at Privat.

Privat is wearing trousers

Is Privat wearing a skirt ? Is he wearing a skirt ? (Repetition / board)

(Teacher make a gesture with my finger saying NO)

We answer in English **No, he isn't** (Repetition / board)

Teacher : Now look ! Is Privat wearing trousers ?

The answer is: **Yes, he is** (Repetition / board)

PRACTICE PHASE

Activity 1

Re-arrange the letters to form correct names of clothes. Start with the capital letter

Example : 1- clothes

1-loChtes

2-souTres.....

3-anJes.....

4-hoSse.....

5-seGaless.....

6-kriSt.....

7-resDs.....

8-paWrep.....

9-roSsht.....

Activity 2

Listen to your teacher and use the words in the box to complete the dialogue below. Be careful. One word is not concerned.

Example: 1 – clothes

isn't- wearing - short - shirt - trousers - clothes - jeans - tie

Bintou : Hello Alima, where are you going ?

Alima : I'm going to the Abissa Festival

Bintou : Your (1) are very smart

Alima : Thanks and you ? what are you (2)..... for the Abissa Festival ?

Bintou : A (3).....and (4).....tell me , is your brother Yaya wearing his nice (5).....?

Alima : No, he (6).....he is wearing (7).....and (8).....

Bintou : How nice !

Listening Passage for activity 2

Bintou: Hello Alima! Where are you going?

Alima: I'm going for the Abissa Festival.

Bintou : Your clothes are very smart.

Alima: Thanks! And you? What are you wearing for the Abissa Festival?

Bintou : A shirt and jeans. Tell me, is your brother Yaya wearing his nice tie?

Alima: No, he isn't. He is wearing a tee-shirt and shorts.

Bintou : How nice!

Level: 6ème

Skill: Listening

Unit 5: CLOTHES AND COLOURS

LESSON 1: SHE IS WEARING A DRESS

SESSION 3

Source: Learn it, do it 6^e

Situation d'évaluation (Communication activity)

Pour la fête de Pâques, un élève de 6ème du Collège Moderne Alassane Ouattara de Ouaninou se rend dans une boutique d'habits avec sa mère à Takoradi (Ghana) pour acheter des vêtements de son choix. Écoute l'enregistrement entre le marchand et l'élève puis ;

1 - entoure dans la liste suivante les types de vêtements proposés par le marchand : dress; trousers ; skirt ; shirt ; hat ; pair of shoes ; shorts ; socks ; tie ; tee - shirt.

2 - donne le nom des vêtements que l'élève veut acheter.

3 - complete le passage ci-dessous avec les mots qui manquent.

Example: 1 - clothes

Salesman: Come and buy! Come and buy! Good bargain!

Student: Hello! What do you have for me?

Salesman: I have (1)..... for boys and girls. What do you want?

Student: Hum! I don't know.

Salesman: I'm sure this pair of (2)..... will fit you.

Student: Sorry, I prefer (3).....

Salesman: So, this one is better for you. You can (4)..... it with your shirt.

Student: Ok. Now, I want something for my sister.

Salesman: Here are some (5)..... ,

(6)..... and (7).....

Student: A pair of (8)..... is better.

Audio script of the activity (Activity Two)

Salesman: Come and buy! Come and buy! Good bargain!

Student: Hello! What do you have for me?

Salesman: I have clothes for boys and girls. What do you want?

Student: Hum! I don't know.

Salesman: I'm sure this pair of jeans will fit you.

Student: Sorry, I prefer trousers.

Salesman: So, this one is better for you. You can wear it with your shirt.

Student: Ok. Now, I want something for my sister.

Salesman: Here are some dresses, skirts and blouses.

Student: A pair of shoes is better.

Level: 6ème

Skill: Listening

Unit 5: CLOTHES AND COLOURS

LESSON 2: SHE IS WEARING A DRESS

SESSION 1

Source: Learn it, do it 6è

Situation d'apprentissage

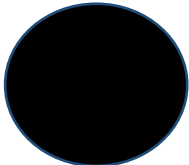
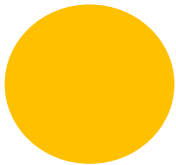
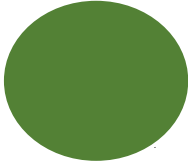
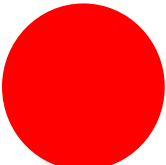
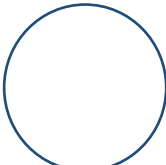
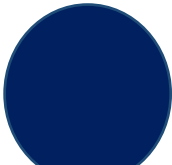
En visite à Sampa (Ghana) avec leur professeur d'anglais, en vue de faire leurs choix, un groupe d'élèves de la 6ème du Collège Moderne Alassane Ouattara de Ouaninou écoutent un commerçant Ghanéen vanter les qualités de ses articles de vêtements.

TEACHING POINTS		
<u>VOCABULARY</u> Black-yellow-green-orange- white-blue-khaki	<u>LANGUAGE</u> <u>FUNCTION</u> Talking about colours	<u>STRUCTURES</u> What colour is Prisca's shirt? -It's white

INPUT PHASE

Vocabulary

The teacher presents new Vocabulary words related to colours makes students repeat before writing the words on the board and illustrating.

 black	 yellow	 green	 orange
 white	 blue	 khaki	

Language function: Talking about colours

T: Well! Now, look and listen. (I call a girl in front)

Prisca is wearing a white shirt. Prisca has a white shirt. Her shirt is white. Or you just say:

It is white. (Repetition / board)

T: Good! Now to ask a question about the colour of Prisca's shirt, we say:

What colour is Prisca's shirt? (Repetition / board)

Remember, the answer is: **It is** white / **It's** white

PRACTICE PHASE

Activity 1: Reorder the letters in each word to obtain names of colours. Start with the underlined word. Do like number 1.

- 1- ONGERA..... ORANGE
- 2- HTEIW.....
- 3- ULEB.....
- 4- HKKIA
- 5- LWYOEL.....
- 6- NGERE.....
- 7- LABAC.....

Activity 2: Ask and answer questions about colours. Do it with your neighbour.

Example: 1/ A: What colour is the Tee-shirt?

B: It is a yellow tee-shirt

1



2



3



4



5



Homework

Complétez ces phrases pour décrire l'uniforme des filles et des garçons au Collège Moderne Alassane Ouattara de Ouaninou en donnant le type de vêtement et la couleur.

1- The school uniform for boys is a

.....

2- The school uniform for girls is a

.....

Level: 6ème

Skill: Listening

Unit 5: CLOTHES AND COLOURS

LESSON 2: SHE IS WEARING A DRESS

SESSION 2

Source: Learn it, do it 6^e

Situation d'apprentissage (Rappel)

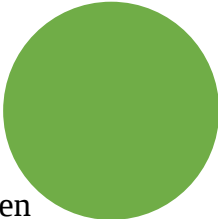
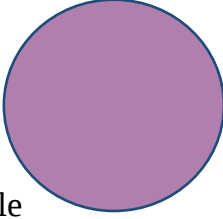
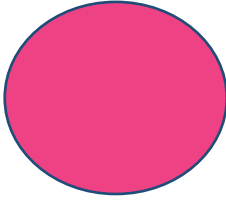
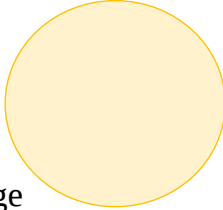
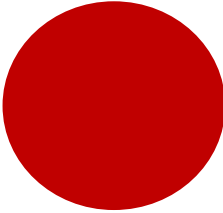
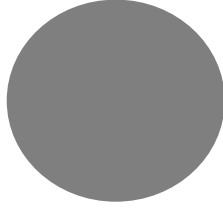
En visite à Sampa (Ghana) avec leur professeur d'anglais, en vue de faire leurs choix, un groupe d'élèves de la 6ème du Collège Moderne Alassane Ouattara de Ouaninou écoutent un commerçant Ghanéen vanter les qualités de ses articles de vêtements.

TEACHING POINTS		
<u>VOCABULARY</u> red-purple-pink-beige- brown-grey	<u>LANGUAGE</u> <u>FUNCTION</u> Talking about likes and dislikes	<u>STRUCTURES</u> Do you like a blue shirt? -Yes, I do -No, I don't

INPUT PHASE

Vocabulary

The teacher presents new Vocabulary words related to colours, makes students repeat before writing the words on the board and illustrating.

 green	 purple	 pink
 beige	 red	 grey

Language function: Talking about colours

T: Well! Now, look and listen. (holding a blue shirt)

It is a blue shirt, I appreciate it, I love it so we say:

I like the blue shirt.

To ask a question to see if a person appreciates something we say: Do you like + object?

Example: to see if a person likes a blue shirt we ask:

Do you like a blue shirt?

The answer is:

Yes, I do if he appreciates it

Yes, I do. (Repetition / board)

Or

No, I don't if the person doesn't like it.

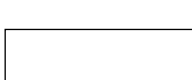
No, I don't. (Repetition / board)

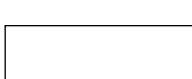
PRACTICE PHASE

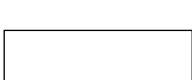
Activity 1: Make the combination and write the name of the new colour. Number 1 is an example

	+		=	
1-yellow		blue		green

	+		=	
2-red		yellow		.....

	+		=	
3-blue		red		.....

	+		=	
4- black		white		.....

	+		=	
5-White		red		.....

Activity2: Answer the following questions using the words in brackets. Number 1 is an example.

Ex: 1- Do you like blue? (Yes)

Yes, I do.

2 - Do you like red? (No)

.....
.....

3 - What colour (s) do you like?

.....
.....

4 - Do you like orange? (Yes)

.....
.....

Level: 6ème

Skill: Listening

Unit 5: CLOTHES AND COLOURS

LESSON 2: SHE IS WEARING A DRESS

SESSION 3

Source: Learn it, do it 6^e

Situation d'évaluation (Communication activity)

Au cours d'une réunion du Club d'anglais, le Président fait écouter aux élèves de la 6ème3 du Collège Moderne Alassane Ouattara de Ouaninou une bande sonore décrivant une cérémonie. Faisant partie de ces élèves, en écoutant le passage,

1- donne le nom des vêtements qu'il mentionne en précisant les couleurs. Un exemple est donné

Nom du vêtement	Sa couleur
Blouse	Red

2- décris ce que portent ces personnes : Janet's brother, Paul, Patrick, Janet.

Listening text

Great! There are many people at the party today! Can you see Janet, in a red blouse and a purple skirt? She is so beautiful. And there is her brother wearing a green T-shirt and blue jeans with white trainers. The man in a yellow shirt and grey trousers is Paul; today he is not wearing black trainers, but a brown pair of shoes. There, on your left, you have Patrick in a pink T-shirt, khaki shorts and orange sandals.

Level: 6ème

Skill: Listening

Unit 5: CLOTHES AND COLOURS

LESSON 3: MY SHIRT IS 800 FRANCS

SESSION 1

Source: Learn it, do it 6è

Situation d'apprentissage

Lors d'une visite au Ghana chez leur ami Ghanéen, les élèves de la 6^{ème} du Collège Moderne Alassane Ouattara entrent dans un magasin d'habits à Accra pour s'enquérir des prix des vêtements en vue d'en acheter.

TEACHING POINTS		
<u>VOCABULARY</u> Numbers (hundred) 100 - 500 - 600 .....etc.	<u>LANGUAGE</u> <u>FUNCTION</u> Talking about prices	<u>STRUCTURES</u> How much is the hat? It's 800 francs CFA

INPUT PHASE

Vocabulary

Numbers (prices) in English

100 = one hundred

200 = two hundred

300 = three hundred

400 = four hundred

500 = five hundred

950 = nine hundred **and fifty**

Language function: Talking about prices

Teacher: Class, look at this hat (showing a shirt). The price is 800 CFA. So, in English we say:

It is 800 francs CFA. (Repetition / board)

Teacher: Now, to ask a question about the price of the hat, we say:

How much is the hat? (Repetition / board)

PRACTICE PHASE

Activity 1: Write the prices in word or in figures.

Example: A / 800 F = **eight hundred francs**

B / 250 F =

C / Six hundred francs =

D / 475 F =

E /Seven hundred and thirty francs =

Activity 2: Write the question for these answers.

Example: a/ How much is this brown cap?

a/ This brown cap is 300 F

b/ This t-shirt is 500 francs

c/ These black shoes are 600 francs

d/ they're 800 francs

Homework: Write these numbers in figures

1/ Nine hundred and five =

2/ Three hundred and ninety-eight =

3/ Five hundred and thirty =

Level: 6ème

Skill: Listening

Unit 5: CLOTHES AND COLOURS

LESSON 3: MY SHIRT IS 800 FRANCS

SESSION 2

Source: Learn it, do it 6^e

Situation d'apprentissage (Rappel)

Lors d'une visite au Ghana chez leur ami Ghanéen, les élèves de la 6^{ème} du Collège Moderne Alassane Ouattara entrent dans un magasin d'habits à Accra pour s'enquérir des prix des vêtements en vue d'en acheter.

TEACHING POINTS		
<u>VOCABULARY</u> To like – to dislike Numbers (thousands) 1,000 - 5,000 - 6,000.....etc.	<u>LANGUAGE</u> <u>FUNCTION</u> Expressing likes and dislikes	<u>STRUCTURES</u> What colour do you like? I like blue. Etc.....

INPUT PHASE

Vocabulary

To like = to appreciate / to enjoy

To dislike ≠ to like (not to appreciate)

Numbers

1,000= one thousand

2,000= two thousand

3,200=three thousand two hundred

4,125=four thousand one hundred **and** twenty-five

Language function: Expressing likes and dislikes

Teacher: Here are two colours: Blue and Red. I appreciate the blue one. So we say:

I like blue.

Teacher: To ask a question about the colour a person likes, we say:

What colour do you like?

The answer is for example: **I like blue**

PRACTICE PHASE:

Activity 1: Read the number and say if they are TRUE (T) or FALSE (F). Correct if it is false.

Example: 1 – F – Seven thousand five hundred and fifty

1- 7,550 = seven thousand five hundred and five

2- 2,100 = two thousand one hundred

3- 1,380 = one thousand eight hundred and thirty

4- 5,000 = seven thousand

5- 8,075 = eight thousand seventy - five

Activity 2: Listen carefully to the teacher. Write (+) if the person likes the type of clothes and (-) if the person doesn't like it. Do it like in the example.

	jeans	headscarf	shirt	skirt	wrapper	T-shirt
Aya						
Sita	+					
Jacob						
Amédé						

Listening passage :

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 shirts. They never wear T-shirts.

Homework: Write *Aicha's parts in the dialogue from Chaye's answers.*

Example: *Aicha: What colour do you like?*

Chaye: I like yellow and green.

1) *Aicha:*?

Chaye: I like yellow and and green.

2) *Aicha:*?

Chaye: No, I don't like black.

3) *Aicha:*?

Chaye: Eric is wearing a white shirt and blue jeans?

4) *Aicha:*?

Chaye: Our national flag is orange, white, green.

Level: 6ème

Skill: Listening

Unit 5: CLOTHES AND COLOURS

LESSON 3: MY SHIRT IS 800 FRANCS

SESSION 3

Source: Learn it, do it 6è

Situation d'évaluation (Communication activity)

De passage à Lagos, des élèves de la 6^{ème} du Collège Moderne Alassane Ouattara de Ouaninou entrent dans un magasin d'habits en vue de s'enquérir des prix pour en acheter. Ils engagent une conversation avec le vendeur. Faisant partie de ce groupe d'élèves,

1-dis si les affirmations suivantes sont vraies (T) ou fausses (F)

- a-The red shirt is ten thousand francs
- b-The shirt is a good quality
- c-The blue jeans are fifteen thousand
- d-The tee-shirt is two thousand francs
- e-The customer is looking for red a red shirt
- f-The customer is looking for black trousers

2-complète le passage ci-dessous avec les mots ou expressions manquants

Shopkeeper: Come and buy! Come and buy! I have clothes for everyone.

Customer: Excuse me (1)..... is that red shirt?

Customer: It's (2).....

Customer: That's too (3).....; could you please lower the (4)..... sir?

Shopkeeper: Well, it's good quality so I can't

Customer: Oh! And how much are those (5)..... jeans?

Shopkeeper: They're (6)..... thousand, five (7)..... francs

Customer: What's about the yellow (8).....? How much is that?

Shopkeeper: Oh, it's (9)..... it's only a thousand francs.

Customer: Actually, I'm looking for a red shirt, some black 10..... and a pair of tennis shoes.

Listening Passage

Shopkeeper: Come and buy! Come and buy! I have clothes for everyone.

Customer: Excuse me. How much is that red shirt?

Customer: It's eight thousand francs CFA.

Customer: That's too expensive; could you please lower the price, sir?

Shopkeeper: Well, it's a good quality so I can't.

Customer: Oh! And how much are those blue jeans?

Shopkeeper: They're fifteen thousand, five hundred francs.

Customer: What's about the yellow tee-shirt? How much is that?

Shopkeeper: Oh, it's very cheap, it's only a thousand francs.

Customer: Actually, I'm looking for a red shirt, some black trousers and a pair of tennis shoes.



UNIT 6

Food and drinks



I love...



I like...



I don't like...



I hate...



FOOD & DRINKS



Level: 6^{ème}

Skill: Listening

Unit 6: FOOD AND DRINKS

LESSON 1: I LIKE RICE AND COKE

SESSION 1

Source: Learn it, do it 6^e

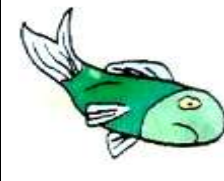
Situation d'apprentissage

Des élèves de 6^{ème} du Collège Moderne Alassane Ouattara de Ouaninou sont invités à une réception à l'Ambassade des Etats-Unis. Ils écoutent le chef-cuisinier leur citer les différents plats et boissons disponibles afin qu'ils fassent leurs choix.

TEACHING POINTS		
<u>VOCABULARY</u> Yam-pounded yam- plantain-pounded plantain- cassava-bread-fish-rice- maize-meat	<u>LANGUAGE</u> <u>FUNCTION</u> Expressing likes and dislikes	<u>STRUCTURES</u> I like rice I don't like cassava

INPUT PHASE

Vocabulary

				
Yam	Pounded yam	Plantain	Pounded plantain	Cassava
				
Bread	Fish	Rice	Maize	Meat

Language function: Expressing likes and dislikes

Teacher: For me, “kabato” is a delicious meal. I appreciate it. I love it. So, if you want to talk about what you appreciate in English, you say **I like....**

Example: I **like** kabato (Yes, for kabato)

Teacher: I don’t appreciate cassava. I don’t love it. In English when you want to talk about what you don’t appreciate, you say **I don’t like.**

Example: I **don’t like** cassava. (No, for cassava)

To know the food a person likes, the question is, “**What food do you like?**”

To know the food a person doesn’t like, the question is, “**What food don’t you like?**”

PRACTICE PHASE

Activity 1: (5 min): Put the letters into the correct order to form names of food items. Do it alone. Then, compare your answers with your partner. Number 1 is an example.

Example: 1-MAY = YAM

1- MAY =

2- TANPINLA =

3- BRADE =

4- ZAIME =

5- CRIE =

6-SHIF=

Activity 2: Here are some names of food items, say what you like and what you don't like: cassava, fish, rice, yam, maize, plantain, pounded yam, pounded plantain

Example: 1- I like plantain. I don't like cassava.

Level: 6ème

Skill: Listening

Unit 6: FOOD AND DRINKS

LESSON 1: I LIKE RICE AND COKE

SESSION 2

Source: Learn it, do it 6^e

Situation d'apprentissage (Rappel)

Des élèves de 6ème du Collège Moderne Alassane Ouattara de Ouaninou sont invités à une réception à l'Ambassade des Etats-Unis. Ils écoutent le chef-cuisinier leur citer les différents plats et boissons disponibles afin qu'ils fassent leurs choix.

TEACHING POINTS		
<u>VOCABULARY</u> To drink-juice-tea-milk- butter-sugar	<u>LANGUAGE</u> <u>FUNCTION</u> Talking about meals and dishes	<u>STRUCTURES</u> I have coffee and bread

INPUT PHASE

Vocabulary

 To drink	 Soft drinks	 Coffee	 Tea
 Milk	 Ginger juice	 Sorrel juice	 Mineral water

Breakfast: the food we eat in the morning

Lunch: the food we eat at midday (12 o'clock)

Dinner: the food we eat in the evening

Language function: Talking about meals and dishes

For breakfast, I take tea, butter and bread. In good English we say:

I have coffee, bread and butter for breakfast.

To ask a question about what a person eats as breakfast, we say:

What do you have for breakfast?

PRACTICE PHASE

Activity1: *Listen to your teacher and complete the table below.*

	SEKA	CAROLE
BREAKFAST	- bread -	- -
LUNCH	- attiéké -	- - chicken
DINNER	- -	- - eggs

Activity 2: *Use information from the table above after the correction. Then, ask and answer questions like in the example.*

Example:

A: What does Séka have for breakfast?

B: He has bread and butter.

LISTENING PASSAGE

My name is Séka. I'm twelve years old. I usually have bread and butter for breakfast. For lunch, it is attiéké and fish. I often eat rice and meat for dinner.

I'm Carole. Thirteen years old. I often have cakes and porridge for breakfast. I also eat rice and chicken for lunch. For dinner, it is bread and eggs.

Level: 6ème

Skill: Listening

Unit 6: FOOD AND DRINKS

LESSON 1: I LIKE RICE AND COKE

SESSION 3

Source: Learn it, do it 6^e

Situation d'évaluation (Communicative activity): Des élèves de 6ème du Collège Moderne du Collège Alassane Ouattara de Ouaninou sont invités à une réception à l'ambassade des Etats-Unis. Ils écoutent le chef-cuisinier leur citer les différents plats et boissons disponibles afin qu'ils fassent leurs choix. Faisant partie de ces élèves, écoute le cuisinier et

1- entoure dans la liste suivante les plats proposés par le chef-cuisinier américain: *bread and porridge ; rice and chicken ; potatoes and meat ; fried rice and fish ; pounded plantains and peanut sauce ; attiéké and eggs ; fried yam and meat.*

2- entoure dans la liste suivante les boissons proposées par le chef-cuisinier américain: *milk ; coffee ; sorrel juice ; ginger juice ; wine ; water ; lemon juice ; tea ; syrup ; beer.*

3-choisis ton plat et ta boisson préférés.

Listening passage:

“Dear students, you have a card. On it, please, write what you want to eat and drink. We have fried yam and meat; rice and chicken; as well as the local pounded plantains and peanut sauce. As drinks, we propose you sorrel juice, milk, tea and water.”

Level: 6ème

Skill: Listening

Unit 6: FOOD AND DRINKS

LESSON 2: FRUIT AND VEGETABLES

SESSION 1

Source: Learn it, do it 6^e

SITUATION D'APPRENTISSAGE

Après sa brillante victoire à un concours interclubs organisé par l'ambassade de la Grande Bretagne en Côte d'Ivoire, l'Ambassadeur de la Grande Bretagne invite les élèves de 6ème du Collège Moderne Alassane Ouattara de Ouaninou à une réception. Le maître de cérémonie leur présente le menu du jour en anglais. Ils l'écoutent afin de choisir leur hors d'œuvre et leur dessert.

TEACHING POINTS		
<u>VOCABULARY</u> Orange-coconut-guava- apple-papaya-pineapple- mango-banana-avocado- lemon	<u>LANGUAGE</u> <u>FUNCTION</u> Comparing with short and long adjectives	<u>STRUCTURES</u> Oranges are cheaper than apples. Apples are more delicious than lemons.

INPUT PHASE

Vocabulary

 Orange	 Coconut	 Guava	 Apple	 Papaya
 pineapple	 mango	 Banana	 Avocado	 Lemon

Language function: Comparing with short and long adjectives

A-Short adjectives

A mango= 100 CFA and an orange=75 CFA
Mango is **cheap**. An orange is also **cheap**.

To compare the price of the two items, we say:

An orange is cheaper **than** a mango.

Cheap is a short adjective / only 1 syllable

So, to compare with a short adjective, we use the following structure:

adjective+er+than

B-Long adjectives

Papayas and bananas are **delicious** fruits. **But I prefer bananas.**

So, for me, to compare the two items, I say:

A banana is **more** delicious **than** a papaya.

Delicious is a long adjective (more than two syllables)

To compare with long adjectives, we use the structure : **More + adjective + than**

PRACTICE PHASE

Activity 1 (6min): Put the letters into the correct order to form names of fruits. Number 1 is an example.

1- mango



n-g-m-o-a

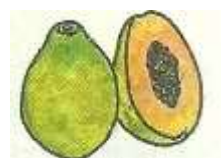
.....



3)

i-a-e-p-l-p-p-n-e

.....



a-p- y-a-p-a

.....



4)

r-o-n-g-e-a

.....



5)

a-n-a-n-b-a

.....



6)

u-g-v-a-a

.....

Activity 2(10 min): Compare the following fruits. Number 1 is an example.

1- Lemon / papaya /(sweet) → *Papaya is sweeter than lemon.*

2- pineapple / mango / (cheap) →

.....

3- banana / orange / (delicious) →

.....

4- guava / orange / (juicy) →

.....

5- orange / lemon /(interesting) →

.....

6- lemon / orange /(small) →

.....

Level: 6ème

Skill: Listening

Unit 6: FOOD AND DRINKS

LESSON 2: FRUIT AND VEGETABLES

SESSION 2

Source: Learn it, do it 6^e

SITUATION D'APPRENTISSAGE (Rappel)

Après sa brillante victoire à un concours interclubs organisé par l'ambassade de la Grande Bretagne en Côte d'Ivoire, l'Ambassadeur de la Grande Bretagne invite les élèves de 6ème du Collège Moderne Alassane Ouattara de Ouaninou à une réception. Le maître de cérémonie leur présente le menu du jour en anglais. Ils l'écoutent afin de choisir leur hors d'œuvre et leur dessert.

TEACHING POINTS		
<u>VOCABULARY</u> Aubergine-cabbage-carrot- beans-okra-lettuce-onion- tomato-eggplant	<u>LANGUAGE</u> <u>FUNCTION</u> Expressing quantities with some / any / a lot of /many	<u>STRUCTURES</u> Is there any carrots in the basin? Yes, there are some carrots in the basin.

INPUT PHASE

Vocabulary

 Aubergines	 Cabbage	 Carrot	 Beans	 Okra
 Lettuce / Salad	 Onions	 peppers	 Tomatoes	 Eggplant

Language function: Expressing quantities with some / any / a lot of / many

Question: Are there **any** tomatoes in the basin?

Answers: Yes, there are **some** tomatoes in the basin. (For example 5 tomatoes)

Yes, there are **a lot of** tomatoes in the basin. (For example 100 tomatoes)

Yes, there are **many** tomatoes in the basin. (For example 100 tomatoes)

Note that we don't use "**many**" with uncountable nouns.

Example: a lot of water / any water / some water but ~~many~~ water

PRACTICE PHASE

Activity: Listen to your teacher and complete the dialogue the words from the box

<i>many; cabbage; carrots; any; some; tomatoes; onions; aubergines</i>
--

Number 1 is an example.

1- onions

Aunty: What vegetables are there in the fridge, Akoua?

Akoua: There are some (1)-....., some (2)-.....and a lot of (3)-.....

Aunty: Are there (4)-.....chillis and aubergines?

Akoua: No, Aunty. There aren't any. And there's no (5)-.....

Aunty: Look in the freezer. Is there any fish and meat?

Akoua: There's (6)-.....meat, but (7)-.....fish left.

Aunty: Oh, Dear! There are (8)-.....things to buy, and I haven't got much money now.

Listening passage:

Aunty: What vegetables are there in the fridge, Akoua?

Akoua: There are some onions, some carrots and a lot of tomatoes.

Aunty: Are there any chillis and aubergines?

Akoua: No, Aunty. There aren't any. And there's no cabbage.

Aunty: Look in the freezer. Is there any fish and meat?

Akoua: There's some meat, but no fish left.

Aunty: Oh, Dear! There are many things to buy, and I haven't got much money now.

Level: 6ème

Skill: Listening

Unit 6: FOOD AND DRINKS

LESSON 2: FRUIT AND VEGETABLES

SESSION 3

SITUATION D'EVALUATION (Communication activity)

Les élèves de la 6^{ème} 3 du Collège municipal de Koro téléphonent à leur correspondant Ghanéen Kwesi avant de visiter son pays. Ce dernier leur donne la liste de fruits et légumes à acheter pour lui car ces produits sont rares sur le marché Ghanéen. En écoutant attentivement la conversation entre lui et votre Chef de classe,

1-complète le tableau ci-dessous

Fruit	Vegetables
- avocados	-.....
-.....	-.....
-.....	-.....

2- dis si les phrases ci-dessous sont vraies (V) ou fausses (F)

- a- Kwesi likes vegetables.
- b-Fruit are expensive in Ghana.
- c-Avocados are vegetables.
- d-Avocados are more expensive in Côte d'Ivoire than in Ghana.
- e-There are some avocados in Côte d'Ivoire.

3-complète le passage ci- dessous avec les mots manquants.

Example 1-fruit

Kwesi: Hello, Akpo, I'm waiting for you. When are you coming to Takoradi?

Akpo: Next Saturday

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

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

Kwesi: Some (2)..... and juicy oranges. People say there are (3)..... pineapples in your country.

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

Kwesi: You are wonderful, Akpo. One last thing, my mother says she needs some carrots, (5)..... and (6).....

Akpo: Don't worry Kwesi. See you on saturday

Listening passage:

Kwesi: Hello, Akpo, I'm waiting for you. When are you coming to Takoradi?

Akpo: Next Saturday.

Kwesi: Great! You know, I'm fond of fruit. Can you buy some for me? They are too expensive at Takoradi market.

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

Kwesi: Some avocados and juicy oranges. People say there are delicious pineapples in your country.

Akpo: No problem, avocados are really cheaper but there aren't some here at present.

Kwesi: OK. One last thing, my mother says she needs some carrots, aubergines and parsley.

Akpo: Don't worry Kwesi. See you on Saturday.

Level: 6ème

Skill: Listening

Unit 6: FOOD AND DRINKS

LESSON 3: I AM COOKING SOME RICE

SESSION 1

Source: Learn it, do it 6è

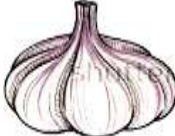
SITUATION D'APPRENTISSAGE

Après une réception chez l'ambassadeur de Grande Bretagne en Côte-d'Ivoire, un groupe d'élèves de la 6^{ème} du Collège Moderne Alassane Ouattara de Ouaninou écoutent le cuisinier anglophone décrire les recettes des mets consommés afin de les reproduire chez eux.

TEACHING POINTS		
<u>VOCABULARY</u> To clean-salt-to chop up-to peel-egg-to beat the egg-oil- seasoning cube-vinegar- chilli-garlic-peanut	<u>LANGUAGE</u> <u>FUNCTION</u> Describing a process	<u>STRUCTURES</u> First-second-then-and- finally

INPUT PHASE

Vocabulary

 To clean	 Salt	 To chop up	 To peel
 Egg	 To beat the eggs	 Oil	 Seasoning cube
 Vinegar	 Chilli	 Garlic	 Peanut

Language function: Describing a process using first, second, then, finally

How to cook meat stew

To cook the meat stew, **first**, I peel the yams. **Second**, I chop up the meat. **Then**, I clean the yams and the meat with water and **finally**, I pour them into the pot.

First, second, then, finally etc. are used to describe a process

PRACTICE

Activity 1(8 min): Use the words from the box to identify the pictures below. Number 1 is an example

1-to clean

Egg ; to Clean ; to beat the eggs ; salt ; to chop up ; to peel

 1-.....	 2-.....	 3-.....
 4-.....	 5-.....	 6-.....

Activity 2

Re-order the sentences of this paragraph to obtain a recipe for omelette.

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

Level: 6ème

Skill: Listening

Unit 6: FOOD AND DRINKS

LESSON 3: I AM COOKING SOME RICE

SESSION 2

Source: Learn it, do it 6^e

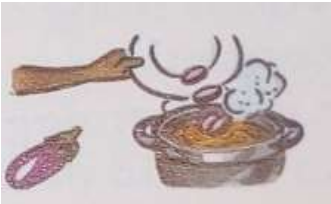
SITUATION D'APPRENTISSAGE (Rappel)

Après une réception chez l'ambassadeur de Grande Bretagne en Côte-d'Ivoire, un groupe d'élèves de la 6^{ème} du Collège Moderne Alassane Ouattara de Ouaninou écoutent le cuisinier anglophone décrire les recettes des mets consommés afin de les reproduire chez eux.

TEACHING POINTS		
<u>VOCABULARY</u> To boil-to taste-to pound-to season-to add-to grind the maize	<u>LANGUAGE FUNCTION</u> Giving instructions	<u>STRUCTURES</u> Boil the meat

INPUT PHASE

Vocabulary

 To boil	 To taste	 To pound
 To season	 To add	 To grind the maize

Language function: Giving instructions

To give instructions or commands we use the imperative.

Examples:

- Boil the meat
- Cut up onions
- Put oil
- Add salt

PRACTICE PHASE

Activity 1(8 min): Use the words from the box to identify the pictures below. Number 6 is an example

6-to drink

to taste ; to drink ; to boil ; to season ; to pound ; to add

 1-.....	 2-.....	 3-.....
 4-.....	 5-.....	 6-.....

Activity 2 (10 min): Match each word from column A with the appropriate word or expression in Column B to obtain an instruction related to cooking. Some words from Column A can be used more than one time. Write your answers like in the example below.

Example: 1- Boil the meat / Boil the fish

Column A	Column B
1-Boil 2-Fry 3-Smoke 4-Season 5-Pound 6-Add 7-Taste 8-Grill	a-the soup b-the meat c-some salt d-the soup e-the fish f-the oil g-the ingredients h-the pepper and the tomatoes

NB: Many acceptable meaningful sentences

Level: 6ème

Skill: Listening

Unit 6: FOOD AND DRINKS

LESSON 3: I AM COOKING SOME RICE

Source: Learn it, do it 6è

SESSION 3

SITUATION D'EVALUATION (Communication activity)

Pour préparer un travail de groupe sur les recettes de cuisine, lors d'une réunion du Club d'anglais au Collège Moderne Alassane Ouattara de Ouaninou, les élèves de la 6^{ème} écoute une émission portant sur la préparation d'un plat japonais. En tant que membre de ce club et élève de 6^{ème},

1-écoute la recette ;

2- lis la consigne 3 et prends des notes ;

3-réponds aux questions ci-dessous

a-What's the name of the dish?

b-Do we add salt in the sauce?

c-How many eggs does the cook use?

e-Do people eat the dish cooked or uncooked?

LISTENING PASSAGE

Rice is the most important ingredient when making Sumeshi. The rice is not used naturally but must be seasoned first. Sumeshi is obtained by mixing rice, vinegar, salt and a little sugar. The rice should be round rice, which becomes sticky after cooking. Avoid sticky rice for dessert and varieties of long grain rice.



UNIT 7



HEALTH &
ENVIRONMENT



Level: 6^{ème}

Skill: Reading

Unit 7: HEALTH AND ENVIRONMENT

LESSON 1: BODY HYGIENE

SESSION 1

Source: Learn it, do it 6^e

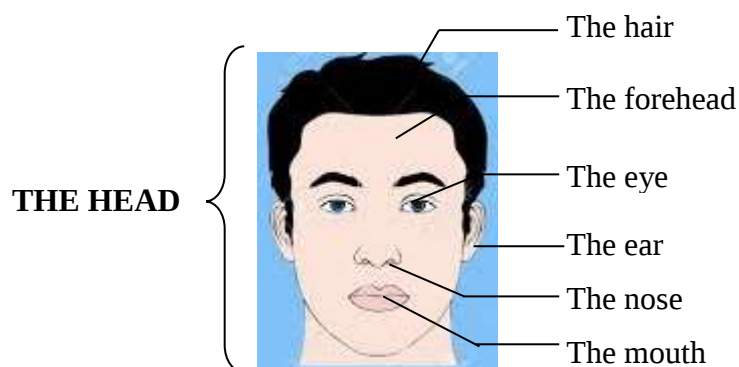
Situation d'apprentissage :

Nous sommes au Collège Municipal Koro. Au cours d'Anglais, les élèves de la 6^{ème} identifient les différentes parties du corps humain afin de les entretenir sainement.

TEACHING POINTS		
<u>VOCABULARY</u> (words related to body parts) head, ear, nose, eye, mouth, tooth/teeth, forehead	<u>LANGUAGE FUNCTION</u> Expressing obligation	<u>STRUCTURES</u> Must / Mustn't I <i>must</i> drink clean water I <i>mustn't</i> drink dirty water

INPUT PHASE

Vocabulary (8min)



Language function (5min): Expressing obligation

It is an obligation for people to take a bath $\Longrightarrow$ People **must** take a bath

It is an obligation for people not to drink dirty water $\Longrightarrow$ People **mustn't** drink dirty water.

PRACTICE PHASE (23 min)

Activity 1: students' work time (7 min); feedback (2 min)

Teacher: class, take out your exercise book on page 104, Learn it, Do it 6ème. Exercise 1, here is a picture of a boy's head with arrows indicating parts. Just write the part name. Do it with your neighbour. You have seven minutes and at the end of timing I will ask some volunteers to give the right answers.

Activity 2: students' work time (10 min); feedback (4 min)

Teacher: still in your exercise book, but now on page 105, Learn it, Do it 6ème. You do exercise 2. You have to describe the picture writing your sentences with must or mustn't. Do it individually and then compare your answers with that of your neighbour. You have 10 minutes and after that I will ask few students to give their answer. Let's go!

Homework (1min)

Teacher asks students to make sentences expressing obligation about different situation that their go through every day at home.

Level: 6ème

Skill: Reading

Unit 7: HEALTH AND ENVIRONMENT

LESSON 1: BODY HYGIENE

SESSION 2

Source: Learn it, do it 6^e

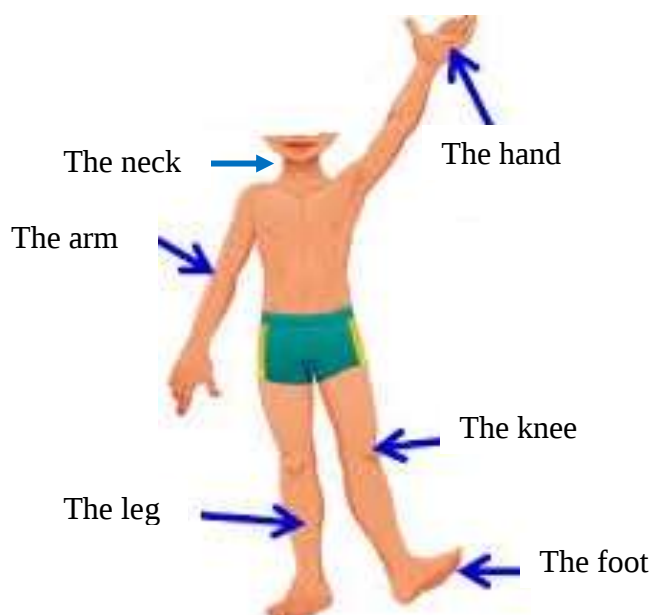
Situation d'apprentissage (Rappel)

Nous sommes au Collège Municipal Koro. Au cours d'Anglais, les élèves de la 6ème identifient les différentes parties du corps humain afin de les entretenir sainement.

TEACHING POINTS		
<u>VOCABULARY</u> (words related to body parts) Fingers ; nail ; arm ; hand ; leg ; foot / feet; neck	<u>LANGUAGE FUNCTION</u> Expressing obligation (Yes / No questions and answers)	<u>STRUCTURES</u> Must I study alone? Yes , you must No , you mustn't

INPUT PHASE

Vocabulary (8min)



Language function (5min): **Expressing obligation in Yes or No question/answer form**

A: A student is studying his lessons; **must** he do that?

B: Yes, he **must**.

A: A student is eating in the classroom; **must** he do that?

B: No, he **mustn't**.

PRACTICE PHASE (22 min)

Activity 1: students' work time (6 min); feedback (2 min)

Teacher: class, take out your exercise book on page 107, Learn it, Do it 6ème. Exercise 1, there are pictures of the parts of human body. Just write the name of each part below. Do it with your neighbour. You have seven minutes and at the end of timing I will ask some volunteers to give the right answers.

Activity 2: students' work time (10 min); feedback (4 min)

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

1-We must wash our hands before eating.

A-.....?

B-.....

2-People mustn't drink dirty water

A-.....?

B-.....

3-You must filter water before drinking

A-.....?

B-.....

4-We take a shower every day

A-.....?

B-.....

5-A pupil plays football in class

A-.....?

B-.....

6-Aya throws rubbish in the river.

A-.....?

B-.....

Homework (1min)

Teacher asks students to ask questions using the obligation form and giving by the way the answers of these questions following the **Yes** or **No** structure.

Level: 6ème

Skill: Reading

Unit 7: HEALTH AND ENVIRONMENT

LESSON 1: BODY HYGIENE

SESSION 3

Source: Learn it, do it 6^e

Situation d'évaluation (Communication activity)

Lors d'un concours de lecture organisé au Collège Municipal de Koro par l'Ambassade des Etats-Unis, les élèves de la 6ème exploitent un texte pour en comprendre le contenu. Faisant partie de ces élèves, réponds aux questions qui suivent en lisant le texte ci-dessous.

Hygiene is very important. To be healthy, these are many things we must do. For example, we must take at least one shower every day. We must brush our teeth and drink safe water from a tap. There are many things we must not do. For example, we must not wear dirty clothes, drink water from the river and eat with dirty hands. We must keep our body clean. Our body is a fantastic machine. We must always protect it.

1. What is the text about?

.....

2. What must we do to be healthy?

.....

3. Say what we must do

.....

.....

.....

4. What does our body represent?

.....

Level: 6ème

Skill: Reading

Unit 7: HEALTH AND ENVIRONMENT

LESSON 2: INSALUBRITY AND COMMON DISEASES

SESSION 1

Source: Learn it, do it 6è

Situation d'apprentissage

Nous sommes au Collège Municipal Koro. Dans le cadre de la campagne de sensibilisation sur le danger du Corona Virus, les élèves de la 6ème s'informent sur des maladies courantes auprès de l'infirmier de l'école pour mener la sensibilisation au sein de l'établissement en compagnie de celui-ci.

TEACHING POINTS		
<u>VOCABULARY</u> (words related to diseases) Headache, stomachache, toothache, diarrhea, malaria, cold	<u>LANGUAGE</u> <u>FUNCTION</u> Asking and giving advice	<u>STRUCTURES</u> What should I do? You should...

INPUT PHASE

Vocabulary (8min)

 headache	 stomachache	 toothache
 malaria	 cold	 diarrhea

Language function (5min): **Asking and giving advice**

A: I am not fine. What recommendations or advice can you give me? or **What should I do?**

B: You **should** go to hospital. (A piece of advice)

A: I have a headache. **What should I do?**

B: You **should** take some paracetamol / You **should** see a doctor

Teacher: Moussa wants to go up to 5è. **What should he do?**

Students: He **should** study his lessons.

PRACTICE PHASE (23 min)

Activity 1: students' work time (7 min); feedback (2 min)

Reorder the following letters to obtain names of diseases. Start each word with the capital letter in the list. Number 1 is an example.

- 1- raalMia = **Malaria**
- 2-deHeacha =.....
- 3-ahohSmcetca =.....
- 4-raeDaih =.....
- 5-lCdo =.....
- 6-ocToetahh =.....

or

Teacher asks students to mime a disease and their neighbours give the name.

Activity 2: students' work time (10 min); feedback (4 min)

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 a 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-A: My sister is ill; what should she do?

B:.....

3-A: Mum and Fanta have malaria; what should they do?

B:.....

4-A: Ali has a very bad toothache; what should he do?

B:.....

5-A: I am vomiting all the time; what should I do?

B:.....

6-A: Dad and mum are tired today; what should they do?

B:.....

Homework (1min) Teacher asks students to make a dialogue with their neighbour. One asking while the other answers or gives advice.

Level: 6ème

Skill: Reading

Unit 7: HEALTH AND ENVIRONMENT

LESSON 2: INSALUBRITY AND COMMON DISEASES

SESSION 2

Source: Learn it, do it 6^e

Situation d'apprentissage

Nous sommes au Collège Municipal Koro. Dans le cadre de la campagne de sensibilisation sur le danger du Corona Virus, les élèves de la 6ème s'informent sur des maladies courantes auprès de l'infirmier de l'école pour mener la sensibilisation au sein de l'établissement en compagnie de celui-ci.

TEACHING POINTS		
<u>VOCABULARY</u> (words related to insalubrity) Dustbin, garbage, broom, sweep, collect, wash, clean	<u>LANGUAGE FUNCTION</u> Asking and giving advice (Yes or No questions and answers)	<u>STRUCTURES</u> Should I clean my hands to eat? Yes, you <i>should</i>. Should he sleep in class? No, he <i>shouldn't</i>

INPUT PHASE

Vocabulary (10min)

Teacher presents the new vocabulary items through pictures, realia and demonstrations; pronounces them and makes the students repeat just after him before writing them on the board.

 dustbin	 garbage	 broom	 to collect
 to wash	 to sweep	 to clean	

Language function (5min): **Asking and giving advice in Yes or No questions / answers form**

Teacher: **Should** students study their lessons?

Students: Yes, they **should**.

Teacher: Should Yao eat his finger?

Students: No, he **shouldn't**.

PRACTICE PHASE (20 min)

Activity 1: students' work time (5 min); feedback (2 min)

Complete the following sets with the missing letters to find the correct words. N°1 is the example.

- 1) ...US..B..... = **DUSTBIN**
- 2) B...O.....
- 3)LL....CT
- 4) W.....H
- 5)EP
- 6) G...R.....E
- 7)N

Activity 2: students' work time (10 min); feedback (3 min)

Teacher: Now class, take out your exercise book at the page 113, Learn it, Do it 6ème. Do exercise 2. Just write the verbs which can well describe the actions that the pictures show. Do the activity in group of two, with your neighbour. Let's go, you have 10 minutes.

Homework (1min) Teacher asks students to make a dialogue with their neighbour. One asking for advices while the other answers by yes or no.

Level: 6ème

Skill: Reading

Unit 7: HEALTH AND ENVIRONMENT

LESSON 2: INSALUBRITY AND COMMON DISEASES

SESSION 3

Source: Learn it, do it 6^e

Situation d'évaluation (Communication activity)

Nous sommes au Collège Municipal Koro. A l'occasion d'une journée intitulée "Santé Pour Tous" organisée pendant une réunion du Club d'anglais, le chairman donne aux élèves de la 6ème un texte pour en faire la lecture en guise de discours. Faisant partie de ces élèves, en lisant le texte, réponds aux questions ci-dessous.

Malaria is a common disease in Africa. It is a very dangerous disease too. To avoid malaria, there are a lot of things that we should do: we should always clean our house, mop the bathroom and sleep under a mosquito net. There are also a lot of things we should not do: we shouldn't throw rubbish in rivers and in streets; we should not keep dirty water near the house.

1. What is the text about?

.....

2. What should we do to be healthy?

.....

3. Say what we should not do.

.....

4. Why is it good to live in the clean environment?

.....

Level: 6ème

Skill: Reading

Unit 7: HEALTH AND ENVIRONMENT

LESSON 3: WATER AND HEALTH

SESSION 1

Source: Learn it, do it 6^e

Situation d'apprentissage

L'ambassadeur des USA en Côte d'Ivoire parraine une journée sur l'eau potable à Booko. En partant, il laisse des dépliants traitant de l'eau et de la santé. Les élèves de la 6^{ème} du Club d'anglais du Collège Moderne de Booko lisent ces dépliants pour en discuter.

LESSON CONTENT

TEACHING POINTS		
<u>VOCABULARY</u> tap, water pump, water tank, well, rain, sea, lake, river	<u>LANGUAGE</u> <u>FUNCTION</u> Expressing request: Accepting or refusing a request	<u>STRUCTURES</u> Can I have a glass of water, please? Yes, you can / No, you can't

INPUT PHASE

Vocabulary (8min)

Teacher presents the new vocabulary items through pictures, pronounces them and makes the students repeat just after him before writing them on the board.

 a tap	 a pump	 a water tank	 a well
 a rain	 the snow	 a lake	 a river

(The teacher makes sure that all the students repeat the new vocabulary items correctly; individually, chorally...).

Language function (5min): **Expressing request: Accepting or refusing a request**

Teacher: I don't have a pen. If I want Moussa to lend (give) me his pen, I must make a request. In that case, we say:

Moussa, **can I take your pen?**

The answers are: **Yes, you can.** (If Moussa accepts)

No, you can't. (If Moussa refuses)

PRACTICE PHASE (23 min)

Activity 1: (05 min) *Use the words from the box to identify the pictures below. Number 1 is an example.*

A tap-a water pump-a water tank-a well-the rain-the snow-a lake-a river

Example: 1-The rain

 1-.....	 2-.....	 3-.....	 4-.....
 5-.....	 6-.....	 7-.....	 8-.....

Activity 2: (6min) With your partner, use words or expressions from the box to write the following dialogue. Write your answers like in the example

Example: 1- Son: Can I drink water from the river?

Father: No, you can't

BOX

1-drink/water/river

2-have/piece of
chalk

3-drink/water/well

4-filter/water

5-cook with
/water/tap

1-Son :..... ?

Father :.....

2-Pupil :?

Teacher :.....

3-Amara :?

Fanta :

4-Daughter :?

Mother :.....

5-Brother :..... ?

Sister :.....

Homework (1min) Teacher asks students to make a dialogue with their neighbour. One asking for the requests while the other answers.

Level: 6ème

Skill: Reading

Unit 7: HEALTH AND ENVIRONMENT

LESSON 3: WATER AND HEALTH

SESSION 2

Source: Learn it, do it 6^e

Situation d'apprentissage (Rappel)

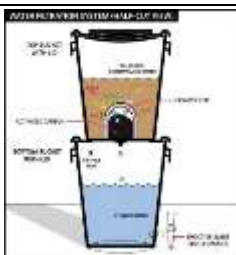
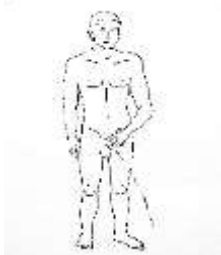
L'ambassadeur des USA en Côte d'Ivoire parraine une journée sur l'eau potable à Booko. En partant, il laisse des dépliants traitant de l'eau et de la santé. Les élèves de la 6^{ème} du Club d'anglais du Collège Moderne de Booko lisent ces dépliants pour en discuter.

TEACHING POINTS		
<u>VOCABULARY</u> filter, boil water, spray, pesticides, urinate, throw rubbish, defecate,	<u>LANGUAGE FUNCTION</u> Expressing request	<u>STRUCTURES</u> How can I get some water, please? Go to the kitchen.

INPUT PHASE

Vocabulary (8min)

Teacher presents the new vocabulary items through the mean of illustrative sentences, pronounces them and makes the students repeat just after him before writing them on the board.

 filter	 to boil water	 spray	 pesticides
 to urinate	 to throw rubbish	 to defecate	

(The teacher makes sure that all the students repeat the new vocabulary items correctly; individually, chorally...).

Teacher: I am hungry. I want to eat some attiéké. But, I don't know the place where I can get some. To know the place where I can get attiéké, I ask Moussa:

Then, Moussa can show me where I can get some attiéké.

Teacher: Now to know what I should use to eat my attiéké, I say:

How can I then eat my attiéké? (Repetition)

Answer: You can use your hand to eat your attiéké.

Activity 1: (7min) Re-order the letter in each list to write meaningful words related to health. Start with the **Capital letter** in each list. Write your answers like on number 1

1-itFerl	=	Filter
2-rohTw		
3-Sayrp		
4-fateDece		
5-itenUra		
6-edciPsties		
7-bsihRub		

Activity 2: (7min) Ask five (5) meaningful questions using elements from columns A, B, and C like in the example.

Example: Where can Moussa boil some water?

COLUMN A	COLUMN B	COLUMN C
- Where can..... - How can	- I - Moussa - People - We - You	- Get some clean water? - Wash hands? - Throw rubbish? - Urinate? - Boil water?

Homework (1min) Teacher: Make seven requests and write the answers to them.

Level: 6ème

Skill: Reading

Unit 7: HEALTH AND ENVIRONMENT

LESSON 3: WATER AND HEALTH

SESSION 3

Source: Learn it, do it 6è

Situation d'évaluation (Communication activity)

L'ambassadeur de la grande Bretagne parraine une journée sur l'eau potable à Booko. Les membres du Club d'anglais reçoivent de sa part, des dépliants traitant de l'eau et de la santé. Le Président du Club demande aux élèves de la 6^{ème} de les lire pour rendre compte du contenu. En tant qu'élève de 6^{ème}, en lisant le texte, réalise les activités ci-dessous.

TEXT:

Water, source of life can also be source of illness. You cannot drink all sorts of water. Water from the river, the lake, the well and rainwater is not safe to drink. You can only take a shower and wash your clothes with this water. It is also good for animals and plants. To drink this water you should boil it or filter it.

Unsafe water can give stomachache and cholera. To keep water clean in our environment, we must not urinate or defecate near a well, a river, or a lake.

From English For All 6ème, P116

1-The text is about:

- a-water and health
- b-water, source of illnesses
- b-water and environment

2-Can you drink all sorts of water?

3-What sort of water is not safe to drink?

4-Write true (T) or false (F) for the statements below

- a-You can use water from the river to wash clothes
- b- Dirty water can cause headache
- c-We mustn't urinate or defecate near a source of water.



UNIT 8



SPORTS & GAMES



Level: 6^{ème}

Skill: Reading

Unit 8: SPORTS AND GAMES

LESSON 1: THE IMPORTANCE OF SPORTS

SESSION 1

Source: Learn it, do it 6^e

Situation d'apprentissage :

Les élèves de la 6^{ème} du Collège Moderne de Koonan lisent un texte traitant de l'importance du sport au cours d'anglais en vue d'en discuter.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
High jump – long jump – running – javelin throw – cycling – gymnastics – karate - boxing	Asking about sports	-What sport do you practice? I practice gymnastics. -What's your favourite sport? My favourite sport is gymnastics.

INPUT PHASE

Vocabulary

			
High jump	Long jump	Running	Javelin throw
			
Cycling	Gymnastics	Karate	Boxing

Language function: Asking about sports

T: Let's see how to ask question about sports.

I do Gymnastics, or in good English you can say: **I practice gymnastics**

To ask somebody question about the sport he practices, we say:

What sport do you practice?

The answer is: **I practice gymnastics** (for example)

To ask a question about the sport a person prefers, we say:

What's your **favourite** sport?

The answer is: My **favourite** sport is gymnastics (for example)

PRACTICE PHASE

Activity 1: (05 min) Re-order the letters in each list to write words related to sports. Write your answers like in number 1.

1. g l H h p j u m -----> **High jump**

2. L g o n m u p j ----->

3. n l J a e v l w t o h r ----->

4. g n l C l y c ----->

5. y m a s c G n s i t ----->

6. a t K r a e ----->

7. g i n B x o ----->

Activity 2: (06 min) Here are answers. Ask the corresponding questions like in number 1.

1-My favourite sport is basketball.

→ What's your favourite sport?

2-Mum and dad's favourite sport is cycling.

.....?

3-The teacher's favourite sport is karate.

.....?

4-Girl's favourite sport is gymnastics.

.....?

5-Boy's favourite sports are running and football.

.....?

6-Your favourite sport is boxing.

.....?

HOMEWORK: *answer each of the following questions using the words in brackets.
Write your answers like in the example.*

Example: 1- I practice handball.

1-What sport do you practice?

- (handball)

.....

2-What sport does your mother practice?

- (jogging)

.....

3-What sports do the pupils of your school do?

- (football and running)

.....

4-What sport do Affi and Fanta practice?

- (gymnastics)

.....

5-What sport does Abou practice?

- (karate)

.....

Level: 6ème

Skill: Reading

Unit 8: SPORTS AND GAMES

LESSON 1: THE IMPORTANCE OF SPORTS

SESSION 2

Source: Learn it, do it 6^e

Situation d'apprentissage (Rappel)

Les élèves de la 6ème du Collège Moderne de Koonan lisent un texte traitant de l'importance du sport au cours d'anglais en vue d'en discuter.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
wrestling – tennis – volleyball – handball – golf – swimming – jogging – table tennis - basketball	Expressing ability or disability	-Can you play football? Yes, I can. No, I can't.

INPUT PHASE

Vocabulary

		
wrestling	tennis	volleyball
		
handball	golf	swimming
		
jogging	table tennis	basketball

Language function: Expressing ability or disability

T: Alright, let's learn how to express ability (capacity) and disability (incapacity). Listen!
Question ... Are you capable of playing football? Do you know how to play football? Or you simply say:

Can you play football? Can you play football? Repeat!

The answers are:

-Yes, I can. (If you are able to play football / Capable of playing football)

-No, I can't. (If you are unable to play / incapable of playing football)

PRACTICE PHASE

Activity 1: (7 min) write the name of each sport like in number 1

Swimming – table tennis - wrestling – tennis - badminton - basketball -volleyball- running



1- ...volleyball.....



2-



3-



4-



5-



6-



7-.....



8.....

ACTIVITY 2: (8 min) answer each of the following questions like in number 1.

1-Can your father play tennis?

Yes, **he can.**

2-Can the girls do wrestling?

No,

3- Can the boys practice football?

Yes,

4- Can you do jogging?

Yes,

5-Can boys and girls play volleyball?

Yes,

6-Can the teacher practice karate?

Yes,

7-Can we play golf?

No,

HOMEWORK: Exercise 3, Learn It, Do It page 126.

Level: 6ème

Skill: Reading

Unit 8: SPORTS AND GAMES

LESSON 1: THE IMPORTANCE OF SPORTS

SESSION 3

Situation d'évaluation (communication activity)

Lors d'un concours de lecture organisé au Collège moderne de Koonan par l'Ambassade de la Grande Bretagne, les élèves de la 6ème lisent un texte traitant de l'importance du sport en vue d'en discuter. Faisant partie de ces élèves, réponds aux questions qui suivent en lisant le texte ci-dessous.

Sport is very important for everybody: old and young people. It keeps you in good health and helps you grow faster and stronger. When you practice sport every day, you do not get ill easily and you learn well at school. Team sports like football or basketball can help you make a lot of friends. The favourite sport of Africans is football. There are also many other sports that you can practice. For example, you can do jogging, or karate. You can play tennis too. And you, what's your favourite sport?

1. Give a title to the text.

.....
.....

2. List the advantages of sports

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

3. What's your favourite sport among the sports in the text?

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

Level: 6ème

Skill: Reading

Unit 8: SPORTS AND GAMES

LESSON 2: THE ANC

SESSION 1

Source: Learn it, do it 6^e

Situation d'apprentissage :

Membres du club d'anglais du Collège Moderne Koonan, les élèves de la 6ème lisent un texte sur la dernière CAN en vue d'en discuter.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
Stadium – football ground – ball – jersey – pair of gloves – pair of boots – penalty spot – corner spot – goal mouth	Asking and giving information	-What did you do last weekend? I visited my parents.

INPUT PHASE

Vocabulary

 stadium	 football playground	 ball
 jersey	 a pair of gloves	 a pair of boots
 penalty spot	 corner spot	 goal mouth

Language function: Asking and giving information

Teacher: I visited my parents in my village in February 2020. ‘February 2020, is this present?

Ss: No! It is past!

Teacher: Alright! Let’s see how to ask and give information with past actions.

When we ask or give information about past events or actions, we use the past simple.

Example:

Question: What **did** you **do** last weekend?

Answer: I **visited** my parents.

PRACTICE PHASE

Activity 1: (05 min) *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. m i d t u S t -----> **Stadium**
2. o b l a F o t l r n d g o u ----->
3. l a B l ----->
4. y r e J s e ----->
5. G v o l e ----->
6. o t B o s ----->
7. l y n P a t e ----->
8. r o n C e ----->
9. o l G a m t u o h ----->

Activity 2: (08 min) *Ask 6 questions starting with ‘what’. Write your questions like in number 1.*

1-You / to do / Sunday afternoon?

What did you do on Sunday afternoon?

2-Affi / to wash / yesterday?

.....

3-Mum / to cook / last Saturday?

.....

4-The pupils / to do / at break?

.....

5-Mussa and his sister / to do / at the week-end?

.....

6-The children / to drink / yesterday?

.....

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

1-I / to play football / with my friends. => **I played football with my friends.**

2-She / to wash / the bathroom.

=>.....

3-She / to cook / some rice.

=>.....

4-They / to play / on the playground.

=>.....

5-They / to visit / their parents

=>.....

6-They / to drink / coca cola. =>

.....

Level: 6ème

Skill: Reading

Unit 8: SPORTS AND GAMES

LESSON 2: THE ANC

SESSION 2

Source: Learn it, do it 6^e

Situation d'apprentissage (Rappel)

Membres du club d'anglais du Collège Moderne Koonan, les élèves de la 6ème lisent un texte sur la dernière CAN en vue d'en discuter.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
team – player – goal keeper – referee – striker – to kick – to catch – to tackle – to dribble – to score – to win – to lose	Asking for information	-Did you watch the match yesterday? Yes, I did. No, I didn't.

INPUT PHASE

Vocabulary

The teacher presents new vocabulary words related to football through explanations or pictures and makes students repeat before writing the words on the board and illustrating.



a football team



a football player



a goalkeeper



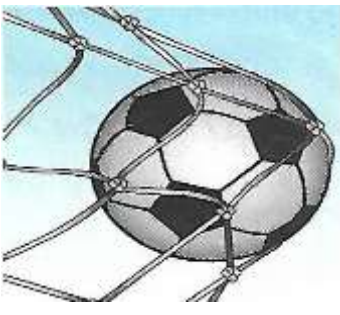
a striker = an attacker



to kick = to shoot



to catch

		
to tackle	to dribble	to score
		
to win	to lose	a referee
		
	a longman	

Language function: Asking for information

T: Barcelone played a football match against Liverpool l yesterday.

Now, tell me, is this match present or past?

SS: Past!

T: Good! I want you to give me some information. So I will ask you a question. Listen!

.....

Question: **Did you watch the match yesterday?**

The expected answers are: **Yes, I did.** (If you watched the match)

No, I didn't. (If you didn't watch the match)

PRACTICE PHASE

Activity 1: (7 min) complete each of the following words with the missing letters. Write your answers like in the example.

Example: 1-Team



1- T...a.....



2- P.....ye.....



3- Go...l ke...p...r



4-...efe...e.....



5- S...ri...e.....



6- L...n...s...an

ACTIVITY 2: (8 min) Use elements from columns A, B, and C to ask 6 correct questions. Write your answers like in the example.

Example: Did you watch the match yesterday?

A	B	C
1-You 2-Drogba 3-The pupils 4-We 5-The elephants 6-Your father	-watch the match -score a goal -play in our team -win the match -meet the coach -visit the stadium	-last Sunday -yesterday -the day before Tuesday -last night -last week -last month

1-.....?

2-.....?

3-.....?

4-.....?

5-.....?

6-.....?

HOMEWORK: Exercise 2, Learn It, Do It page 130.

Level: 6ème

Skill: Reading

Unit 8: SPORTS AND GAMES

LESSON 2: THE ANC

SESSION 3

Source: Learn it, do it 6^e

Situation d'évaluation (communication activity)

Membres du club d'anglais du Collège Moderne de Koonan, les élèves de la 6ème lisent un texte sur le football en vue d'en discuter. Faisant partie de ces élèves, pendant que tu lis le texte ci-dessous, réponds aux questions qui suivent.

Our national sport

Football is a common sport in Africa. In Côte d'Ivoire, people play football everywhere: at school, in the streets, in the villages and in big cities.

Côte d'Ivoire has a very good football team. Its name is the Elephants. When the Elephants are playing, the stadium is always crowded. The supporters come from all the cities of the country to watch the match, when they win, everybody is happy; but when they lose a match, all the people are sad. The Elephants won the African Cup of Nations in 1992 and in 2015. They are one of the best football teams in Africa.

Notes:

Crowded: bondé, plein de monde

Country: pays

Sad: triste

1. What is the national sport in Côte d'Ivoire?

.....

2. Where do people practice it?

.....

3. What is the name of the national football team of Côte d'Ivoire?

.....

4. When did the Elephants win their first African Cup Nations?

.....

5. What happened in 2015?

.....

Level: 6ème

Skill: Reading

Unit 8: SPORTS AND GAMES

LESSON 3: TRADITIONAL GAMES

SESSION 1

Source: Learn it, do it 6^e

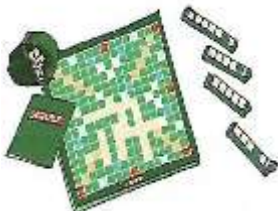
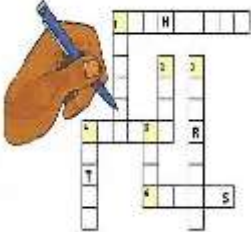
Situation d'apprentissage :

Les élèves de la 6ème du Collège Moderne de Koonan lisent un texte de leurs correspondants de Monrovia (Libéria) traitant d'un jeu traditionnel en vue d'en discuter.

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
Cards – scrabble – ludo – draughts – marbles – video game – crossword – puzzle – baby foot	Making suggestions with “Let’s”	-Let’s play video game. -Let’s play ludo!

INPUT PHASE

Vocabulary

 cards	 scrabble	 ludo	 draught
 marble	 video game	 crossword puzzle	 baby foot

Language function: Making suggestions with “Let’s”

Teacher: In English, to make a proposal or a suggestion, we use the expression: **Let’s**

Example: **Let’s** go to the cinema

Read this dialogue and the questions that follow to better understand.

Séa: *What are your activities for tomorrow?*

Yao: *I don’t know. Can you make a suggestion?*

Séa: *ok! Here is my suggestion: let’s play video game!*

Yao: *I don’t like video games. Let’s play ludo!*

Séa: *Alright!*

Séa proposes to play video game: **Let’s** play video game!

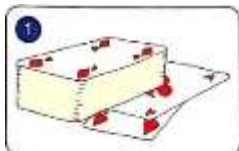
Yao suggests to play ludo: **Let’s** play ludo!

Keep in mind that “Let’s” is used to make suggestions.

PRACTICE PHASE

Activity 1: (05 min) Use the words from the box to identify the pictures below. Number 1 is an example.

Marble-Video game-Ludo-Scrabble-Cards-Baby foot-Crosswords puzzle-Draught



1-.....Cards.....



2-.....



3-.....



4-.....



5-.....



6-.....



7-.....



8-.....

Activity 2: (06 min) 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.

1-play cards / good, I like it	4-play crossword puzzle / OK, let's go
2- play ludo / right, let's begin	5- play marble / great! It is funny
3-play scrabble / sorry, I don't like it	6-play video games / no, it is too noisy

Dialogue 2: A-.....

B-.....

Dialogue 3: A-.....

B-.....

Dialogue 4: A-.....

B-.....

Dialogue 5: A-.....

B-.....

Dialogue 6: A-.....

B-.....

HOMEWORK: exercise 4 page 131, English For All 6è.

Level: 6ème

Skill: Reading

Unit 8: SPORTS AND GAMES

LESSON 3: TRADITIONAL GAMES

SESSION 2

Source: Learn it, do it 6^e

Situation d'apprentissage :

Les élèves de la 6ème du Collège Moderne de Koonan lisent un texte de leurs correspondants de Monrovia (Libéria) traitant d'un jeu traditionnel en vue d'en discuter.

Lesson content

VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
Leap frog – hide and seek – sac race – tug of war – hop scotch – swimming – awale	Expressing the future with “will”	- We will play cards after class next week. - I will visit my grandparents next month.

INPUT PHASE

Vocabulary

 Leap frog	 Hide and seek	 Sac race	 Tug of war
 Hopscotch	 Awale	 Swing	 Blind man's bluff

Language function: Expressing the future with ‘will’

T: Next week, I will go to my village

Look at this date. Is it present?

Ss: No, it is future.

T: To talk about express future actions, events or plans, we use **will + verb**

The short form of will is **'ll**

Examples: We **will play** The African nations cup in 2021 / We **'ll** play The African nations cup in 2021.

I **will play** cards tomorrow / I **'ll** **play** cards tomorrow

I **will visit** my grandparents next month / I **'ll** **visit** my grandparents next month.

PRACTICE PHASE

Activity 1: (05 min) Use the words from the box to identify the pictures below. Number 1 is an example..

Leap frog – Hide and seek – Sac race – Awalé- Tug of war – Hop scotch –

. Example: 1-Hop scotch



1-.....



2-.....



3-.....



4-.....



5-.....



6-.....

ACTIVITY 2: (06 min) Choose elements from columns A, B, C, and D to make 5 meaningful sentences. Write your answers like in the example.

Example: 1- Affoua will play hop scotch tomorrow.

A	B	C	D
1-Affoua	Will play	Leap frog	Tonight
2-I		Hop scotch	Tomorrow
3-The boys		Awale	the day after tomorrow
4-We		Sac race	next Monday
5-You		Hide and seek	this afternoon
6-Moussa and Alice		Tug of war	Tonight

- 1-.....
- 2-.....
- 3-.....
- 4-.....
- 5-.....
- 6-.....

HOMEWORK: Exercise 3, English For All page133, 6è.

Level: 6ème

Skill: Reading

Unit 8: SPORTS AND GAMES

LESSON 3: TRADITIONAL GAMES

SESSION 3

Source: Learn it, do it 6^e

Situation d'évaluation (communication activity)

Les élèves de la 6ème du Collège Moderne de Koonan lisent un texte de leurs correspondants de Monrovia (Libéria) traitant en vue d'en comprendre le contenu. Faisant partie de ces élèves, réalise les tâches suivantes en lisant le texte.

People play a lot of games in Africa. They play modern games like scrabble and some traditional games like *awale* or *aware*. We need two persons to play *awale*. In a piece of wood, twelve holes are made with six on each side. At the beginning of the *awale* game, there are four seeds in each hole. To win the game, one must capture more seeds from the other player. Sometimes, there is no winner because the two players capture the same number of seeds. This game is easy and interesting.

1. The text is about: (mets une croix dans la case qui convient).

☐

Sports

☐

Football

☐

Games

2. Write true (T) or false (F) for the statements below

a-Awale a modern game.

b- Six people can play awale.

c-There are four seeds in a hole at the start of an awalé game

d-The winner in the awale game is the one who captures more seeds from the other player.