STUDENT'S BOOK

Win Skills

6e

Speaking
Writing
Listening
Reading

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STUDENT'S BOOK

WIN SKILLS

6e

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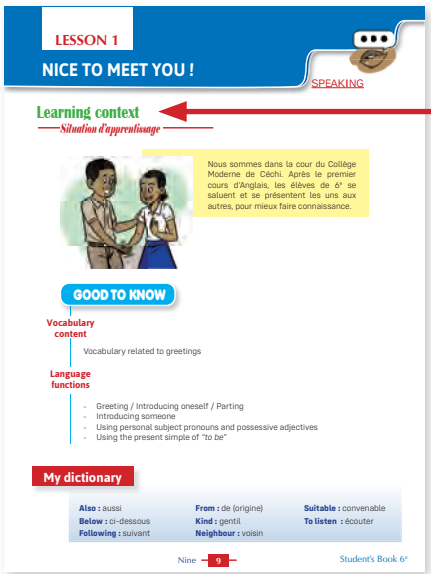
NOTE DE PRÉSENTATION

Le Manuel WIN SKILLS 6e a été élaboré en tenant compte des besoins et des préoccupations, aussi bien de l'enseignant que de l'élève. Il est conforme au Programme Éducatif en vigueur et répond aux exigences de l'Approche par les Compétences (APC), dont la finalité est de parvenir à asseoir, chez l'élève, les capacités d'agir et d'interagir dans des situations de la vie courante.

Pour parvenir à cet objectif ambitieux, les auteurs proposent les rubriques suivantes :


LESSON 1

NICE TO MEET YOU !

SPEAKING

Learning context

Situation d'apprentissage

Nous sommes dans la cour du Collège Moderne de Céchi. Après le premier cours d'Anglais, les élèves de 6e se saluent et se présentent les uns aux autres, pour mieux faire connaissance.

GOOD TO KNOW

Vocabulary content

Vocabulary related to greetings

Language functions

- Greeting / Introducing oneself / Parting
- Introducing someone
- Using personal subject pronouns and possessive adjectives
- Using the present simple of "to be"

My dictionary

Also : aussi **Below :** ci-dessous **Following :** suivant **From :** de (origine) **Kind :** gentil **Neighbour :** voisin **Suitable :** convenable **To listen :** écouter

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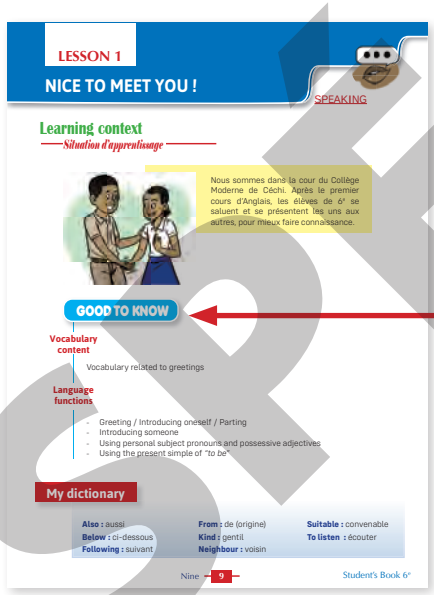
I. Learning context

C'est la situation d'apprentissage. Elle se rapporte à des faits de société tirés de l'environnement socioculturel de l'élève. Ainsi, à chaque fois qu'il / elle aborde une nouvelle leçon, l'élève est immergé (e) dans des circonstances contextualisées dans lesquelles il / elle peut se retrouver ; ce qui confère à l'apprentissage un caractère réaliste. La situation d'apprentissage est en français pour en faciliter la compréhension aux élèves de 6e ; des débutants.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II. Good to know

À l'entame de chaque nouvelle leçon, cette rubrique évoque les centres d'intérêt lexicaux qui seront abordés **(VOCABULARY CONTENT),** et les fonctions langagières à l'étude **(LANGUAGE FUNCTION)**. L'élève est ainsi mis en appétit !

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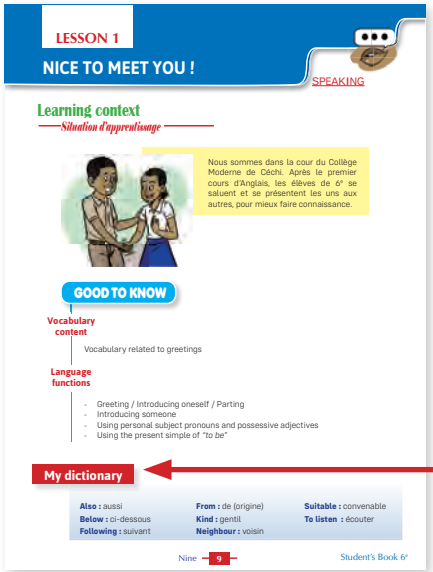

LESSON 1

NICE TO MEET YOU !

SPEAKING

Learning context

Situation d'apprentissage

Nous sommes dans la cour du Collège Moderne de Céchi. Après le premier cours d'Anglais, les élèves de 6e se saluent et se présentent les uns aux autres, pour mieux faire connaissance.

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Vocabulary content

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- Greeting / Introducing oneself / Parting
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- Using the present simple of *"to be"*

My dictionary

Also : aussi
Below : ci-dessous
Following : suivant
From : de (origine)
Kind : gentil
Neighbour : voisin
Suitable : convenable
To listen : écouter

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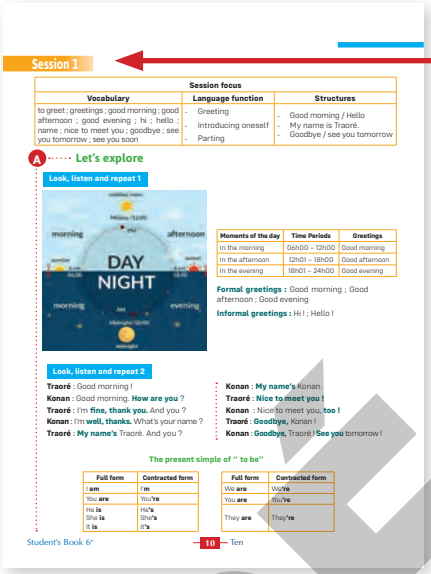
III. My dictionary

Pour chaque leçon, sont définis, en français, tous les mots et expressions qui pourraient potentiellement représenter un obstacle à la compréhension des consignes. Les auteurs ont préféré les inscrire en cet endroit plutôt qu'à la fin du livre ; réduisant ainsi les difficultés de l'élève à aller les chercher aussi loin.



Session 1

Session focus		
Vocabulary	Language function	Structures
to greet ; greetings ; good morning ; good afternoon ; good evening ; hi ; hello ; name ; nice to meet you ; goodbye ; see you tomorrow ; see you soon	- Greeting - Introducing oneself - Parting	- Good morning / Hello - My name is Traoré. - Goodbye / see you tomorrow

A Let's explore

Look, listen and repeat 1

Moments of the day	Time Periods	Greetings
In the morning	06h00 – 12h00	Good morning
In the afternoon	12h01 – 18h00	Good afternoon
In the evening	18h01 – 24h00	Good evening

Formal greetings : Good morning ; Good afternoon ; Good evening
Informal greetings : Hi ! ; Hello !

Look, listen and repeat 2

Traoré : Good morning !
Konan : Good morning. **How are you** ?
Traoré : I'm **fine, thank you.** And you ?
Konan : I'm **well, thanks.** What's your name ?
Traoré : **My name's** Traoré. And you ?

Konan : **My name's** Konan.
Traoré : **Nice to meet you !**
Konan : Nice to meet you, **too !**
Traoré : **Goodbye,** Konan !
Konan : **Goodbye,** Traoré ! **See you** tomorrow !

The present simple of " to be"

Full form	Contracted form
I **am**	I'm
You **are**	You're
He **is**	He's
She **is**	She's
It **is**	It's
We **are**	We're
You **are**	You're
They **are**	They're

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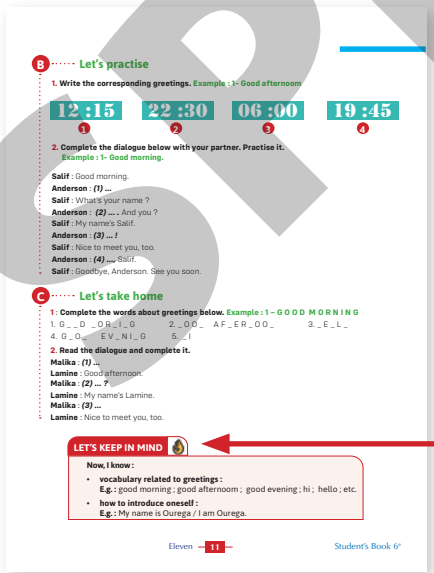
IV. Session (s)

Cette notion correspond aux séances 1 et 2 de la leçon. Chacune d'elles commence par **LET'S EXPLORE** qui est la phase de présentation du nouveau vocabulaire et des fonctions langagières souvent présentées sous forme de dialogue pour les rendre plus communicatives. À cette étape succède **LET'S PRACTISE** qui est la phase de manipulation. Plusieurs types d'outils d'évaluation ont été utilisés. Ces dernières activités se terminent par **LET'S TAKE HOME** : un ou deux exercices à traiter à la maison pour parachever la phase de manipulation.



B Let's practise

1. Write the corresponding greetings. Example : 1- Good afternoon

12 :15 (1) 22 :30 (2) 06 :00 (3) 19 :45 (4)

2. Complete the dialogue below with your partner. Practise it.
Example : 1- Good morning.

Salif : Good morning.
Anderson : *(1)* ...
Salif : What's your name ?
Anderson : *(2)* ... . And you ?
Salif : My name's Salif.
Anderson : *(3)* ... !
Salif : Nice to meet you, too.
Anderson : *(4)* ... Salif.
Salif : Goodbye, Anderson. See you soon.

C Let's take home

1 : Complete the words about greetings below. Example : 1 – G O O D M O R N I N G
1. G _ _ D _ O R _ I _ G 2 _ G O _ A F _ E R _ O O _ 3. _ E _ L _
4 G _ O _ _ E V _ N I _ G 5. _ I

2. Read the dialogue and complete it.
Malika : *(1)* ...
Lamine : Good afternoon.
Malika : *(2)* ... ?
Lamine : My name's Lamine.
Malika : *(3)* ...
Lamine : Nice to meet you, too.

LET'S KEEP IN MIND

Now, I know :
- **vocabulary related to greetings :**
  E.g. : good morning ; good afternoon ; good evening ; hi ; hello ; etc.
- **how to introduce oneself :**
  E.g. : My name is Ourega / I am Ourega.

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V. Let's keep in mind

Enfin, un résumé simplifié du contenu termine la séance. Le vocabulaire et les fonctions langagières examinés sont passés en revue. L'élève y trouve une occasion de vérifier ses acquis avant de passer à la séance suivante.

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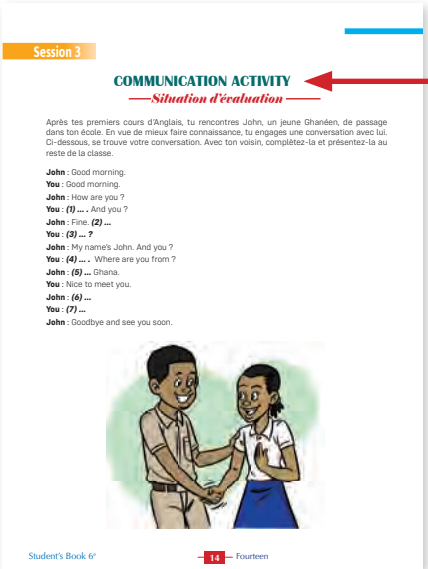

Session 3

COMMUNICATION ACTIVITY

Situation d'évaluation

Après tes premiers cours d'Anglais, tu rencontres John, un jeune Ghanéen, de passage dans ton école. En vue de mieux faire connaissance, tu engages une conversation avec lui. Ci-dessous, se trouve votre conversation. Avec ton voisin, complètez-la et présentez-la au reste de la classe.

John : Good morning.
You : Good morning.
John : How are you ?
You : ***(1) ...*** . And you ?
John : Fine. ***(2) ...***
You : ***(3) ... ?***
John : My name's John. And you ?
You : ***(4) ...*** . Where are you from ?
John : ***(5) ...*** Ghana.
You : Nice to meet you.
John : ***(6) ...***
You : ***(7) ...***
John : Goodbye and see you soon.

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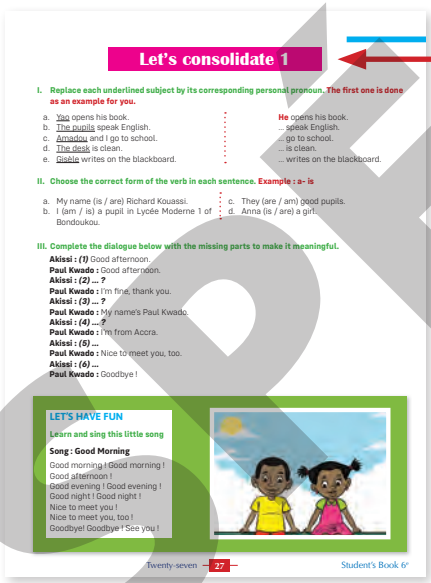
VI. Communication activity

C'est la situation d'évaluation et la finalité de chaque leçon. Cette troisième et dernière séance de la leçon se focalise sur une situation de communication. Elle donne l'occasion à l'élève de réutiliser ses acquis en toute autonomie, en faisant appel à toutes les habiletés qui ont fait l'objet de la leçon, et bien plus. La situation d'évaluation est en français pour en faciliter la compréhension aux élèves de 6e qui sont des débutants.



Let's consolidate 1

I. Replace each underlined subject by its corresponding personal pronoun. The first one is done as an example for you.

a. Yao opens his book. — **He** opens his book.
b. The pupils speak English. — ... speak English.
c. Amadou and I go to school. — ... go to school.
d. The desk is clean. — ... is clean.
e. Gisèle writes on the blackboard. — ... writes on the blackboard.

II. Choose the correct form of the verb in each sentence. Example : a- is

a. My name (is / are) Richard Kouassi.
b. I (am / is) a pupil in Lycée Moderne 1 of Bondoukou.
c. They (are / am) good pupils.
d. Anna (is / are) a girl.

III. Complete the dialogue below with the missing parts to make it meaningful.

Akissi : *(1)* Good afternoon.
Paul Kwadɔ : Good afternoon.
Akissi : *(2) ... ?*
Paul Kwadɔ : I'm fine, thank you.
Akissi : *(3) ... ?*
Paul Kwadɔ : My name's Paul Kwadɔ.
Akissi : *(4) ...?*
Paul Kwadɔ : I'm from Accra.
Akissi : *(5) ...*
Paul Kwadɔ : Nice to meet you, too.
Akissi : *(6) ...*
Paul Kwadɔ : Goodbye !

LET'S HAVE FUN

Learn and sing this little song

Song : Good Morning

Good morning ! Good morning !
Good afternoon !
Good evening ! Good evening !
Good night ! Good night !
Nice to meet you !
Nice to meet you, too !
Goodbye! Goodbye ! See you !

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VII. Let's Consolidate

Cette rubrique intervient à la fin de chaque thème ou unité. Des exercices de vocabulaire et de grammaire (fonctions langagières), qui se veulent englobants sont proposés à l'élève. En les traitant, il / elle consolide ses acquis. Puis, enfin, pour joindre l'utile à l'agréable, **LET'S HAVE FUN,** vient boucler la boucle : il s'agit de poèmes, de chansonnettes, de charades, et autres activités ludiques.

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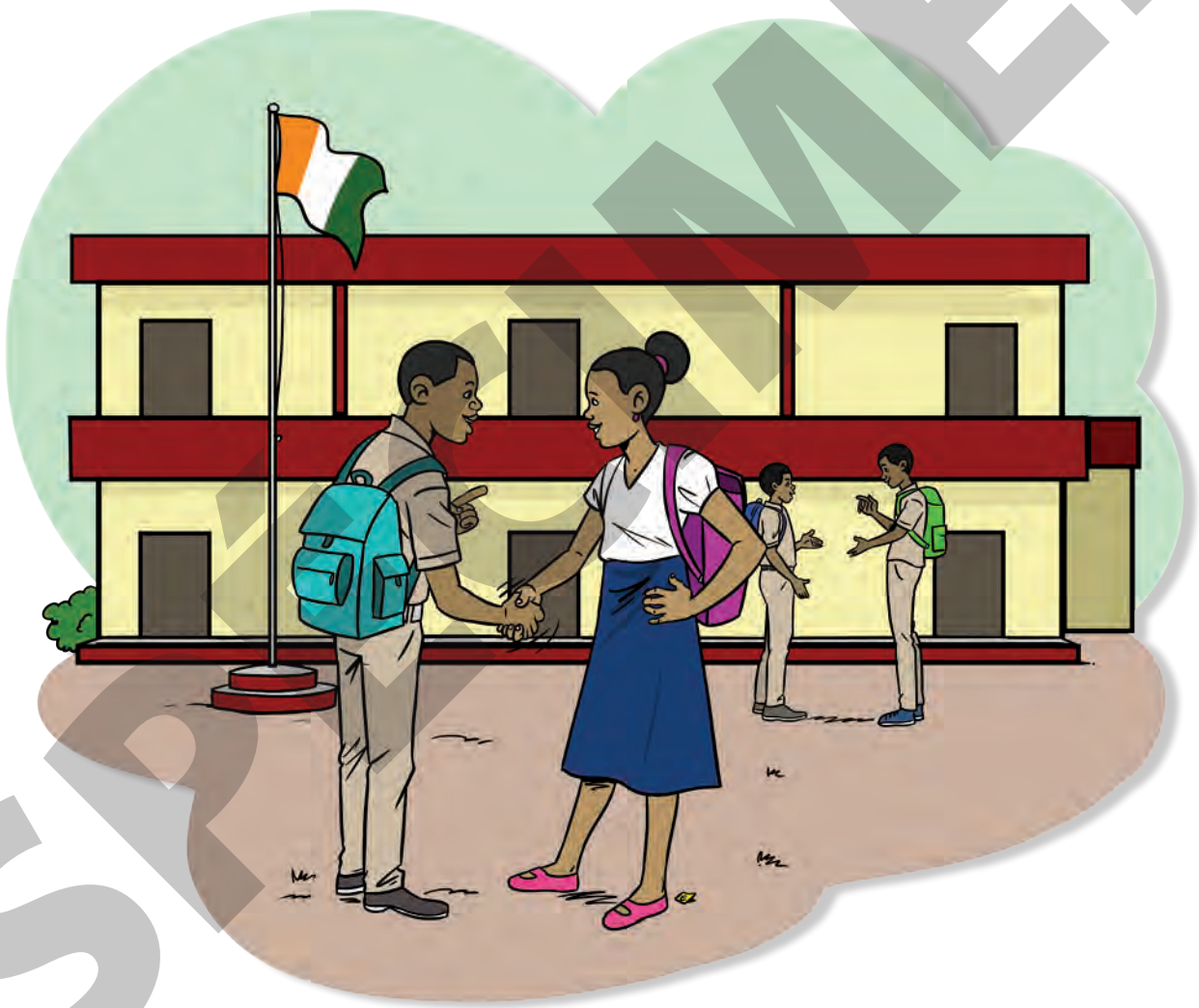
AT SCHOOL

UNIT 1
SPEAKING



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LESSON 1

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GOOD TO KNOW

Vocabulary content

Vocabulary related to greetings

Language functions

- Greeting / Introducing oneself / Parting
- Introducing someone
- Using subject pronouns and possessive adjectives
- Using the present simple of *"to be"*

My dictionary

Also : aussi
Below : ci-dessous
Following : suivant
From : de (origine)
Kind : gentil
Neighbour : voisin
Suitable : convenable
To listen : écouter

SPÉCIMEN

Session 1

Session focus		
Vocabulary	**Language function**	**Structures**
to greet ; greetings ; good morning ; good afternoon ; good evening ; hi ; hello ; name ; nice to meet you ; goodbye ; see you tomorrow ; see you soon	- Greeting - Introducing oneself - Parting - Using the present simple of "to be"	- Good morning / Hello - My name is Traoré. - Goodbye / see you tomorrow

A Let's explore

Look, listen and repeat 1

Moments of the day	Time Periods	Greetings
In the morning	06h00 – 12h00	Good morning
In the afternoon	12h01 – 18h00	Good afternoon
In the evening	18h01 – 24h00	Good evening

Formal greetings : Good morning ; Good afternoon ; Good evening

Informal greetings : Hi ! ; Hello !

Look, listen and repeat 2

Traoré : Good morning !
Konan : Good morning. **How are you ?**
Traoré : I'm **fine, thank you.** And you ?
Konan : I'm **well, thanks.** What's your name ?
Traoré : **My name's** Traoré. And you ?

Konan : **My name's** Konan.
Traoré : **Nice to meet you !**
Konan : Nice to meet you, **too !**
Traoré : **Goodbye,** Konan !
Konan : **Goodbye,** Traoré ! **See you** tomorrow !

The present simple of " to be"

Full form	Contracted form
I **am**	I'**m**
You **are**	You'**re**
He **is** She **is** It **is**	He'**s** She'**s** It'**s**

Full form	Contracted form
We **are**	We'**re**
You **are**	You'**re**
They **are**	They'**re**

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B Let's practise

1. Write the corresponding greetings. **Example : 1- Good afternoom**

12 :15	22 :30	06 :00	19 :45
1	2	3	4

2. Complete the dialogue below with your partner. Practise it.
Example : 1- Good morning.

Salif : Good morning.
Anderson : ***(1) ...***
Salif : What's your name ?
Anderson : ***(2) ... .*** And you ?
Salif : My name's Salif.
Anderson : ***(3) ... !***
Salif : Nice to meet you, too.
Anderson : ***(4) ...,*** Salif.
Salif : Goodbye, Anderson. See you soon.

C Let's take home

1 : Complete the words about greetings below. **Example : 1 – G O O D M O R N I N G**

1. G _ _ D _ O R _ I _ G 2. _ O O _ A F _ E R _ O O _ 3. _ E _ L _
4. G _ O _ E V _ N I _ G 5. _ I

2. Read the dialogue and complete it.

Malika : ***(1) ...***
Lamine : Good afternoon.
Malika : ***(2) ... ?***
Lamine : My name's Lamine.
Malika : ***(3) ...***
Lamine : Nice to meet you, too.

LET'S KEEP IN MIND

Now, I know :

- **vocabulary related to greetings :**
  E.g. : good morning ; good afternoom ; good evening ; hi ; hello ; etc.
- **how to introduce oneself :**
  E.g. : My name is Ourega / I am Ourega.

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Session 2

Session focus		
Vocabulary	**Language function**	**Structures**
to hug ; to shake hands ; to wave hands ; from ; pupil ; boy ; girl	- Introducing someone - Using subject pronouns and possessive adjectives	**A** : **This is** my neighbour. **B** : **What's** his / her name ? **A** : **His / Her name's ...** **A** : **Where are you from ?** **B** : **I'm from** Ingrakon.

A Let's explore

Look, listen and repeat

to shake hands

to hug

to wave hands

pupils

a boy

a girl

Listen and repeat

Daniel : Hi, Peguy !
Peguy : Hi, Daniel.
Daniel : **Where are you from ?**
Peguy : I'm from Assinie.
Daniel : **This is** my neighbour. She's from Assinie, too.
Peguy : **What's her name ?**
Daniel : **Her name's** Laura.
Peguy : Nice to meet you, Laura !
Laura : Nice to meet you, too.

Subject pronouns and possessive adjectives.

Subject pronouns	Possessive adjectives
I	My
He	His
She	Her
It	Its
We	Our
You	Your
They	Their

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Read and study

The present simple of « To be »

I **am** a pupil.	He **is** a pupil.	It is **a** school.	You **are** pupils.
You **are** a pupil.	She **is** a pupil.	We **are** pupils.	They **are** pupils.

B Let's practise

1. Reorder the letters to find the appropriate words or expressions related to greetings.

Example : 1- HUG

1. UG**H**
2. HA**S**KE DAN**H**S
3. AVE**W H**DANS
4. **H**leol

2. Replace the underlined subject in each sentence by the suitable subject pronoun.

Example : 1- He

1. Ali is a school boy. → ... is a school boy.
2. Maïmouna is a school girl. → ... is a school girl.
3. The pupils are good at English. → ... are good at English.
4. Bolou and I speak English well. → ... speak English well.

C Let's take home

Complete the paragraph below with the suitable form of *« To be »* **in the present simple tense. Example : 1- am**

My name is Malika. I ***(1)*** **...** a pupil from Collège Moderne of Diarabana. This ***(2)*** **...** Drissa. He is also a pupil in my school. We ***(3)*** **...** in 6e 1. Our teacher's name ***(4)*** **...** Mr. Traoré. He ***(5)*** **...** very kind to us.

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to greetings**

E.g. : to hug ; to shake hands ; to wave hands ; etc.

- **how to introduce a person**

E.g. : **This is** Gouhi, my friend. / **That is** Martha, my neighbour.

SPECIMEN

COMMUNICATION ACTIVITY

Situation d'évaluation

Après tes premiers cours d'Anglais, tu rencontres John, un jeune Ghanéen, de passage dans ton école. En vue de mieux faire connaissance, tu engages une conversation avec lui. Ci-dessous, se trouve votre conversation. Avec ton voisin, complètez-la et présentez-la au reste de la classe.

John : Good morning.
You : Good morning.
John : How are you ?
You : ***(1) ... .*** And you ?
John : Fine. ***(2) ...***
You : ***(3) ... ?***
John : My name's John. And you ?
You : ***(4) ... .*** Where are you from ?
John : ***(5) ...*** Ghana.
You : Nice to meet you.
John : ***(6) ...***
You : ***(7) ...***
John : Goodbye and see you soon.

SPÉCIMEN

LESSON 2

I DESCRIBE MY CLASSROOM

SPEAKING

Learning context

Situation d'apprentissage

Nous sommes au Lycée Moderne 1 d'Adzopé. Pendant le cours d'Anglais, les élèves de la 6e 1 décrivent leur salle de classe afin de se familiariser avec les noms des objets qui s'y trouvent.

GOOD TO KNOW

Vocabulary content

Vocabulary related to classroom objects

Language functions

- Talking about classroom objects
- Showing things and people

My dictionary

Answer : réponse
Missing : manquant
Neighbour : voisin
Next time : la prochaine fois
Small : petit
Suitable : convenable
To listen : écouter
To sit down : s'asseoir

SPECIMEN

Session 1

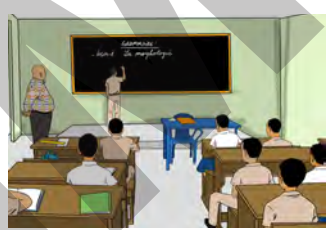
Session focus		
Vocabulary	**Language function**	**Structure**
school ; classroom ; door ; window ; blackboard ; duster ; chair ; desk	Talking about classroom objects	**A** : **What is it ?** **B** : **It's** a desk. **A** : **Is it** a chair ? **B** : **Yes, it's.** **A** : **Is it** a blackboard ? **B** : **No, it isn't.** It is a door.

A Let's explore

Look, listen and repeat 1

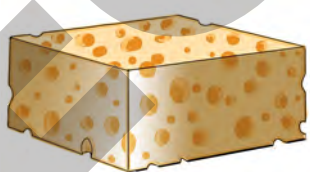
a school

a door


a classroom

a window

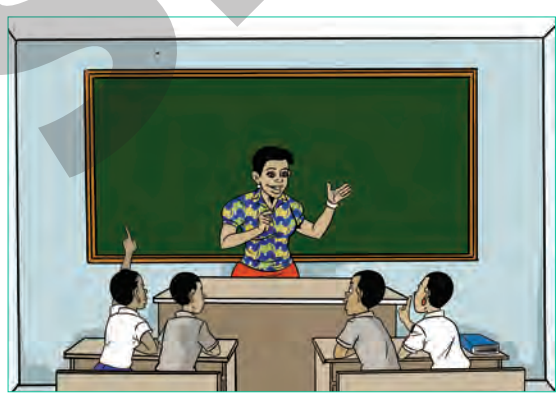
a blackboard


a duster

a chair

a desk

Look, listen and repeat 2



Teacher : What is it ?
Wilfried : It's a desk.
Teacher : And this, **is it** a door ?
Yvan : Yes, it is.
Teacher : Now, **is this** a duster ?
Grâce : No, it isn't. It is a blackboard.

SPECIMEN

B Let's practise

1. Put the letters in the correct order to build words related to classroom objects.
Example : 1- WINDOW

1. **W**OWDIN
2. SROMOS**C**AL
3. RO**D**O
4. O**S**COHL
5. TRU**D**ES

2. With your partner, ask and answer questions about classroom objects. Then practise it before the rest of the class. Follow the examples given.

A : Is this a door ?
B : No, it isn't.
A : Is it a desk ?
B : Yes, it is.

C Let's take home

Complete the paragraph below with the following words from the box to make it meaningful : Example : 1- school

classroom ; windows ; school ; door ; blackboard.

Collège Moderne of Diarabana is my ***(1)*** ... . We always have class in a ***(2)***... . It has a ***(3)*** ... and ***(4)*** ... . It also has a ***(5)*** ... on which the teachers write the lessons.

SPECIMEN

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to classroom objects**

E.g. : door ; window ; blackboard ; chair ; desk ; duster ; etc.

- **how to ask and answer questions about classroom objects**

E.g. : A : What is this / that ?
B : It's a chair / **It's** a blackboard.

Session 2

Session focus		
Vocabulary	**Language function**	**Structure**
teacher ; pupil ; student ; piece of chalk ; school bag ; box of chalk ; school bench	Showing things and people	**A** : What is this / that ? **B** : **This / that is** a school bench. **A** : **Who is** this / that ? **B** : **This / that is** a school boy.

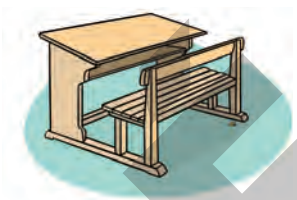
A Let's explore

Look, listen and repeat 1

a teacher

students

a school bag


a school bench

a box of chalk

a piece of chalk

Look, listen and repeat 2

A : What is this ?
B : **This is** a box of chalk.

A : Who is that ?
B : **That is** a teacher.

SPECIMEN

B Let's practise

1. Complete the passage below with the following words or groups of words to make it meaningful : Example : 1- pupils

teacher ; blackboard ; pupils ; desk ; chalk ; school bench

In a classroom, the people we find are ***(1) ...*** and a ***(2) ... .*** Pupils sit down on a ***(3) ...*** and the teacher sits down at a ***(4) ... .*** The teacher writes on a ***(5)*** ... with a piece of ***(6) ...***

2. Complete the sentences with *« this »* **or** *« that »*. **Example : 1- that**

1. ... is a ball

2. ... is a teacher

3. ... is a chair

4. ... is a school bench

C Let's take home

Complete the words with the missing letters to get names related to school.

Example : 1- Teacher

1. TE_C_E_
2. P_PI_
3. _TU_E_T
4. S_HO_L B_G
5. PI_C_ OF CHAL_
6. BE_C_

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to classroom objects**

E.g. : piece of chalk ; school bag ; box of chalk ; school bench ; etc.

- **how to show things and people**

E.g. : **This is** a door. / **That is** a boy.

SPECIMEN

COMMUNICATION ACTIVITY

Situation d'évaluation

Après deux semaines de cours d'Anglais, tu reçois John, ton ami Libérien dans ta classe. Il te pose des questions pour identifier les objets de la classe. Ci-dessous, se trouvent ces objets. Avec ton voisin qui joue le rôle de ton ami Libérien,

a. posez des questions sur les objets ci-dessous et repondez-y, selon l'exemple donné.

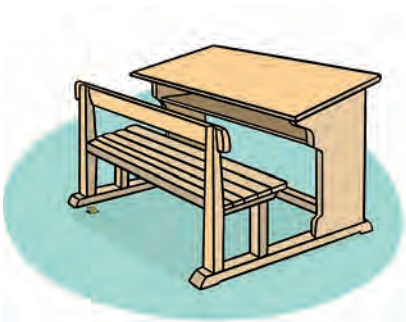
1

John : What's this ?
You : It's a blackboard.

2

3

4



b. posez-vous des questions sur d'autres objets de la classe et repondez-y.

SPÉCIMEN

LESSON 3

WHERE IS MY PENCIL CASE ?

SPEAKING

Learning context

Situation d'apprentissage

Nous sommes au cours d'Anglais au Lycée Moderne Dominique Ouattara de Séguéla. Dans le but de démontrer leur connaissance de l'emplacement des objets utilisés en classe, les élèves de 6e les localisent à travers des dialogues.

GOOD TO KNOW

Vocabulary content

Vocabulary related to school objects and people

Language functions

- Locating classroom objects
- Asking and giving the number

My dictionary

Figure : chiffre
Following : suivant
Location : localisation
More than : plus que
Thing : chose

SPECIMEN

Session 1

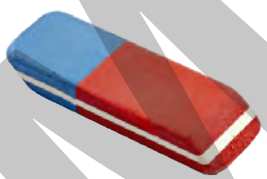
Session focus		
Vocabulary	**Language function**	**Structure**
copybook ; ruler ; eraser ; sharpener ; pen ; pencil ; book ; pencil case	Locating classroom objects	**A** : **Where is** the pen ? **B** : It's **under / on** the table. **A** : **Where are** the pencils ? **B** : They are **in** the pencil case.

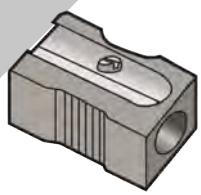
A Let's explore

Look, listen and repeat 1

a book

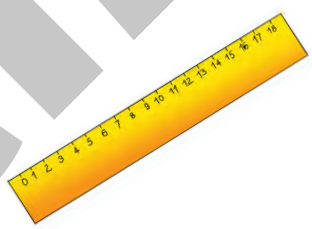
a copybook


an eraser


a sharpener

a pen

a pencil


a ruler

a pencil case

Look, listen and repeat 2

Drissa : **Where**'s the book ?
Yannis : It's **under** the table.
Drissa : **Where**'s the pencil ?
Yannis : It's **on** the table.

Drissa : **Where'**s the ruler ?
Yannis : It's **in** the bag.

SPECIMEN

B Let's practise

1. Complete the paragraph with the words or expressions from the box below.
Example : 1- schoolbag

eraser ; copy-books ; pencils ; schoolbag ; book ; pencil case ; ruler ; pens

My name is Kra. I am a student of 6e in Collège Moderne of Bondoukou. I have a beautiful ***(1) ... .*** It contains an English ***(2) ...***, ***(3) ...*** to write, a ***(4)...*** for drawing lines and ***(4) ...*** for taking notes. It also contains a ***(5) ...*** in which there are ***(6) ...*** for coloring pictures and an ***(7) ... .***

2. Look at the pictures and with your partner, ask and answer questions. Do like in number 1.

1. The bag / The chair
   A : **Where** is the bag ?
   B : It's **under** the chair.
2. The eraser / The chair

3. The book / The table

4. The ruler / The bag

5. The pencils / the pencil case

C Let's take home

Put the letters in the correct order to find words related to classroom objects.
Example : 1 – PENCIL CASE

1. LICEN**P** SA**C**E
2. KO**B**O
3. U**R**LER
4. PA**S**HERERN

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to school objects**

E.g. : copybook ; ruler ; eraser ; sharpener ; pen ; pencil ; book ; etc.

- **how to ask and answer questions about the location of classroom objects**

E.g. : A : **Where** is the ruler ?
B : It's **under** the table. / It's **on** the table. / It's **in** the bag.

SPECIMEN

Session 2

Session focus		
Vocabulary	**Language function**	**Structures**
Numbers from 0 (zero) to 20 (twenty)	Asking and giving the number	**A** : **How many** chairs **are there** in the classroom ? **B** : **There's one** chair. **A** : **How many** students **are there** in the classroom ? **B** : **There're twenty** students.

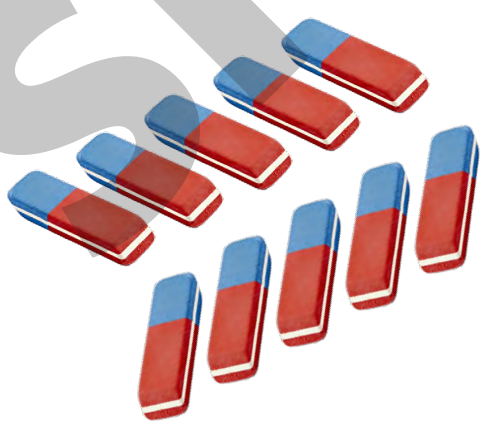
A Let's explore

Listen and repeat

0 = zero	7 = seven	14 = fourteen
1 = one	8 = eight	15 = fifteen
2 = two	9 = nine	16 = sixteen
3 = three	10 = ten	17 = seventeen
4 = four	11 = eleven	18 = eighteen
5 = five	12 = twelve	19 = nineteen
6 = six	13 = thirteen	20 = twenty

Look, listen and repeat

Yves : How many pens are there ?
Jeanne : There's one pen.



Yves : How many erasers are there ?
Jeanne : There're ten erasers.

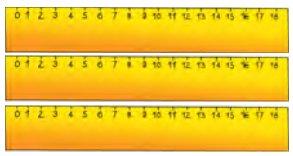
SPECIMEN

B Let's practise

1. Write the following numbers in letters. **Example : a- zero**

a. 0	c. 8	e. 5	g. 19
b. 3	d. 1	f. 12	h. 20

2. With your partner, ask and answer questions about the school things below. **Example :**

1 

A : How many rulers are there ?
B : There are three rulers.

2

3

4

5

C Let's take home

1. Write the following numbers in figures. **The first one is done for you as an Example : a- 1**

a. One	c. Fourteen	e. Twelve	g. Twenty
b. Ten	d. Seventeen	f. Eight	h. Eleven

2. Complete the paragraph below with the number of the school objects you have.

I have ... school bag. In my school bag, there are ... books, ... copybooks, ... pens, ... pencil, ... eraser, ... and ... sharpener.

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to numbers**

E.g. : 0 (zero) ; 1 (one) ; 2 (two) ; 3 (three) ; ... 19 (nineteen) ; 20 (twenty) ; etc.

- **how to ask and answer questions about numbers**

E.g. : A : How many pencils are there in the pencil case ?
B : There are 10 pencils in the pencil case.

SPECIMEN

COMMUNICATION ACTIVITY

Situation d'évaluation

Après les cours portant sur les objets utilisés dans une salle de classe, tu te retrouves avec ton ami dans la cour de récréation. En vue de démontrer votre compréhension des cours reçus, vous engagez un dialogue en Anglais. En suivant l'exemple donné dans le premier dialogue, complétez les deux autres et présentez-les au reste de la classe.

1

students

A : Where are the students ?

B : They're in the classroom.

A : How many students are there ?

B : There're four (4).

2

school bag

3

books

SPECIMEN

Let's consolidate 1

I. Replace each underlined subject by its corresponding personal pronoun. The first one is done as an example for you.

a. Yao opens his book.	**He** opens his book.
b. The pupils speak English.	... speak English.
c. Amadou and I go to school.	... go to school.
d. The desk is clean.	... is clean.
e. Gisèle writes on the blackboard.	... writes on the blackboard.

II. Choose the correct form of the verb in each sentence. Example : a- is

a. My name (is / are) Richard Kouassi.
b. I (am / is) a pupil in Lycée Moderne 1 of Bondoukou.
c. They (are / am) good pupils.
d. Anna (is / are) a girl.

III. Complete the dialogue below with the missing parts to make it meaningful.

Akissi : ***(1)*** Good afternoon.
Paul Kwado : Good afternoon.
Akissi : ***(2) ... ?***
Paul Kwado : I'm fine, thank you.
Akissi : ***(3) ... ?***
Paul Kwado : My name's Paul Kwado.
Akissi : ***(4) ... ?***
Paul Kwado : I'm from Accra.
Akissi : ***(5) ...***
Paul Kwado : Nice to meet you, too.
Akissi : ***(6) ...***
Paul Kwado : Goodbye !

LET'S HAVE FUN

Learn and sing this little song

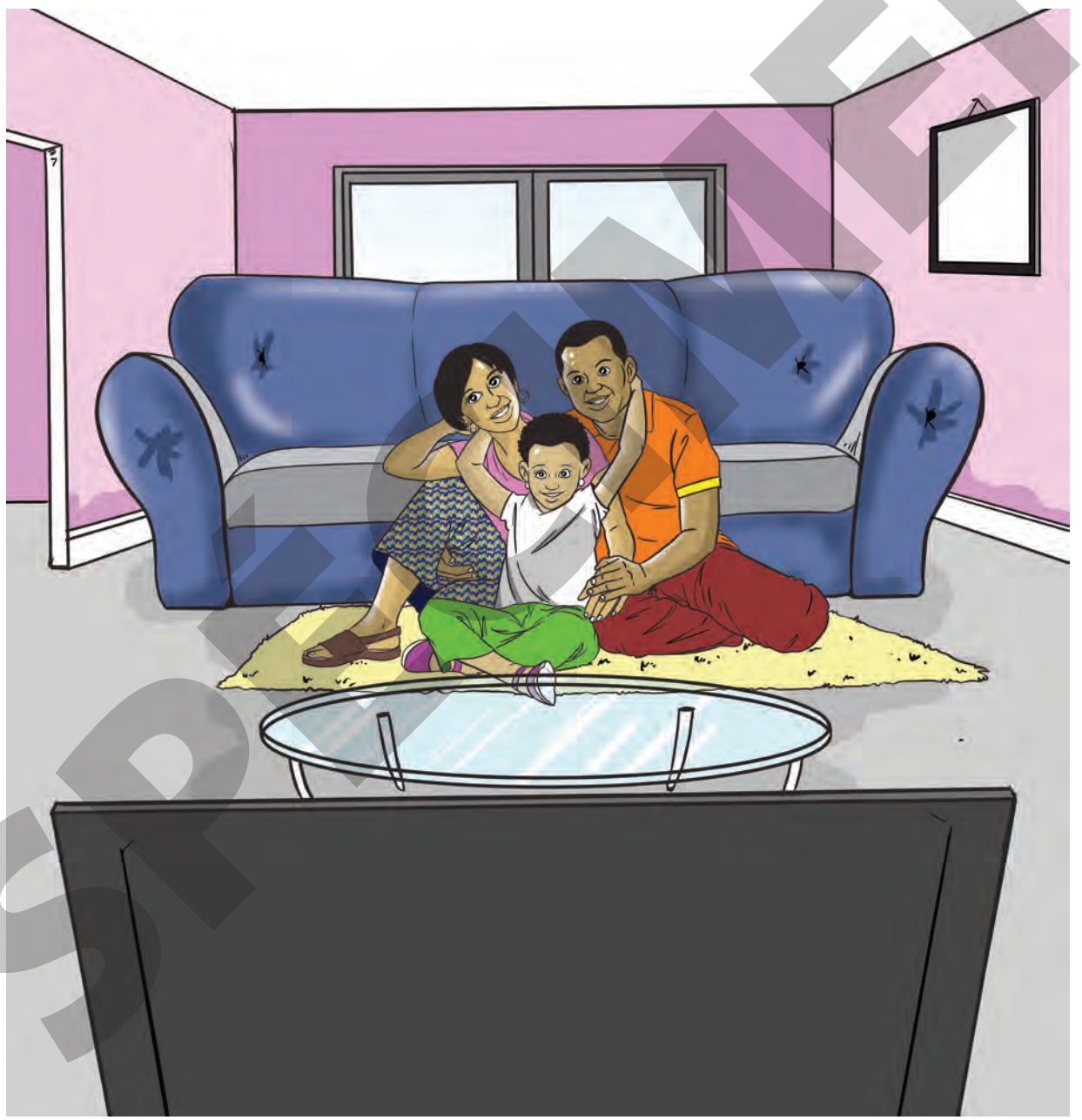
Song : Good Morning

Good morning ! Good morning !
Good afternoon !
Good evening ! Good evening !
Good night ! Good night !
Nice to meet you !
Nice to meet you, too !
Goodbye ! Goodbye ! See you !

SPECIMEN

AT HOME

UNIT 2
SPEAKING



SPECIMEN

LESSON 1

MEET MY FAMILY MEMBERS !

SPEAKING

Learning context

Situation d'apprentissage

Au cours d'une réunion du Club d'Anglais du Collège de Jeunes Filles de Séguéla, le président, voulant mieux connaître les élèves de la 6e 1, leur demande de parler des membres de leurs familles respectives.

GOOD TO KNOW

Vocabulary content

Vocabulary related to family members

Language functions

- Asking and answering questions about age
- Using irregular plurals
- Using the present simple of "to have"

My dictionary

Below : ci-dessous
Each : chacun (e) / chaque
Either ... or : soit ... soit
In figures : en chiffres
In full letters : en toutes lettres
So : donc
While : tandis que
Wonderful : merveilleux

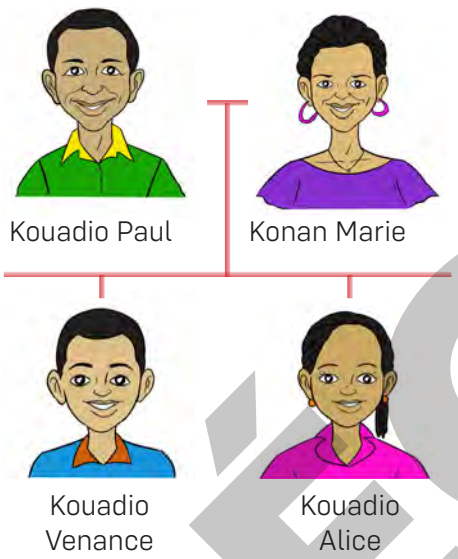
SPÉCIMEN

Session 1

Session focus		
Vocabulary	**Language functions**	**Structures**
family tree ; nuclear family ; parents ; children ; son ; daughter ; husband ; wife ; father ; mother	Asking and answering questions about age	**A** : **How old** are you ? **B** : I**'m eighteen years old.**
	Using irregular plurals	There are three **children** in the family.

A Let's explore

Look, listen and repeat 1



My name is Kouadio Venance. I am twelve years old. Here is my **family tree**. I am the **son** of Kouadio Paul. He is my **father** and Konan Marie is my **mother**. So, Paul and Marie are my **parents**. I have got one **sister**. Her name is Alice and I am her **brother**. She is the **daughter** of my parents. My sister and I are the **children** of the family. My father is the **husband** of my mother. Mum is the **wife** of Dad.

Look, listen and repeat 2

1. Talking about age

Drissa : Hello, Victoire !
Victoire : Hi, Drissa !
Drissa : **How old** are you ?
Victoire : I'**m twelve years old.** And you ?
Drissa : I'**m eleven.**

2. Using irregular plurals

Singular	Plural
One child	Two children
One man	Three men
One woman	Four women

SPÉCIMEN

B Let's practise

1. Complete the paragraph with the words from the box below.

Example : 1- father

son ; sister ; mother ; husband ; father ; wife ; daughter ; brother

My name is Yssouf and this is my nuclear family. There are four members in my family. Karim is my ***(1)*** ... . Sali is my ***(2)*** ... ; they are my parents. I have got one ***(3)*** ... . She is six years old. Her name is Kadi. She is the ***(4)*** ... of my parents. I am the ***(5)*** ... . I am the ***(6)*** ... of Kadi. Karim is the ***(7)*** ... of my mother. Sali is the ***(8)*** ... of Dad.

2. With your partner, ask and answer questions about your age.

Example : Student A : How old are you ?

Student B : I am eleven years old. / I am eleven.

C Let's take home

Complete the passage below putting each word in brackets into the plural.

Example : 1 - members

There are four ***(1- member)*** in my family. There are two ***(2- man)*** and two ***(3- woman)***. My sister and I are the two ***(4- child)*** of the family.

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to family members**
  E.g. : husband ; wife ; mother ; children ; son ; daughter ; etc.
- **how to ask and answer questions about age**
  E.g. : A : How old is she / he ?
  B : She is 12. **He is** 11 years old.
- **irregular plurals**
  E.g. : child = **children** / man = **men** / woman = **women**

SPECIMEN

Session 2

Session focus		
Vocabulary	**Language function**	**Structures**
extended family ; uncle ; aunt ; niece ; nephew ; cousin ; grandfather ; grandmother ; grandson ; granddaughter • numbers from 21 to 100	Using the present simple of "to have"	- **How many** brothers and sisters **do** you **have ?** - I **have** one brother and two sisters.

A Let's explore

Listen and repeat 1

This is my extended family. The sister of my mother is my **aunt** and her brother is my **uncle**. I am their **nephew,** and my sister Malika is their **niece**. Mom's father is my **grandfather**. So, I am his **grandson,** and Malika is his **granddaughter**. We have a **grandmother ;** the mother of Mom. Grandmother and grandfather are our **grandparents**. Malika and I are their **grandchildren.** The children of Aunt Adjoba and Uncle Désiré are our **cousins.**

Listen and repeat 2

Elisa : Hello, Gossé ! **How many** brothers **do** you **have ?**
Gossé : Hi, Elisa. I **have** two brothers. And you, **how many** daughters **does** your father **have ?**
Elisa : He **has** one. It's me. And you, **how many** children **do** your parents **have ?**
Gossé : They **have** four.

Listen and repeat 3

1. Numbers

Figures	Full Letters	Figures	Full Letters
21	twenty-one	30	thirty
22	twenty-two	40	forty
23	twenty-three	50	fifty
24	twenty-four	60	sixty
25	twenty-five	70	seventy
26	twenty-six	80	eighty
27	twenty-seven	90	ninety
28	twenty-eight	100	one hundred
29	twenty-nine		

2. The present simple of "to have"

Full form	Contracted form
I have	I've
You have	You've
He has	He's
She has	She's
It has	It's
We have	We've
You have	You've
They have	They've

SPECIMEN

B Let's practise

1. Complete each sentence below with the suitable word or expression related to family members. Example : 1- uncle

1. The brother of my mother is my ...
2. The mother of my father is my ...
3. The son of my sister is my ...
4. The daughter of my brother is my ...
5. The children of my uncle are my ...
6. The sister of my father is my ...

2. The passage below is about Doukouré's family. Choose the correct form of *"to have"* **to make it meaningful. Example : 1-have**

I am Stephan Doukouré. I (***1– have / has***) a large family. My parents ***(2 – has / have)*** two wonderful children. We (***3 – has*** / ***have***) an uncle ; he lives in Abidjan. He (***4 – have / has***) a son ; our cousin.

C Let's take home

Write the numbers below either in figures or in letters. Example : a- twenty-five

a. 25
b. Fifty-five
c. 53
d. Twenty-four
e. 78
f. Eighty-six
g. Ninety-two
h. 31
i. 47
j. Forty
k. Thirty-nine
l. 100

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to family members**
  E.g. : extended family ; uncle ; aunt ; niece ; nephew ; grandmother ; grandson ; etc.
- **how to use the present simple of « *to have* »**
  E.g. : I **have** one sister. / My uncle **has** two children.

SPÉCIMEN

COMMUNICATION ACTIVITY

Situation d'évaluation

Au cours d'une balade, tu rencontres John, un jeune Ghanéen. Vous échangez des informations sur vos familles respectives. Ci-dessous se trouve votre échange. Complète-le avec ton voisin et présentez-le au reste de la classe.

John : I am John. My father's name is Mister Kwesi. My mother's name is Afwa. How about you ?

You (1) : ...

John : How many brothers and sisters do you have ?

You (2) : ... . And you ?

John (3) : ... . But how old are you ?

You (4) : ... . And you ?

John (5) : ... . Thank you and goodbye !

You : Goodbye !

SPÉCIMEN

LESSON 2

DISCOVER MY HOUSE !

SPEAKING

Learning context

Situation d'apprentissage

Tu reçois ton ami anglophone à la maison. Tu lui présentes les pièces et les meubles de votre maison familiale pour qu'il la découvre. Ce dernier exprime son admiration.

GOOD TO KNOW

Vocabulary content

Vocabulary related to parts of a house, furniture and appliances

Language functions

- Describing a house
- Locating things

My dictionary

Appliances : appareils
Bold : gras
Furniture : meubles
Meal : repas
Ready : prêt
Rooms : pièces d'une maison
To park : se garer
To use : utiliser

SPÉCIMEN

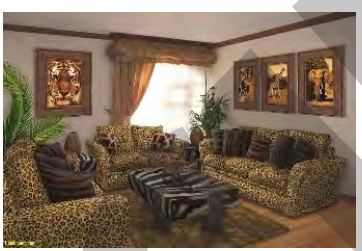
Session 1

Session focus		
Vocabulary	**Language function**	**Structures**
living room ; sitting room ; dining room ; bedroom ; kitchen ; bathroom ; toilets ; restroom ; garage ; garden	Describing a house	**A** : **How many rooms are there** in your house ? **B** : **There are** five rooms. **A** : **Is there** a garage in your house ? **B** : **No**, there isn't.

A Let's explore

Look, listen and repeat

a dining room


a living room / sitting room

a bedroom

a bathroom

toilets / restrooms

a kitchen

a garage

a garden

Listen and repeat

Student A : **How many** rooms are there in your house ?
Student B : **There are** five rooms.
Student A : **What are they ?**
Student B : **They are :** a living room, a bathroom, a kitchen, toilets and three bedrooms. **Student A :** **Is there** a garage in your house ?
Student B : No, there isn't.

SPECIMEN

B Let's practise

1. Complete the paragraph below with the following words or groups of words to make it meaningful : Example : 1- rooms

bathroom ; living room ; bedrooms ; kitchen ; dining room ; garage ; rooms

My family's house has five ***(1)*** ... . There are three ***(2)*** ..., one ***(3)*** ... where we watch television and one ***(4)*** ... where we take our bath. There is no modern ***(5)*** ... in the house. So, Mum cooks the meals outside the house. When the meal is ready, we eat in the ***(6)*** ... . There is no ***(7)*** ... too, to park a car in. My house is small, but I love it.

2. Complete the dialogue below with your partner to describe your house. You will roleplay it before the class.

Student A : How many rooms are there in your house ?
Student B : There are ***(1)*** ...
Student A : What are they ?
Student B : ***(2)*** ...

Student A : Is there a garage in your house ?
Student B : ***(3)*** ...
Student A : Is there a bathroom in your house ?
Student B : ***(4)*** ...

C Let's take home

Put the letters in the correct order to find words related to parts of the house.

Example : 1- KITCHEN

1. THENC**K**I
2. DORME**B**O
3. RATH**B**OOM
4. ARA**G**EG
5. LE**T**OSTI
6. VI**L**ING MO**R**O

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to parts of a house**

E.g. : living / sitting room ; dining room ; kitchen ; restroom ; etc.

- **how to describe a house**

E.g. : **There is** a living room in my house. **There are** three bedrooms and a kitchen.

SPECIMEN

Session 2

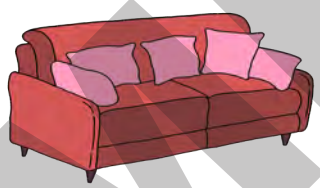
Session focus		
Vocabulary	**Language function**	**Structures**
cupboard ; armchair ; sofa ; fan ; television / TV set ; radio ; bed ; iron ; cabinet	Locating things	**A** : **Where** is the fan ? **B** : It is **behind** the armchair. **A** : **Where** is the television ? **B** : It is **near** the cabinet.

A Let's explore

Look, listen and repeat 1

an armchair

a bed


a sofa

a cabinet

a fan

a cupboard

an iron

a radio

Look, listen and repeat 2

George : **Where** is the mouse ?
Henri : It is **behind** the sofa.
It is **in front of** the television.
It is **near** / **next** to the television.
Henri : **Where** is the sofa ?
George : It is **in front of** the mouse.

B Let's practise

1. Put the letters in the correct order to find words related to home appliances. The first letter of each word is in bold. **Example : 1- FAN**

1. NA**F**
2. RON**I**
3. DO**R**IA
4. CH**A**IRMAR
5. BINATE**C**

SPÉCIMEN

2. Look at the picture. With your partner, use the words in brackets to ask and answer questions about how to locate things. Number 1 is an example.

1. **A :** Where is the television ?
   B : The television is on the cabinet.
2. **A :** ... (the lamp)
   B : ... (between)
3. **A :** ... (the table)
   B : ... (in front of)
4. **A :** ... (the armchair)
   B : ... (near)

C Let's take home

Look at the picture and complete the sentences below with the words from the box :

behind ; near ; in front of ; between

1. The table is ... the sofa and the cabinet.
2. The cabinet is ... the table.
3. The table is ... the cabinet.
4. The sofa is ... the table.

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to furniture and appliances**

E.g. : cupboard ; armchair ; sofa ; fan ; television ; radio ; bed ; iron ; cabinet ; etc.

- **how to locate furniture and appliances in a house**

E.g. : A : **Where is** the fan / the cupboard ?
B : The fan is **behind** the armchair. / The cupboard is **next to** the armchair.

SPECIMEN

COMMUNICATION ACTIVITY

Situation d'évaluation

Tu as visité la maison de ton artiste préféré. Impressionné (e), tu décides de la décrire à ton correspondant Ghanéen. Ci-dessous se trouve votre conversation. Complète-la avec ton voisin et présentez-la au reste de la classe.

You : Hello, my friend ! You know what, I have visited my favourite artist's house.
Kwame : Really ? How many rooms are there in that house ?
You (1) : ...
Kwame : Can you list them, please ?
You (2) : ...
Kwame : Where is the TV set ?
You (3) : It is ...
Kwame : OK, I see ! Is there an armchair ?
You (4) : ...
Kwame : Where is it ?
You (5) : ... a cupboard.
Kwame : How many cupboards are there ?
You (6) : ...
Kwame : It is really a big house. Thanks and goodbye !
You : Bye.

SPECIMEN

LESSON 2

IN THE KITCHEN

SPEAKING

Learning context

Situation d'apprentissage

Une élève de ta classe reçoit son amie Libérienne à la maison familiale. Elles font la vaisselle ensemble en échangeant sur les ustensiles de cuisine.

GOOD TO KNOW

Vocabulary content

Vocabulary related to kitchen utensils

Language functions

- Describing actions taking place at the moment
- Asking and answering questions about actions taking place at the moment

My dictionary

Bracket : crochet
Busy : occupé (e)
Clothes : habits
Ongoing : en cours
Fish : poisson
To guess : deviner
To fry : frire
To play : jouer
To wash : laver

SPÉCIMEN

Session 1

Session focus		
Vocabulary	**Language function**	**Structures**
utensils ; sauce pan ; pot ; jug ; fridge ; plate ; ladle ; to boil	Describing actions taking place at the moment	- **Now,** I **am eating** pounded yam. - **Right now,** you **are cleaning** the cabinet. - **At the moment,** Aïcha **is cooking** the meal.

A Let's explore

Look, listen and repeat 1

a sauce pan

a pot

a jug

a fridge

a plate

a ladle

Look, listen and repeat 2

Dad is in the kitchen. He **is cooking** the meal. My brother **is helping** him. Mum **is sitting** in the living room. She **is watching** the television. I **am cleaning** the cabinet. My sisters **are playing** in the yard.

SPECIMEN

B Let's practise

1. Read the descriptions and guess the kitchen objects. **Example : 1- a fridge**

1. We put water in it to make it fresh.
2. It is used to cook the soup.
3. We eat in it.
4. We cook food in it.
5. We put water in it to drink.

2. Describe what action is taking place in each picture below using the verbs in brackets.

Example : 1- The water is boiling.

The water / to boil

She / to cook the meal

He / to eat salad

They / to cook the meal

She / to wash the plates

He / to cut the meat

C Let's take home

Use the present continuous to describe the following actions. **Example : 1- is cooking**

1. My mother ... rice in the kitchen, now. (to cook)
2. Right now, my brother ... rice in the dining room. (to eat)
3. At this moment, my sister ... fish. (to fry)
4. At present, I ... fresh water. (to drink)

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to utensils**

E.g. : sauce pan ; pot ; jug ; fridge ; plate ; ladle ; to boil ; etc.

- **how to describe ongoing actions**

E.g. : I **am eating** / You ; We ; They **are cooking** the meal. / He ; She ; It **is eating fish.**

SPECIMEN

Session 2

Session focus		
Vocabulary	**Language function**	**Structures**
spoon ; fork ; glass ; to fry ; knife ; frying pan ; to cook ; to drink ; to eat	Asking and answering questions about actions taking place at the moment (ongoing actions)	**A** : **What is** your sister **doing** ? **B** : She **is cooking** the meal now.

A Let's explore

Look, listen and repeat 1

a knife

a glass

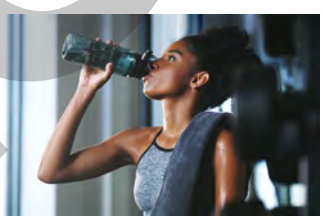
a frying pan

a fork

to cut

to cook

to eat


to drink

to fry

Look, listen and repeat 2

Father : Where's your mother ?
Melki : She's in the kitchen.
Father : **What's** she **doing** there ?
Melki : She'**s cooking** the meal.
Father : And you, **what are** you **doing** here ?
Melki : I'**m cleaning** the cabinet.
Father : And your sister, **what's** she **doing ?**
Melki : She'**s washing** the dishes in the kitchen.
Father : I can see that every body is busy today.

SPECIMEN

B Let's practise

1. Put the letters into the correct order to obtain names of utensils of kitchen.

Example : 1- Glass

1. s-a-s-l-G
2. K-i-n-e-f
3. r-k-F-o
4. S-n-o-o-p
5. r-y-n-F-i-g n-a-P

2. With your neighbour, ask and answer questions about what people are doing in each picture.

Example : 1- A : What are they doing ?

B : They are playing computer games.

1. They / play computer games

2. Victoire / cook the meal

3. Aunt N'Gossan / wash the plates

C Let's take home

Read the definitions below. Write the corresponding name of each kitchen object.

1. We use it to fry an omelette.
2. Mum uses it to cut the meat.
3. We use it to drink water.
4. We use it to eat salad.

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to utensils**

E.g. : spoon ; fork ; glass ; knife ; frying pan ; to fry ; to cook ; etc.

- **how to ask and answer questions about ongoing actions**

E.g. : A : What are you **doing** now ? / **B :** I **am drinking** water.

A : What is Mum **doing** at the moment ? / **B :** She **is cooking** the meal.

SPÉCIMEN

COMMUNICATION ACTIVITY

Situation d'évaluation

C'est dimanche. Tu fais le ménage avec les membres de ta famille. Pour savoir ce que chacun de vous fait en ce moment précis, Weah, ton ami Libérien t'appelle et engage la conversation suivante avec toi. Avec ton voisin, completez-la et présentez-la au reste de la classe.

Weah : Hello, my friend !

You (1) : ...

Weah (2) : ... doing ?

You : I'm washing utensils in the kitchen.

Weah : What kind of utensils are you washing ?

You (3) : ...

Weah : OK. What's your father doing ?

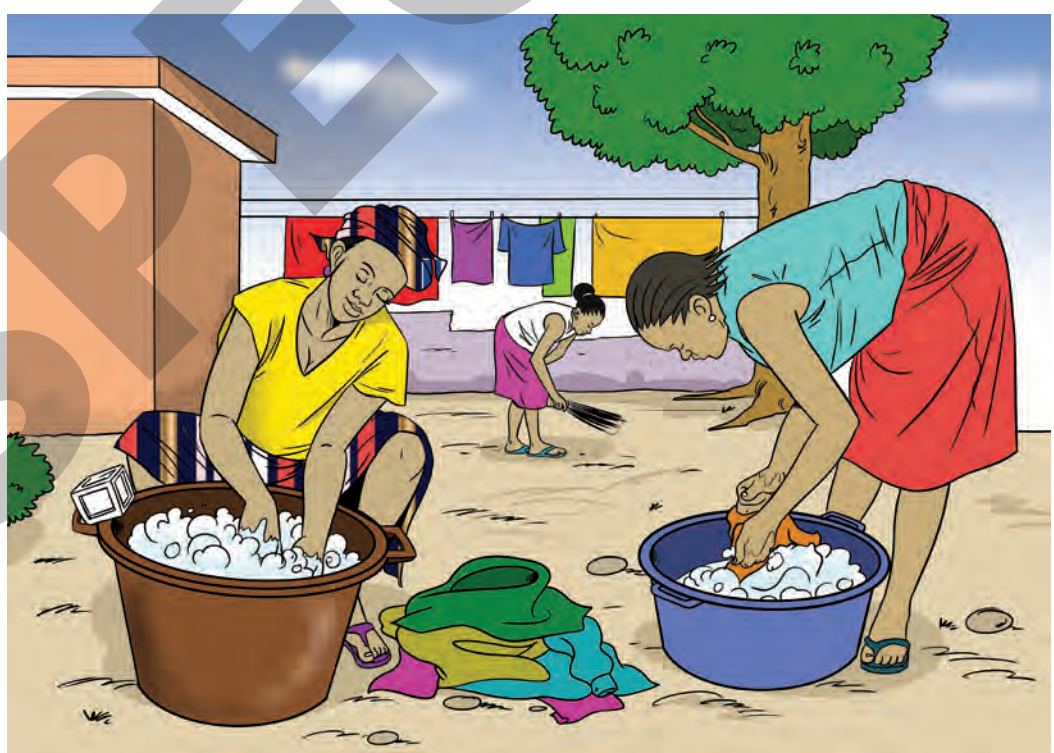
You (4) : ...

Weah : What're your sisters doing ?

You (5) : ...

Weah : Wow ! I can see that you are all very busy. Goodbye !

You : Goodbye, friend !



SPECIMEN

Let's consolidate 2

I. Put the letters into the correct order to form names of furniture or appliances.
Example : 1- Fan

1. a-F-n
2. d-i-o-R-a
3. r-I-o-n
4. d-e-B
5. b-o-a-r-C-u-d-p
6. f-a-o-S
7. i-s-i-o-v-n-l-e-T-e
8. h-a-i-r-c-m-A-r

II. Fill in the gaps with the correct options. Example : 1- have

My name is Joël Akui and I ***(1) ... (have / has)*** a family.
My family ***(2) ... (have / has)*** five members. My mother ***(3) ... (have / has)*** a husband, it is my father. My father ***(4) ... (have / has)*** a daughter, she is my sister. I ***(5) ... (have / has)*** a little brother, his name is Blé and he ***(6) ... (have / has)*** a bicycle.

III. Reorder the following words to build meaningful questions or answers.
Number 1 is an example.

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

LET'S HAVE FUN

With a partner, ask and answer questions to discover your ages. Do it like this :

Student A : How old am I ? Can you guess ?
Student B : You are ten.
Student A : No, try again.
Student B : You are eleven.
Student A : Fantastic !

SPECIMEN

UNIT 3
WRITING

TIME AND DATE

SPECIMEN

LESSON 1

WHEN IS YOUR BIRTHDAY ?

WRITING

Learning context

Situation d'apprentissage

C'est bientôt ton anniversaire. Tu envoies un texto à ton correspondant Nigérian pour l'informer de la date précise et l'inviter à y prendre part.

GOOD TO KNOW

Vocabulary content

Vocabulary related to the days of the week and ordinal numbers

Language functions

- Asking and answering questions about the days of the week
- Asking and giving the date

My dictionary

Disorder : désordre
Meaningful : qui a du sens
Guy : gars
Last : dernier
To show : montrer
Suitable : convenable
I will be there : J'y serai

SPECIMEN

Session 1

Session focus		
Vocabulary	**Language function**	**Structures**
Days of the week : Monday ; Tuesday ; Wednesday ; Thursday ; Friday ; Saturday and Sunday **Ordinal numbers :** from the first (1st) to the fiftieth (50th)	Asking and answering questions about the days of the week	**A** : **What's the day today ? / What day is today ?** **B** : **Today** is Friday.

A Let's explore

Listen and repeat

1. Ordinal numbers

In Figures	In full letters
1st	the first
2nd	the second
3rd	the third
4th	the fourth
5th	the fifth
6th	the sixth
7th	the seventh
8th	the eighth
9th	the ninth
10th	the tenth
11th	the eleventh
12th	the twelfth
13th	the thirteenth
14th	the fourteenth

In figures	In full letters
15th	the fifteenth
16th	the sixteenth
17th	the seventeenth
18th	the eighteenth
19th	the nineteenth
20th	the twentieth
21st	the twenty-first
22nd	the twenty-second
23rd	the twenty-third
...	...
30th	the thirtieth
40th	the fortieth
49th	the forty-ninth
50th	the fiftieth

Listen and repeat

Drissa : What's the day today ?
Yannis : Today is Tuesday.
Drissa : How many days are there in a week ?
Yannis : There are seven days in a week.
Drissa : What are the seven days of the week ?
Yannis : They're : Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.
Drissa : What's **the third** day of the week ?
Yannis : It's Wednesday.

SPECIMEN

B Let's practise

1. Reorder the letters in each section to find words related to days of the week.

Example : 1- THURSDAY

1. DYAS**T**RUH
2. NO**M**DYA
3. RID**F**AY
4. YADESNDE**W**
5. UN**S**AYD

2. With your neighbour, ask and answer questions about the days of the week.

Do like in the example.

Student A : What is the first day of the week ?
Student B : It's Monday.
Student A : Is Wednesday the fifth day of the week ?
Student B : No, it isn't. It's the third day.

C Let's take home

Complete the paragraph below with the words from the box to make it meaningful.

Example : 1- seven

last ; week ; Wednesday ; seven ; Saturday ; first ; Friday

There are ***(1)*** ... days in a ***(2)*** ... . They are : Monday, Tuesday, ***(3)*** ..., Thursday, ***(4)*** ..., ***(5)*** ... and Sunday. Monday is the ***(6)*** ... day and Sunday is the ***(7)*** ... day.

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to the days of the week**
  E.g. : Monday ; Tuesday ; Wednesday ; Thurday ; Friday ; Saturday ; Sunday.
- **vocabulary related to ordinal numbers**
  E.g. : 1st (the first) ; 2nd (the second) ; 3rd (the third) ; ... 49th (the forty-ninth) ; 50th (the fiftieth) ; etc.
- **how to make a rank**
  E.g. : Monday is **the first** day of the week ... Sunday is **the seventh** day of the week.

SPECIMEN

Session 2

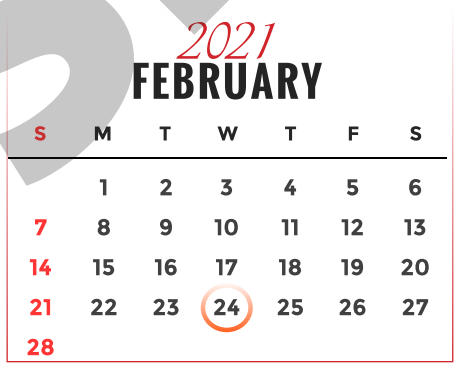
Session focus		
Vocabulary	**Language function**	**Structures**
The months of the year are : January ; February ; March ; April ; May ; June ; July ; August ; September ; October ; November and December **Year :** 2020 (Two thousand twenty)	Asking and giving the date	**A** : **What date is** today ? **/ What's the date** today ? **/ What's** today's **date ?** **B** : Today is **Friday, the twenty-second of October two thousand and twenty-one.**

A Let's explore

Look, listen and repeat 1

Two thousand and twenty-one (2021) is the present year. A year has twelve (12) months. They are : **January, February, March, April, May, June, July, August, September, October, November and December.**

Look, listen and repeat 2



Wednesday, Feb 24th, 2021

Edi : What's the date today ?

N'Goran : Today is **Wednesday, the twenty-fourth of February, two thousand and twenty-one.**

SPECIMEN

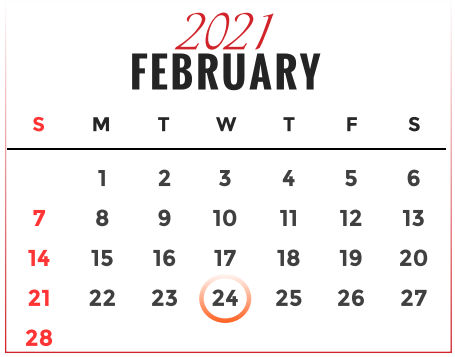
B Let's practise

1. Complete the sentences below with the suitable month.
Example : 1-January

1. The first month of the year is ...
2. The present month is ...
3. The sixth month of the year is ...
4. The Independence Day of Côte d'Ivoire is celebrated in ...
5. The tenth month of the year is ...

2. Look at the calendars, then with your partner, ask and answer questions about each date.
Do like in the example.

1



A. What's the date today ?

B. Today is Wednesday the twenty-fourth of February two thousand and twenty-one.

2

3

C Let's take home

Write the following years in letters. **Example : 1- Two thousand and ten**

1. 2010 **2.** 2008 **3.** 2020 **4.** 2022 **5.** 1995

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to the months of the year**
  E.g. : January ; Februray ; March ; April ; May ; June ; July ; August ; September ; October ; November ; December.
- **how to ask and give the date**
  E.g. : A : What's the date today ?
  B : Today is Sunday, **the** twelfth **of** December two thousand and twenty-one (twenty, twenty-one).

SPECIMEN

COMMUNICATION ACTIVITY

Situation d'évaluation

Mensah, ton correspondant Ghanéen, souhaite prendre part à ton anniversaire. À cet effet, il t'appelle pour avoir de plus amples informations. Ci-dessous se trouve votre conversation.

1. Complète la conversation avec les parties manquantes.

Mensah : Hello, my guy ! What's the day of your birth ?

You (1) : ...

Mensah : OK. What month is it ?

You (2) : ...

Mensah : What's the year ?

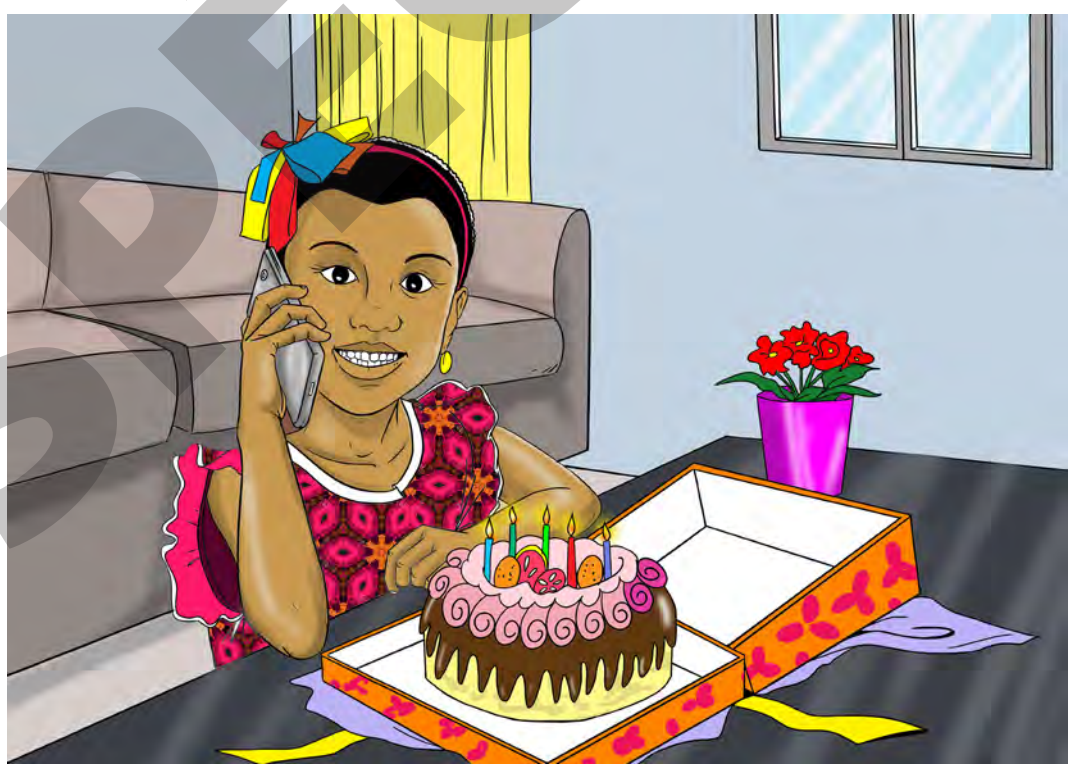
You (3) : ...

John (4) : I see ! So, your birthday is ...

You : Exactly.

John : Ok, I will be present.

2. Présente la conversation au reste de la classe avec ton voisin.



SPÉCIMEN

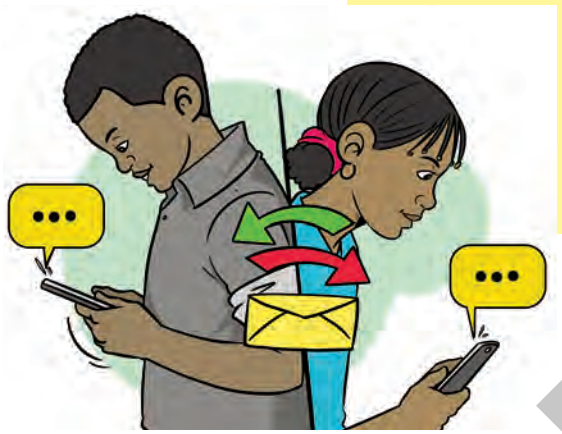
LESSON 2

WHAT TIME IS IT ?

WRITING

Learning context

Situation d'apprentissage



En vue d'échanger sur les moments de tes activités quotidiennes avec ta correspondante Nigériane, tu rédiges un message que tu lui envoies, via Messenger.

GOOD TO KNOW

Vocabulary content

Vocabulary related to the time and daily activities

Language functions

- Asking and telling the time
- Expressing future actions with *"to be going to"*

My dictionary

Daily : quotidien (ne)
Statement : déclaration / phrase déclarative
To follow : suivre
To underline : souligner

SPECIMEN

Session 1

Session focus		
Vocabulary	**Language function**	**Structures**
time ; clock ; watch ; o'clock ; half past ; quarter to ; quarter past ; a.m. ; p.m. **daily activities :** to wake up ; to have breakfast ; to have lunch ; to have dinner ; to sleep ; to get up ; to do some homework	Asking and telling the time	**A** : **What's the time / What time is it ?** **B** : It's **ten o'clock** / It's ten **o'clock in the morning** / It's **ten (10) a.m.**

A Let's explore

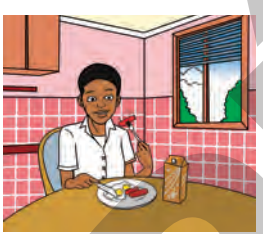
Look, listen and repeat 1

a watch

a clock

to sleep

to get up

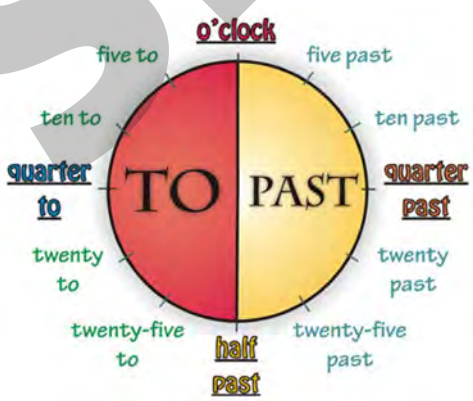

to have breakfast

to have lunch

to have dinner

to do some homework

Look, listen and repeat 2



- **What's the time ? / What time is it ?**
- It's **8 o'clock** (08:00).
- It's **half past eight** (08:30).
- It's **quarter past** eight (08:15).
- It's **quarter to nine** (08:45).

SPECIMEN

B Let's practise

1. To each time expression, match the corresponding activity. **Example : 1- get up**

have breakfast ; go to bed ; get up ; have dinner ; do my homework ; have lunch

1. At 6 o'clock, I ...
2. At 6:30, I ...
3. At 12 o'clock, I ...
4. At 7:00 p.m., I ...
5. At 20:00, I ...
6. At 9:00 p.m., I ...

2. Look at the time expressions. Then with your partner, ask and answer questions.
The first one is done for you as an example.

1 2 3 4

A : What time is it ?
B : It's eight o'clock in the morning / It's eight a.m.

C Let's take home

Write the times below in words. **Follow the example.**

1. 7:15 a.m. = **Quarter past seven or quarter past seven in the morning. / Seven fifteen a.m**
2. 7:15 p.m.
3. 12:30
4. 20:45
5. 9:00 p.m.
6. 9:00 a.m.

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to daily activities**

E.g. : to wake up ; to have breakfast ; to have lunch ; to have dinner ; etc.

- **how to ask and tell the time**

E.g. : A : What time is it ?
B : It's 10 o'clock.

SPECIMEN

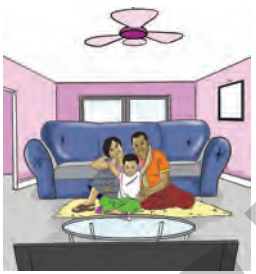
Session 2

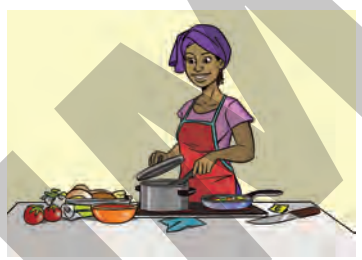
Session focus		
Vocabulary	**Language function**	**Structures**
noon ; midnight ; to go to school ; to stay at home ; to cook the meal ; to serve the meal ; to watch tv ; to meet friends ; to play computer games ; to play football.	Expressing future actions with "to be going to".	- I **am going to drink** water. - She **is going to cook** the meal. - We **are going to play** computer games.

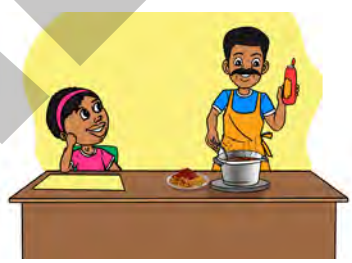
A Let's explore

Look, listen and repeat

to go to school


to stay at home


to cook the meal


to serve the meal

to watch TV

to meet friends

to play computer games

to play football

12 :00 noon / midday

00 :00 midnight

Listen and repeat

Yao : I'm sleepy. I'**m going to bed.**
Ange : Have you finished your homework ?
Yao : I**'m going to do** it at break time tomorrow.
Ange : Ok, give me your ruler. I**'m going to work** on my project.
Yao : Ok, here you are.
Ange : Thank you.
Yao : You're welcome.

SPECIMEN

B Let's practise

1. Choose the correct option to complete each sentence to make it meaningful.

Example : 1- are

1. The pupils (are / is / am) going to stay at home on Sunday.
2. We (are / is / am) going to play computer games in the afternoon.
3. She (are / is / am) going to serve the meal very soon.
4. Cyrille (are / is / am) going to meet his friends.
5. I (are / is / am) going to watch a football match on TV at 4 o'clock a.m.

2. With your neighbour, use the information below to ask and answer questions about future actions.

Example : 1- A : What's Anna going to do this afternoon ?
B : She is going to cook the meal.

1. Anna / to cook the meal this afternoon
2. The students / to play football on Saturday morning
3. Remy / to stay at home this evening
4. Mum / to serve the meal at dinner
5. I / to meet friends tomorrow
6. The children / to play computer games at noon

C Let's take home

Describe three (03) activities you are going to do at the weekend.

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to daily activities**

E.g. : to go to school ; to stay at home ; to cook the meal ; to meet friends ; etc.

- **how to express future actions with** *« to be going to »*

E.g. : I **am going to play** football. / He **is going to meet** friends.

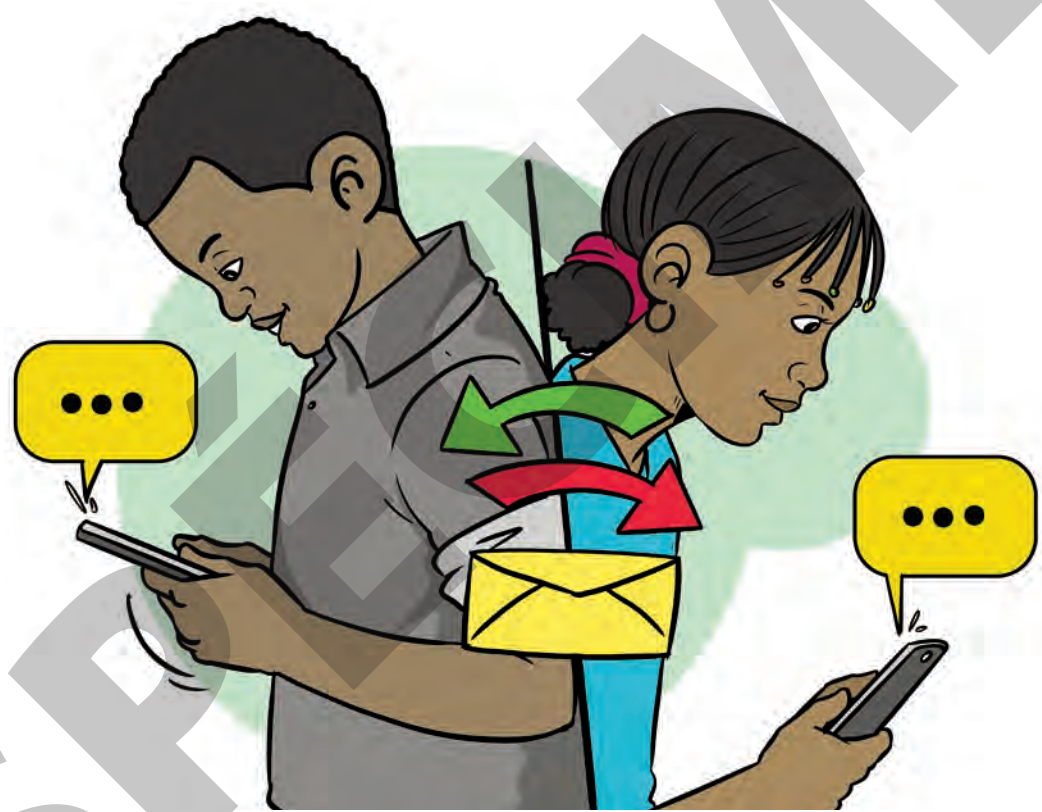
SPÉCIMEN

COMMUNICATION ACTIVITY

Situation d'évaluation

Tu reçois un courrier électronique de ton correspondant Américain. Il te demande de lui décrire ton emploi du temps. Tu lui envoies un message *WhatsApp.* Dans ton message,

- cite tes activités quotidiennes et les heures auxquelles tu les fais ;
- décris tes activités de la semaine prochaine.



SPECIMEN

LESSON 3

WHAT DO YOU STUDY AT SCHOOL ?

WRITING

Learning context

Situation d'apprentissage

En vue de faciliter les échanges avec leurs correspondants anglophones sur Internet, des élèves de 6e du Lycée Moderne III de Gagnoa leur rédigent un paragraphe pour décrire leur emploi du temps de la semaine.

GOOD TO KNOW

Vocabulary content

Vocabulary related to school subjects and holidays

Language functions

- Asking and answering questions about timetables
- Using the prepositions of time
- Using adverbs of frequency
- Inquiring the about the frequency of an action

My dictionary

Countries : pays
Heat : chaleur
Land : terre
Light : lumière
Pressure : pression
Sea : mer
Shape : forme
Sound : son
Spoken : parlé (e)
Such as : comme / tel que
The world : le monde
Towns : villes

SPÉCIMEN

Session 1

Session focus		
Vocabulary	**Language functions**	**Structures**
School subjects : English ; Arts ; Mathematics ; French ; Chemistry ; History ; Civics ; Physical Education ; Biology ; Information and Communication Technologies (ICT) ; Geography	Asking and answering questions about timetables	**A** : **When have** you **got** English ? **B** : I **have got** English **on Mondays.**
	Using the prepositions of time	- I go to school **in** the morning. - We have English **on** Thursdays. - You start class **at** 7 o'clock.

A Let's explore

Look, listen and repeat

Physical education

Geography

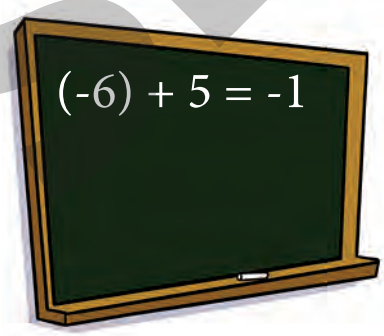
ICT

Music

"Where is the teacher ?"

English

Arts



Mathematics

Chemistry

SPECIMEN

Listen and repeat

1. Inquiring about timetables

N'Gossan : When have you got Maths ?

Tanoh : I've got Maths **on** Mondays, Tuesdays and Fridays.

N'Gossan : When have you got English ?

Tanoh : I've got English **on** Tuesdays and Fridays.

2. Using prepositions of time

- I go to school **in** the morning.
- We have English **on** Thursdays.
- You start class **at** 7 o'clock.
- My sister was born **in** 1990.

B Let's practise

1. Put the letters in the correct order to find words or groups of words related to school subjects. Example : 1- PHYSICAL EDUCATION

1. LACHY**P**SI C**E**DUTONIA
2. AMTHAECITS**M**
3. VI**C**ICS
4. G**E**LINSH
5. GYLO**B**IO
6. CREN**F**H
7. SHY**P**ICS
8. TROYS**H**I
9. AR**G**OPEGHY

2. Look at your time table, then with your partner, use the clues to ask and answer questions.
Example : 1- A : When have we got English ?
B : We've got English on Mondays, Tuesdays and Fridays.

The clues : Biology / History and Geography / Maths / Physics ...

C Let's take home

Complete the paragraph below with *"in / on / at"* **to make it meaningful.**

Example : 1- in

My name is Fofana Ahmed. I was born ***(1)* ...** 2008. I am a student in Collège Moderne Sifié. I have got English ***(2)* ...** Mondays, Wednesdays and Fridays. Every day, I start class ***(3)* ...** 7 o'clock. Today, I also have class ***(4)* ...** the afternoon.

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to school subjects**
  E.g. : English ; French ; Mathematics ; Chemistry ; Biology ; etc.
- **how to ask and answer questions about timetables**
  E.g. : A : When have you got English ?
  B : I've got English on **Mondays, Wednesdays and Fridays.**
- **how to use prepositions of time**
  E.g. : We have got English **on** Mondays, **in** the morning, **at** 7 o'clock.

SPECIMEN

Session 2

Session focus		
Vocabulary	**Language function**	**Structures**
Holidays : Christmas ; Independence day ; Easter ; Long holidays ; New year's day ; Saint valentine's day ; Mother's day ; April fool day	- Inquiring about the frequency of an action - Using the adverbs of frequency	**A** : **How often** do you have English in a week ? **B** : I have English **three times a week.**

A Let's explore

Look, listen and repeat 1

Holidays	Date
Christmas	December 25th
New Year's Day	January 1st
Valentine's Day	February 14th
Easter	April
Labour Day	May 1st
Independence Day	August 7th
Long holidays	June - September

Look, listen and repeat 2

Lamine : **How often** do you have English in a week ?
Malika : I've English **three times a week.**
Lamine : **How often** have you got ICT in a week ?
Malika : I **never** have ICT.
Lamine : **How often** do you go to school on foot ?
Malika : I **always** go to school on foot.

SPECIMEN

B Let's practise

1. Complete the words with the missing letters to get names related to school holidays.

Example : 1- Easter

1. EA_T_R
2. C_RI_TM_ _
3. LO_G HO_ID_YS
4. SA_NT V_LEN_INE
5. _ _DEP_NDE_CE _AY

2. Complete the sentences below about Daniel with the appropriate adverbs of frequency . Then practise a conversation with your partner. Number one is an example.

	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							

1. **Student A :** How often does Daniel go shopping ?
   Student B : He goes shopping twice a week.

( ) = never / (x) = once a week / (xx) = twice a week / (xxx) = sometimes / (xxxxx) = often / (xxxxxxx) = always

C Let's take home

Use *''usually / never / always / often''* **to make four (04) sentences describing the frequency of your activities**.

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to holidays**
  E.g. : Christmas ; Independence day ; Easter ; Long holidays ; New year's day ; etc.
- **how to ask and answer questions about the frequency of an action**
  E.g. : A : How often do you have English ?
  B : I've English **three times a week** / **often** / **usually** / **once a week** ; etc.

SPECIMEN

Session 3

COMMUNICATION ACTIVITY

Situation d'évaluation

Dans le cadre de la coopération entre le Club d'Anglais de votre école et le ''Rawlings Grammar School'' de Tema (Ghana), le président du Club d'Anglais vient à votre rencontre pour une séance de travail. Pour ce faire, il demande aux élèves de 6e de décrire dans un paragraphe leur emploi du temps de classe. En tant qu'élève de 6e, on te remet l'exemplaire d'emploi du temps ci-dessous :

1. Renseigne-le avec les différentes matières que tu as.

	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	N	O	O	N
14:00-15:00					
15:00-16:00					
16:00-17:00					
17:00-18:00					

2. Décris cet emploi du temps en six (06) lignes maximum tout en précisant la fréquence à laquelle tu fais chaque matière.

SPÉCIMEN

Let's consolidate 3

I. Complete each section with the missing days or months.

a. (***1*** **...** – TUESDAY – WEDNESDAY - ***(2)*** **...** – ***(3)*** **...** – SATURDAY – ***(4)*** **...**

b. JANUARY – ***(1)*** **...** – MARCH – ***(2)*** **...** – MAY – ***(3)*** **...** – JULY – AUGUST – ***(4)*** **...** – OCTOBER – NOVEMBER – ***(5)*** **...**

II. Write T for true and F for false before the statements below. Example : a- F

a. January is the tenth month of the year.
b. Physical education is a school subject.
c. Wednesday is the fourth day of the week.
d. The last month of the year is December.

III. Put the words or espressions in the correct order to find meaningful sentences.

Example : Yao usually visits his uncle.

a. usually / his uncle. / visits / Yao
b. once a week. / physical education / have got / We
c. does / How often / her village ? / Alimata / go / to
d. They / their homework. / do / never

LET'S HAVE FUN

Look at the calendar of December 2021, then ask and answer questions with your neighbour, like this :

Student A : When is the first Saturday of December ?

Student B : It is the fourth.

SPECIMEN

UNIT 4

WRITING

JOBS AND OCCUPATIONS

SPECIMEN

LESSON 1

WHAT ARE YOUR FAMILY MEMBERS' JOBS ?

WRITING

Learning context

Situation d'apprentissage

Pour le compte du journal du Club d'Anglais, les élèves de 6e du Collège HKB de Niakara rédigent un paragraphe, décrivant les métiers et professions des membres de leurs familles.

GOOD TO KNOW

Vocabulary content

Vocabulary related to jobs

Language functions

- Describing jobs and occupations
- Inquiring about people's jobs and occupations
- Expressing possession with possessive adjectives

My dictionary

Because : parce que
Bold : gras
Can : pouvoir
Indoor : intérieur
Less : moins
Lorry : camion
Lucky : chanceux
Outdoor : extérieur
Proud : fier (e)
To mix : mélanger
To sell : vendre
To welcome : recevoir, accueillir

SPECIMEN

Session 1

Session focus		
Vocabulary	**Language function**	**Structures**
musician ; painter ; waiter ; waitress ; plumber ; fireman ; teacher ; farmer ; butcher.	- Describing jobs and occupations - Inquiring about people's jobs and occupations	Habib works on a farm : he is **a farmer.** **A** : **What does Habib do ? / What's Habib's job ?** **B** : He**'s a farmer.**

A Let's explore

Look, listen and repeat

a musician

a plumber

a fireman

a waiter

a painter

a teacher

a butcher

a farmer

Listen and repeat

Ben and Youssef are playing a guessing game about jobs and occupations.

Ben : Koua has a farm. He works there. **What does** he **do ?**

Youssef : He's **a farmer**.

Ben : Well done. Now listen. Adèle works with students at school. **What does** she **do ?**

Youssef : She's **a teacher**.

Ben : Great ! Another one. Madou sells meat at the market. **What does** he **do ?**

Youssef : I think, he's **a butcher.**

Ben : You're so smart. I offer you lunch today.

Youssef : Oh, thanks so much, Ben !

SPECIMEN

B Let's practise

1. Find the appropriate jobs corresponding to each definition below.

Example : 1- farmer

1. Sansan works on a cocoa plantation. He is a ...
2. John paints houses. He is a ...
3. Hella serves food and drinks in a big restaurant. She is a ...
4. Alidou sells meat at the market. He is a ...
5. Alain repairs water pipes. He is a ...

2. With your partner, ask and answer questions about each person's job.

Example : 1- A : What does Bebi Philip do ?
B : He is a musician.

1. Bebi Philip / musician
2. Picasso / painter
3. Willy / waiter
4. Coulibaly / plumber
5. André and Sidney / firemen

C Let's take home

This is a list of activities that people can do at work. Associate each of them with the appropriate job. Example : 1- fireman

Activities	Jobs
1. To extinct fire	**fireman**
2. To work with students at school	
3. To mix colors	
4. To welcome clients	
5. To give a concert	

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to jobs**

E.g. : musician ; painter ; waiter ; plumber ; fireman ; teacher ; farmer ; butcher ; etc.

- **how to define a job**

E.g. : Hella **serves foods in a restaurant** : she is **a waitress**.

- **How to ask and answer questions about people's jobs**

E.g. : A : What's Hella**'s job ? / What does** Hella **do ?**
B : She**'s a waitress.**

SPECIMEN

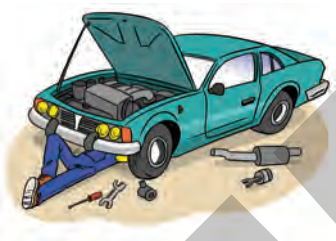
Session 2

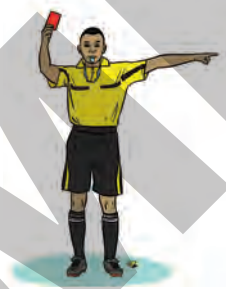
Session focus		
Vocabulary	**Language function**	**Structures**
mailman ; lorry driver ; fisherman ; doctor ; veterinarian ; florist ; referee ; mechanic	Expressing possession with possessive adjectives	**My** father is unhappy. **His** car is broken.

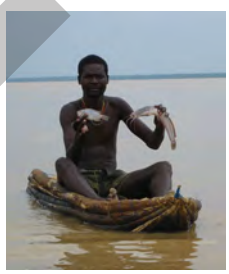
A Let's explore

Look, listen and repeat

a veterinarian


a mechanic


a referee


a fisherman

a florist

a mailman

a lorry driver

a doctor

Listen and repeat

Subject pronouns and possessive adjectives

I ⟶ My
He ⟶ His
She ⟶ Her

It ⟶ Its
We ⟶ Our

You ⟶ Your
They ⟶ Their

Binta : Ok guys, let me introduce **my** friends to you. This is Billy.
Sahie : Nice to meet you, Billy.
Billy : Nice to meet you, too.
Binta : Now, here is Jeanne, **my** best friend.
Sahie : Nice to meet you, Jeanne.
Jeanne : Nice to meet you, too.

Sahie : Billy, what does your father do ?
Billy : **My** father's a mecanic. I think he loves **his** job.
Binta : We all know, **our** parents love **their** jobs.
Jeanne : Ok guys, I have to go. I have class.
Binta : Good bye everyone. See you !

SPECIMEN

B Let's practise

1. Reorder the letters to find words or expressions related to jobs and occupations.
Example : 1- REFEREE.

1. ERFEE**R**E
2. SI**F**NEHRAM
3. S**F**IROTL
4. TE**V**NAIERANRI
5. ROTC**D**O
6. NA**M**LIAM
7. **L**YROR VRIDER
8. HIC**M**ENAC

2. Complete the paragraph below about Vanessa with the suitable possessive adjectives.
Example : 1- My

I am Vanessa. ***(1) ...*** family lives in Dianra. I have one brother and one sister. Tony, my brother, is five years old. ***(2) ...*** school is next to our house. My sister is less lucky. ***(3) ...*** school is 2 km from home. Daddy has to transport her every day. ***(4) ...*** office is after my sister's school. We are happy children because we receive a lot of love from ***(5) ...*** parents. I know, it is ***(6) ...*** obligation to love us, but we are proud of them.

C Let's take home

Fill in the gaps in the paragraph below with the words from the box. Example : 1- my

veterinarian ; my ; his ; referee ; their ; student ; I

(1) ... name is Tanaka. ***(2) ...*** am from Japan. I am a ***(3) ...*** here and my brother is in Tokyo. ***(4) ...*** name is Yoshida. His ambition is to become a ***(5) ...*** because he likes football. As for me, my dream is to be a ***(6) ...*** . I love animals very much. I live with animals. I control ***(7) ...*** health.

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to jobs**

E.g. : mailman ; fisherman ; doctor ; veterinarian ; florist ; referee ; mechanic ; etc.

- **how to use possessive**

E.g. : **my** book / **his** pen / **her** pencil / **our** classroom / **your** teacher / **their** house ; etc.

SPECIMEN

COMMUNICATION ACTIVITY

Situation d'évaluation

L'ambassade des États-Unis en Côte d'Ivoire organise une compétition à l'intention des élèves de 6e de ton école. Il leur est demandé de rédiger un paragraphe pour parler des métiers et professions des membres de leurs familles. En tant qu'élève de 6e, dans un paragraphe de cinq lignes,

1. cite les métiers et professions des membres de ta famille ;
2. décris trois (3) d'entre eux.

SPECIMEN

LESSON 2

MY FATHER WORKS WITH A HOE

WRITING

Learning context

Situation d'apprentissage

En vue de donner davantage d'informations sur tes parents à ton correspondant Libérien, tu lui décris, via WhatsApp, les professions, ainsi que les outils de travail de ceux-ci.

GOOD TO KNOW

Vocabulary content

Vocabulary related to work tools and their usage

Language functions

- Expressing possession
- Asking and answering questions about work tools

My dictionary

Around : autour de
Found : trouvé
Mess : désordre
Often : souvent

SPECIMEN

Session 1

Session focus		
Vocabulary	**Language function**	**Structures**
stethoscope ; handcuffs ; board ; fork ; hoe ; whistle ; chalk ; hammer	Expressing possession	**A.** **Whose** hammer **is this ?** **B.** **It's the mechanic's** hammer. / **It's the mechanic's.**

A Let's explore

Look, listen and repeat 1

a hammer

a stethoscope

handcuffs

a board

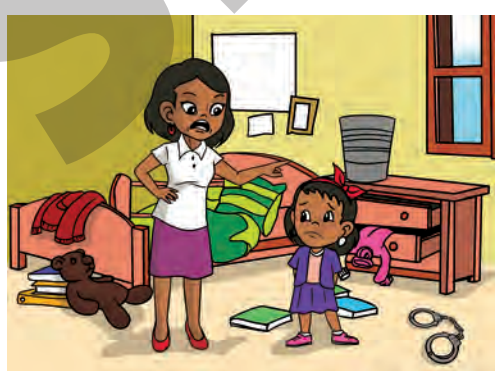
a fork

a hoe

a whistle

pieces of chalk

Look, listen and repeat 2



Mother : Oh, there's such a mess in your room ! **Whose** book **is this ?**

Princia : It's Hamed's book.

Mother : And **whose** chalk **is that ?**

Hamed : It's Princia's chalk.

Mother : And **whose** handcuffs **are these ?**

Princia : They're Daddy's handcuffs.

Mother : Daddy's handcuffs in your room ! Oh my God ! Like father, like children.

SPECIMEN

B Let's practise

1. Put the letters in the correct order to build words related to work tools.

Example : 1- hoe

1. E**H**O
2. **H**UCAFDFNS
3. TEP**S**TOESOCH
4. MAH**M**RE

2. With your neighbour ask and answer questions about people's possession like in number 1.

A : Whose stethoscope is this ?
B : It's the doctor's stethoscope / It's the doctor's.

1. Doctor / stethoscope
2. Referee / whistle
3. Farmer / fork
4. Teacher / chalk

C Let's take home

1. Ask and answer questions using *"whose"*.

Example : 1- A : Whose book is it ?
B : It is Yao's book. / It is Yao's.

1. There is a book in my hands. / Yao
2. There are some handcuffs. / The policeman
3. That's not my chalk. / The student
4. There is a whistle on the table. / The referee
5. There is a hammer near the toolbox. / The carpenter

2. Reorder the following words to get correct questions and answers.

Example : 1- Whose hoe is this ?

1. is / Whose / hoe / this / ?
2. is / It / hoe / my / brother's /.
3. books / these / Whose / are / ?
4. the / They / teacher's / are / books /.
5. is / schoolbag / this / Whose / ?
6. schoolbag. / Penawa's / is / This /

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to work tools**

E.g. : stethoscope ; handscuffs ; board ; fork ; hoe ; whistle ; chalk ; hammer ; etc.

- **how to ask and express possession**

E.g. : A : **Whose** hoe **is this ?**
B : It's the **farmer's** hoe. / It's the **farmer's.**

SPECIMEN

Session 2

Session focus		
Vocabulary	**Language function**	**Structures**
to give an injection ; to write on the board ; to restrain a prisoner ; to plough the land ; to regulate the traffic ; to administer a match	Asking and answering questions about work tools	**A** : **What does** the doctor do **with a syringe ?** **B** : He **gives injections** with it.

A Let's explore

Look, listen and repeat 1

to give an injection

to write on the board

to restrain a prisoner

to plough the land

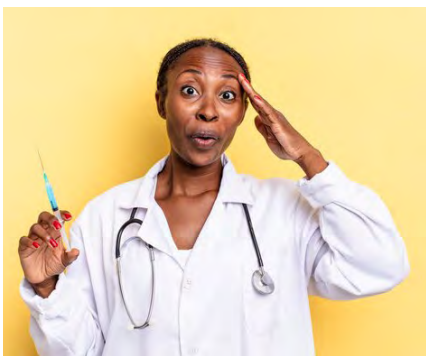
to regulate the traffic

to administer a match

Look, listen and repeat 2

Hélène : What does this policewoman do **with a whistle** ?

Rita : She **regulates the traffic** with it.



Hélène : What does the doctor do **with a syringe ?**

Rita : She **gives injections** to patients.

SPECIMEN

B Let's practise

1. Associate the different activities with people who often do them.

Example : 1- e

ACTIVITIES	PEOPLE
1. To give injection with a syringe	a. FARMER
2. To lead a football match with a whistle	b. POLICEMAN
3. To regulate the traffic with a whistle	c. TEACHER
4. To write on the board with chalk	d. REFEREE
5. To plough the land with a hoe	e. DOCTOR

2. Use the answers of *Exercise 1,* **to ask and answer questions with your partner.**

Example 1 : A : What does a doctor do with a syringe ?

B : He gives injections with it.

C Let's take home

Associate each tool with its corresponding role. Then write sentences like in the example.

Example : 1- b We need a whistle to administer a football match.

TOOLS	ROLES
1. a whistle	a. to give injections
2. a syringe	b. to administer a football match
3. chalk	c. to regulate the traffic
4. hoe	d. to write on the board
5. a whistle	e. to plough the land

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to the uses of work tools**

E.g. : to give injection ; to write on the board ; to regulate the traffic ; etc.

- **how to ask and answer questions about work tools**

E.g. : A : What does a farmer do **with a hoe ?**

B : He **ploughs the land** with a hoe.

SPECIMEN

COMMUNICATION ACTIVITY

Situation d'évaluation

Au cours d'une réunion du Club d'Anglais de ton école, le Président te demande de rédiger un paragraphe de six (6) lignes maximum pour parler des outils utilisés par les membres de la famille pour exercer leurs métiers et professions.

Dans ta production,

- indique l'emploi de chaque membre de ta famille ;
- décris les outils utilisés par chacun d'eux dans le cadre de son travail.

Présente ta production à la classe.

SPECIMEN

LESSON 3

MY SISTER WORKS IN A HOSPITAL

WRITING

Learning context

Situation d'apprentissage

Lors d'un échange par SMS, avec leurs camarades Sierra-Léonais, les élèves de 6e du Lycée Moderne 3 d'Agboville décrivent les lieux de travail de leurs parents.

GOOD TO KNOW

Vocabulary content

Vocabulary related to workplaces

Language function

Asking and answering questions about workplaces

My dictionary

Brackets : crochets ; parenthèses
Following : (en) suivant
Ladies : dames
Places : endroits
Scrambled : melé / desordonné
To find out : découvrir
To know : connaître
To unscramble : deméler
Who : qui
Workers : travailleurs

SPECIMEN

Session 1

Session focus		
Vocabulary	**Language function**	**Structures**
restaurant ; police station ; office ; building ; laboratory ; school ; farm ; shop	Asking and answering questions about workplaces	**A** : **Where does** the doctor **work ?** **B** : He **works** in a **hospital.**

A Let's explore

Look, listen and repeat 1

a restaurant

a police station

an office

a shop

a laboratory

a hospital

a farm

a school

Look, listen and repeat 2

Soro : **What does** your mother **do ?**

Coulibaly : She's **a doctor.**

Soro : **Where does** she **work ?**

Coulibaly : She works in **a hospital.** And you, what does your mother do ?

Soro : My mother's **a headmistress**.

Coulibaly : A headmistress ? Where does she work ?

Soro : She works in **an office.**

SPECIMEN

B Let's practise

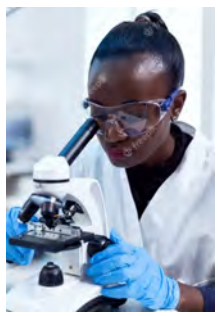
1. Look at the pictures, then with your partner, ask and answer questions like in number 1.

1

Zota

A : **Where does** Zota **work ?**
B : She works in **a hospital.**

2



Solange

3

Kipré

4

Ozoua

2. Write dialogues with the clues below and roleplay them with your partner.

The first one is an example.

1. **A** : What does Binaté do ?
   B : He's a doctor.
   A : Where does he work ?
   B : He works in a hospital.

1. Binaté (doctor) / 2. Nathalie (teacher) / 3. Boris (waiter) / 4. Oussou (policewoman)

C Let's take home

Find out the people who work in the places below. Then write sentences like in the example.

Example : 1- A : a doctor / a nurse
B : A doctor and a nurse work in a hospital.

1. Hospital
2. Police station
3. Farm
4. Restaurant
5. Laboratory
6. Shop
7. School

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to workplaces**
  E.g. : restaurant ; police station ; office ; laboratory ; school ; farm ; etc.
- **how to ask and answer questions about workplaces**
  E.g. : A : Where does a farmer **work ?** / **Where do** policemen **work ?**
  B : He works **on a farm.** / They work **in a police station.**

SPECIMEN

Session 2

Session focus		
Vocabulary	**Language function**	**Structures**
factory ; stadium ; barber's shop ; cafeteria ; mall ; casino ; fitness center ; gym ; drugstore	Asking and answering questions about workplaces	**A** : **Do** you **work in a factory ?** **B** : **Yes, I do. / No, I don't.**

A Let's explore

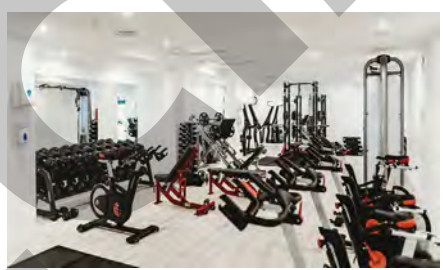
Look, listen and repeat 1

a barber's shop

a cafeteria

a mall

a casino


a gym

a drugstore

Look, listen and repeat 2

Yannis : Does Binaté **work in a hospital ?**
Malika : Yes, he does.

Malika : Do the teachers **work in a factory ?**
Yannis : No, they don't. They **work in a classroom.**

SPECIMEN

B Let's practise

1. Reorder the following letters to get the appropriate names related to workplaces.
Example : 1- FACTORY

1. TA**F**CYOR
2. EREFAT**C**IA
3. INA**C**OS
4. **R**ANTAUTRES
5. **F**ESSNIT **C**RENTE

2. Look at the pictures, then with your partner, ask and answer questions with the clues given.
Number 1 is an example.

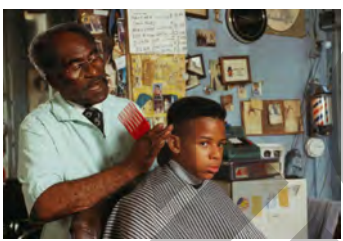
1

The man / hospital

A : Does the man work in a hospital ?

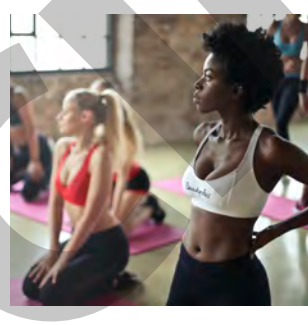
B : Yes, he does.

2



barber / office

3



The ladies / a gym

4

The headmaster / drugstore

C Let's take home

Write five sentences about members of your family or people you know.
Example : 1- My father is a doctor. He works in a hospital.

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to workplaces**

E.g. : factory ; gym ; barber's shop ; cafeteria ; mall ; casino ; etc.

- **how to ask and answer questions about workplaces : short answers**

E.g. : A : Does a farmer **work on a farm ? / B : Yes, he does.**
A : Do policemen **work on farms ? / B : No, they don't.**

SPECIMEN

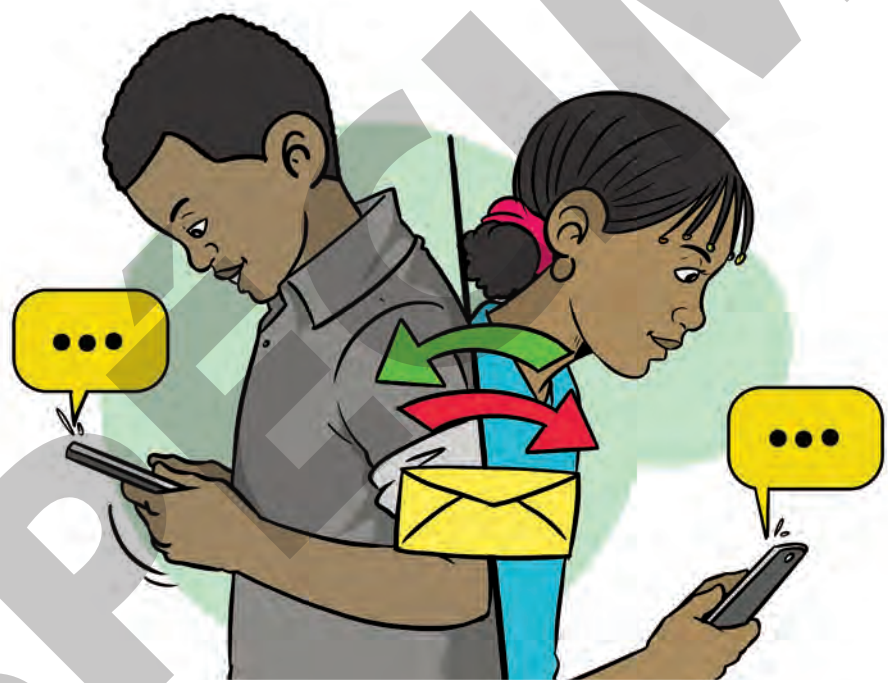
COMMUNICATION ACTIVITY

Situation d'évaluation

Ton correspondant anglophone t'envoie un message pour te demander de lui parler des emplois et lieux de service de tes parents (papa et maman). Dans un paragraphe de six (6) lignes, maximum,

- parle-lui des emplois de tes parents ;
- cite les différents outils utilisés par chacun d'eux ;
- précise pour chacun d'eux son lieu de travail.

Lis ta production au reste de la classe.



SPECIMEN

Let's consolidate 4

I. Complete the following sentences with the appropriate words. Example : 1- d

Column A	Column B
1. A person who repairs pipes , baths and toilets is a ...	a) musician
2. A person who cuts and sells meat in his shop is a ...	b) painter
3. A person who serves food and drinks in a restaurant is a ...	c) teacher
4. A person who plays a musical instrument very well is a ...	d) plumber
5. A person who owns and works on a farm is a ...	e) waiter
6. A person who stops fires burning is a ...	f) fireman
7. A person who paints and sells pictures is a ...	g) farmer
8. A person who teaches and helps students to learn is a ...	h) butcher

II. Write the appropriate question corresponding to each answer below. Number 1 is an example.

Katitio : (1) What do you do ?
Lorie : I'm a medical doctor.
Katitio : ***(2) ... ?***
Lorie : No, I don't. I work in a private hospital.
Katitio : ***(3) ... ?***
Lorie : It's my stethoscope.
Katitio : ***(4) ... ?***
Lorie : We use the stethoscope to examine patients.
Katitio : ***(5) ... ?***
Lorie : Yes, he's. But he works in a public hospital.

LET'S HAVE FUN

Who am I ?
Guess the jobs or occupations described below.
Example : 1- : You are a policeman.

1. A : I am a man and I work in a police station. / B : ...
2. A : I repair pipes, baths and toilets. / B : ...
3. A : I teach English to students in a school. / B : ...
4. A : I sell meat in a market. / B : ...
5. A : I work in a restaurant. I serve food and drinks to people. If I am a man, I am called a ... But if I am a woman, I am called a ... / B : ...

SPECIMEN

UNIT 5

LISTENING

CLOTHES AND COLOURS

SPECIMEN

LESSON 1

SHE IS WEARING A SKIRT

LISTENING

Learning context

Situation d'apprentissage

Tu es à Kumasi (Ghana). Tu te rends dans un magasin en vue d'acheter des vêtements pour les prochaines fêtes. Tu écoutes le marchand faire la publicité de ses articles de vêtements.

GOOD TO KNOW

Vocabulary content

Vocabulary related to clothing

Language function

Describing what people are wearing

My dictionary

Ready : prêt
See you : au revoir
To guess : deviner
To roleplay : jouer des rôles
Well done : bien joué, bravo !

SPECIMEN

Session 1

Session focus		
Vocabulary	**Language function**	**Structures**
clothes ; shirt ; skirt ; sunglasses ; dress ; trousers ; suit ; shoes ; blouse	Describing what people are wearing	**A** : **What are** you **wearing** ? **B** : I'm wearing **a suit.**

A Let's explore

Look, listen and repeat 1

a shirt

a skirt

sunglasses

a dress

trousers

a suit

shoes

a blouse

Look, listen and repeat 2

Miss Lydia : Good morning, class !

Students : Good morning, Miss !

Miss Lydia : Emma, stand up, please ! Class, look at Emma's clothes. **Wha's** she **wearing ?**

Mary : She's wearing a shirt and **a skirt** and **a blouse.**

Miss Lydia : Good ! Now, Olivier, **what're** you **wearing ?**

Olivier : I'm wearing **a shirt and trousers.**

Miss Lydia : Well done ! You and your neighbour, tell me, **what am I wearing ?**

Olivier and Mary : You're wearing **a skirt** and **a blouse.**

Miss Lydia : Great !

SPÉCIMEN

B Let's practise

Observe the pictures below. With your partner, ask and answer questions about what people are wearing. Do it like in number 1.

1

A : What's she wearing ?

B : She's wearing a skirt.

2

3

4

C Let's take home

Read the phone conversation below and complete it with the words from the box. Then roleplay it with your partner. Example 1- are

wearing ; trousers ; am ; are

Jeanne : Hello Rebecca, are you ready for Sarah's birthday party ?
Rebecca : Yes, I am.
Jeanne : Me, too. What ***(1) ...*** you wearing ?
Rebecca : I ***(2) ...*** wearing a dress. And you, what're you ***(3) ...***
Jeanne : My clothes are different. I'm wearing ***(4) ...*** and a shirt.
Rebecca : That's nice ! See you then.
Jeanne : See you Rebecca.

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to clothing**

E.g. : clothes ; shirt ; skirt ; sunglasses ; dress ; trousers ; suit ; shoes ; etc.

- **how to describe what people are wearing**

E.g. : A : What's the teacher **wearing ?**
B : He's wearing **a suit.**

SPECIMEN

Session 2

Session focus		
Vocabulary	**Language function**	**Structures**
cap ; bubu ; jacket ; shorts ; waistcoat ; jeans ; tie ; sneakers	Describing what people are wearing	**A** : **Is Laura wearing shorts ?** **B** : **No, she isn't.**

A Let's explore

Look, listen and repeat 1

a bubu

ties

a waistcoat

jeans

sneakers

shorts

a cap

a jacket

Look, listen and repeat 2

Laura : Tell me, Meriam, who is your mother in this picture ?
Meriam : Guess ! Ask me questions.
Laura : Ok, is she **wearing a skirt ?**
Meriam : No, she isn't.
Laura : Is she **wearing a blouse ?**
Meriam : No, she isn't.
Laura : Is she **wearing a bubu ?**
Meriam : Yes, she is. Right guess !
Laura : I love her bubu.
Meriam : Thank you !

SPECIMEN

B Let's practise

1. Match the questions in column A with the appropriate answers in column B. **Example : 1- c**

QUESTIONS	ANSWERS
1. Is John wearing a shirt ?	a. No, I am not.
2. What is Aissata wearing ?	b. They're wearing a khaki uniform.
3. What are the students wearing ?	c. No, he isn't.
4. What are you wearing ?	d. She's wearing a bubu.
5. Is Bineta wearing a bubu ?	e. I'm wearing trousers.
6. Are you wearing a waistcoat ?	f. Yes, she is.

2. Ask and answer questions about what people are wearing.
Example. 1- A : Is Johnattan wearing a suit ? / B : No, he isn't.

1. Johnattan / a suit

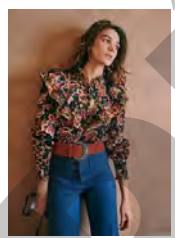
2. Bineta / a blouse

3. Armelle / a bubu

4. Brice / a suit

C Let's take home

Match each picture to its appropriate description. **Example : 1- B**


1

2

3

4

A- He is wearing a cap.
B- She is wearing a blouse and jeans.
C- He is wearing a jacket and jeans.
D- He is wearing a waistcoat and trousers.

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to clothing**

E.g. : cap ; bubu ; jacket ; shorts ; waistcoat ; jeans ; tie ; etc.

- **how to describe what people are wearing :** short anwers

E.g. : A : **Are** you **wearing a khaki uniform ?** / **Is** she **wearing a cap ?**
B : **Yes, I am. / No, she isn't.**

SPECIMEN

COMMUNICATION ACTIVITY

Situation d'évaluation

Au cours d'une compétition organisée par le Club d'Anglais de ton école, le Président te demande d'écouter un enregistrement audio et de réaliser les tâches suivantes.

A. Listen to the podcast and answer the question below :

How many items of clothing are mentioned in the conversation ?

a- five b- six c- seven

B. Listen again to the podcast and note the correct options. Write your answers like this : 1- B

	A	B
1. What does Alice need ?		
2. What is Alice going to wear at the party ?		
3. What is John looking for ?		
4. What is the birthday present of John's sister ?		
5. What does John want for Christmas ?		
6. What is John going to wear at the party ?		
7. What is John going to wear with the hat ?		

SPÉCIMEN

C. With your partner, complete the dialogue below, then present it to the rest of the class.

A : Hello, my friend !
B : ***(1) ...***
A : What're you wearing for the party ?
B : ***(2) ...***
A : What's your father wearing for the party ?
B : ***(3) ...***
A : What clothes are girl students wearing for school ?
B : ***(4) ...***
A : What clothes are boy students wearing for school ?
B : ***(5) ...***

SPECIMEN

LESSON 2

THE BLUE SHIRT FITS YOU WELL

LISTENING

Learning context

Situation d'apprentissage

Un groupe d'élèves de 6e du Lycée Moderne de Katiola est en visite à Sampa, au Ghana, avec leur professeur d'Anglais. En vue de faire leur choix d'habits pour les prochaines fêtes de fin d'année, ils écoutent un commerçant Ghanéen vanter la qualité de ses articles de vêtements en insistant sur leurs belles couleurs.

GOOD TO KNOW

Vocabulary content

Vocabulary related to colours

Language functions

- Describing colours and clothes
- Expressing likes and dislikes

My dictionary

A lot : beaucoup
Darker : plus foncé
Flag : drapeau
Lighter : plus clair
Mixed : mélangé
Rainbow : arc-en-ciel
Together : ensemble
Wedding : cérémonie de mariage

SPECIMEN

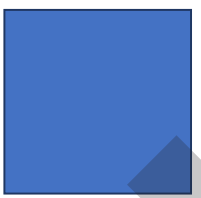
Session 1

Session focus		
Vocabulary	**Language function**	**Structures**
black ; blue ; white ; orange ; pink ; red ; green ; grey	Describing colours of clothes	**A** : **What colour** is **the dress ?** **B** : It's **red.** **A** : **What colour** are **the jeans ?** **B** : They're **black.**

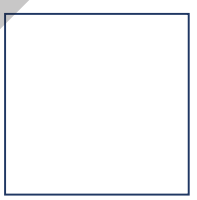
A Let's explore

Look, listen and repeat 1

orange


blue

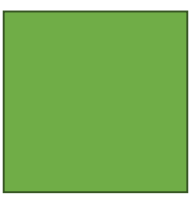
black


white

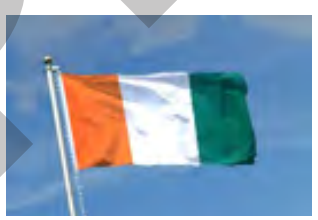
red

pink

grey


green

Look, listen and repeat 2



Motsepe : You're from Côte d'Ivoire, right ? **What colour is your flag ?**
Lago : It's **orange, white** and **green.**
Motsepe : That's nice.
Lago : And you, the Southafrican, **what colour** is **your flag ?**
Motsepe : It's **red, white, green, black, yellow** and **blue.**
Lago : What !!! That's a lot of colours.
Motsepe : Yes, people call it the rainbow flag.

SPECIMEN

B Let's practise

1. Identify and write the colour of each object. Example : 1- black

1. a ... board

2. a ... jacket

3. a ... blouse

4. ... shorts

5. a ... and... tie

6. a ... ; ... and ... flag

7. ... trousers

8. ... sneakers

2. With your partner, ask and answer questions about the colours of the clothes below.
Example : 1- A : What colour are the sunglasses ? / B : They're black.

1

2

3

4

5

C Let's take home

Read the sentences below. Then write *"T"* for true and *"F"* for false, and correct them if they are false. Example : 1-T

1. School girls wear blue skirts.
2. The ivoirian flag is orange, white and green.
3. Secondary school students wear khaki uniforms.
4. Red, yellow, green and blue are primary colours.

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to colours**

E.g. : black ; blue ; white ; orange ; pink ; red ; grey ; green ; etc.

- **how to ask and answer questions about colours of clothes**

E.g. : A : What colour is **the uniform ?** / **B :** It's **blue.**

SPECIMEN

Session 2

Session focus		
Vocabulary	**Language function**	**Structures**
beige ; brown ; purple ; khaki ; yellow ; indigo	Expressing likes and dislikes	A : **What colour** do you **like ?** B : I **like** green. A : **What colour** don't you **like ?** B : I **don't like** khaki / I **dislike** khaki.

A Let's explore

Look, listen and repeat

beige

yellow

purple

khaki

indigo

brown

Listen and repeat

Leslie : Hi, Mia ! It's my brother's wedding. Help me choose his wedding colours.
Mia : What colour do you like ?
Leslie : I **like yellow.** But, it is not my wedding. It is my brother's.
Mia : You're right. So, **what colour does he like ?**
Leslie : He **likes purple.**
Mia : I **like** purple too.
Leslie : I want to associate another colour, but not a bad colour.
Mia : What colour don't you like ?
Leslie : I **don't like** brown.
Mia : Me too, I **dislike** this colour. What do you think of **beige ?**
Leslie : It's ok. I choose it. My brother's wedding colours are : **purple** and **beige.**

B Let's practise

1. Listen to the passage and fill in the gaps with the names of colours.

Primary, secondary and tertiary colours

There are three primary colours : red, blue and ***(1)* yellow.** They are the basis of every other colours. Secondary colours result when two primary colours are mixed together. They are : orange, green and ***(2)*** ... . Tertiary colours are created when a primary colour is mixed with a secondary colour. ***(3)*** ... and black are not technically ***(4)*** ... but they are utilized to create lighter or darker colours. For example, combining white and red makes ***(5)*** ..., and mixing black with orange makes ***(6)*** ...

SPECIMEN

2. Refer to the emoji below, then ask and answer questions about the colours.

The first one is an example :

A : What colour does Kate like ?

B : She likes brown.

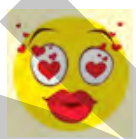
1 Kate / brown

2 Estelle / purple

3 Kati / yellow

4 I / beige

5 Etienne / indigo



6 Girls / Khaki

C Let's take home

1. Copy the table. Then put the numbers corresponding to the clothes you have. In the example, the person has two white shirts and 1 black pair of shoes.

	Shirt	Skirt	Blouse	Cap	Jacket	Tie	Pair of shoes	Pair of sneakers	Pair of trousers	Sunglasses
Blue										
Green										
White	2									
Black							1			
Pink										
Brown										
Grey										
Purple										
Yellow										0

2. Look at *Exercise 1,* **then use the information in the table to make sentences using** *like* **and** *dislike.*

Example : I have two (2) white shirts. I like white shirts.

I dislike yellow sunglasses.

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to colours**

E.g. : beige ; brown ; purple ; khaki ; yellow ; indigo ; etc.

- **how to express** *"likes"* **and** *"dislikes"*

E.g. : I **like** red. / Sandra **dislikes** black.

SPÉCIMEN

COMMUNICATION ACTIVITY

Situation d'évaluation

L'ambassadeur des États-Unis en Côte d'Ivoire organise une compétition d'écoute à l'intention des élèves de 6e de ton école. Le gagnant recevra une carte de crédit pour des achats dans un supermarché. Écoute la bande audio et réalise les activités ci-dessous.

A. Listen to the podcast and answer the question below :

The dialogues are about ...

B. Listen again and note down the correct answers to the questions.

Example : 1- Blue

	A	B
1. What colour is Jim's T-shirt ?	Blue	Yellow
2. What colour is Karen's dress ?	Red	Green
3. What colour are John's shoes ?	White	Purple
4. What colour is Mayumi's skirt ?	Yellow	Orange
5. What colour are Matt's socks ?	Black	Khaki
6. What colour are Ricardo's shorts ?	Grey	Red

SPÉCIMEN

C. With your partner, complete the dialogue below, then come and present it before the class.

A : Hi, my friend !

B : ***(1) ...***

A : What colour do you like ?

B : ***(2) ...***

A : What colour don't you like ?

B : ***(3) ...***

A : What colour is your school uniform ?

B : ***(4) ...***

A : What colour are your favourite clothes ?

B : ***(5) ...***

SPECIMEN

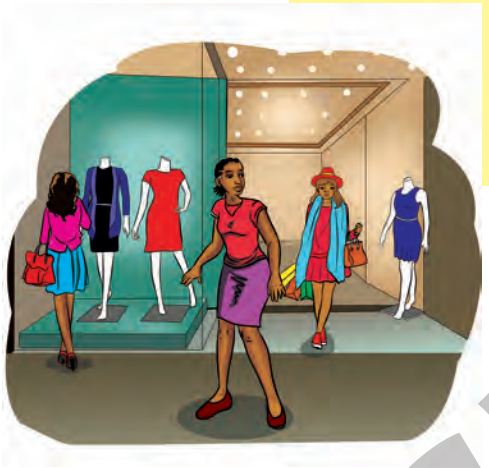
LESSON 3

HOW MUCH IS THE CAP ?

LISTENING

Learning context

Situation d'apprentissage



En visite à Lagos, chez ton ami Nigérian, tu entres dans un magasin d'habits pour t'enquérir des prix en vue d'en acheter.

GOOD TO KNOW

Vocabulary content

Vocabulary related to large numbers

Language functions

- Asking and answering questions about prices of items
- Making comparison with short and long adjectives

My dictionary

2nd runner-up : deuxième dauphine
Biggest : plus grand
Cheaper : moins cher
Expensive : cher
Fast : rapide
Figures : chiffres
Lucky : chanceux
Screen : écran
Size : taille
Skillful : talentueux
Smallest : plus petit
Smart : malin
To cost : coûter
To possess : posséder

SPECIMEN

Session 1

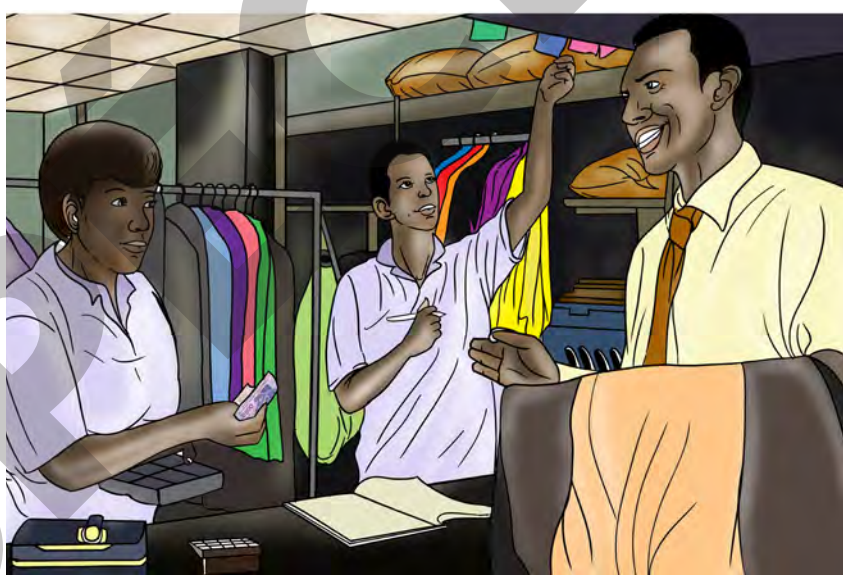
Session focus		
Vocabulary	**Language function**	**Structures**
100 ; 3,400 ; 1,200 ; 2,500 5,000 ; 6,500 ; 10,000	Asking and answering questions about prices of items	A : **How much** is the cap ? B : It's **three thousand** cfa. A : **How much** are the shoes ? B : They're **ten thousand** cfa.

A Let's explore

Listen and repeat

100 : One hundred
350 : Three hundred and fifty
945 : Nine hundred and forty-five
1,200 : One thousand, two hundred
2,500 : Two thousand, five hundred
5,000 : Five thousand
6,550 : Six thousand, five hundred and fifty
10,000 : Ten thousand

Look, listen and repeat



Fulgence : Come on Abou, this shirt looks nice.
Abou : Yeah, let me ask for the price. Miss, **how much is** this orange shirt, please ?
Trader : It's **FCFA 5,000.**
Fulgence : All right, thanks. And these sneakers, **how much are** they ?
Trader : They're **FCFA 10,000** only.
Fulgence : Ok, I'm going to buy the shirt, because it's cheaper.

SPECIMEN

B Let's practise

1. Write the prices in full letters or words. Example : a- one hundred

a. 100
b. 200
c. 250
d. 4,850
e. 8,000
f. 7,500

2. Put the words in the dialogue below in the correct order. Then roleplay the conversation.
Example : 1- How much is this shirt ?

Gael (1) : is / How / this / much / shirt / ?
Shopkeeper (2) : is / only / thousand. / two / It /
Gael (3) : sneakers / blue / And / the / how / are / much / ?
Shopkeeper (4) : hundred. / They / one / are / six thousand.
Gael (5) : How / on / cap / is / the / the / much / table / ?
Shopkeeper (6) : Two / it / is / thousand

C Let's take home

1. Classify these numbers from the smallest to the largest ones. Use the letters for your classification. Follow the example. D <.....<.....<.....<.....<.....

A : Two thousand
B : Two hundred
C : One thousand, two hundred
D : Ninety-nine
E : Three hundred and eighty-nine
F : One hundred thousand

2. Identify three articles of clothing that your father or mother has. Ask him questions about the prices of those clothing items and take notes. You will report your conversation to the class.

SPECIMEN

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to large numbers**

E.g. : 100 (one hundred) ; 3,400 (three thousand, four hundred) ; etc.

- **how to ask and answer questions about prices**

E.g. : A : **How much is** the **cap ?** / **How much are** the **shorts ?**
B : It's **three thousand.** / They're **five thousand, five hundred.**

Session 2

Session focus		
Vocabulary	**Language function**	**Structures**
LARGE NUMBERS : 6,250 9,500 10,000 21,000 37,800 79,500	Making comparison with short and long adjectives	- Trousers are long**er than** shorts. - The jacket is **more** expensive **than** the shirt.

A Let's explore

Listen and repeat

6,250 : Six thousand, two hundred and fifty
1,350 : One thousand, three hundred and fifty
10,000 : Ten thousand
21,000 : Twenty-one thousand
37,800 : Thirty-seven thousand, eight hundred
79,500 : Seventy-nine thousand, five hundred

Look, listen and repeat

This is my phone and this is Bilé's phone. Let's compare them.

My phone

SCREEN SIZE

- My phone's screen is not large.
- Bilé's phone screen is very large.

→ Bilé's phone screen is **larger than** my phone screen.

Bilé's phone.

PRICE

- My phone costs FCFA 20,000 (not expensive)
- Bilé's phone costs FCFA 80,000 (very expensive)

→ Bilé's phone is **more expensive than** my phone.

SPECIMEN

B Let's practise

1. Write the numbers in figures. Example : a = 18,000

a. eighteen thousand
b. eighty thousand
c. Nine thousand, nine hundred and ninety-nine
d. Twenty-five thousand and four
e. Six thousand, seven hundred and one
f. Two thousand and twenty-one

2. Use the adjectives in brackets to make comparisons like in the example below.
Example : 1- Koffi is taller than Kevin.

1. Koffi is 1.70 m / Kevin is 1.63 m (tall)
2. Miss CI / 2nd runner-up (beautiful)
3. Dictionary CFA 34,000 / Textbook CFA 8,700. (cheap / expensive)
4. Mount Tonkpi-1189m / Mount Nimba-1752m (high)

C Let's take home

In pairs, use the adjectives from the box to compare the pairs of items below. An adjective can be used with more than one pair. **Number 1 is an example.**

comfortable ; big ; expensive ; stylish ; nice ; cheap

1. trousers / shorts
A : For me, trousers are more stylish than shorts.
B : I think shorts are more stylish than trousers.
2. waistcoat / jacket
3. trousers / jeans
4. shirt / blouse
5. red / blue

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to large numbers**

E.g. : 6,250 (six thousand, two hundred and fifty) ; 37,800 (thirty-seven thousand, eight hundred) ; etc.

- **how to make comparison with short and long adjectives**

E.g. : bubus are larger than shirts. / A suit is more expensive than a cap.

SPECIMEN

COMMUNICATION ACTIVITY

Situation d'évaluation

Tu t'apprêtes à postuler pour un emploi de gérant dans un magasin d'habits dont les clients sont en majorité des anglophones. Pour mieux préparer ton entretien d'embauche qui se fera en Anglais, tu écoutes une annonce publicitaire sur un célèbre magasin Ghanéen d'habits du nom *d''Accra Fashion'.* Réalise les tâches ci-dessous.

A. Listen to the podcast and note the correct sentence among the two options :

1. In *'Accra Fashion',* men's clothes are more expensive than women's clothes.
2. *In 'Accra Fashion'*, men's clothes are cheaper than women's clothes.

B. Listen again and write the price of each item of clothing. Example : 1- FCFA 1,000

C. You are selected to work as a shop assistant in the clothing shop and you have a conversation with a customer. With your partner, use the information from *Activity B* **to complete the dialogue below. Then present it to the class.**

A : Good morning.
B : ***(1) ...***
A : How much is the blouse ?
B : ***(2) ...***
A : How much are the trousers ?
B : ***(3) ...***
A : I can't see well. What colour is the shirt ?
B : ***(4) ...***
A : Ok ! How much is it ?
B : ***(5) ...***
A : Wow ! How much is that beautiful dress ?
B : ***(6) ...***

SPECIMEN

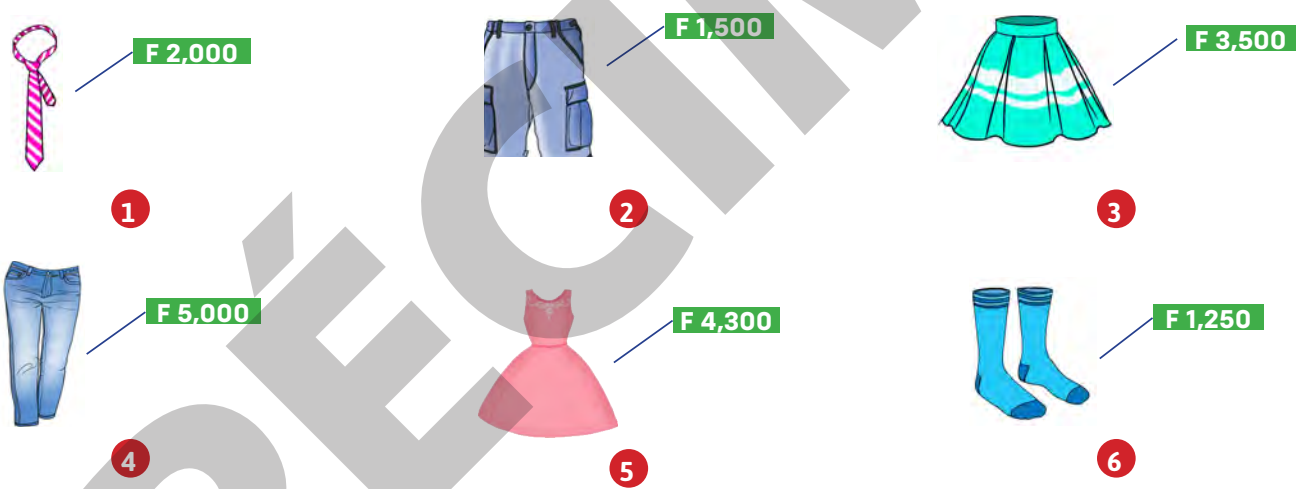
Let's consolidate 5

I. Use the following adjectives between brackets to make comparisons. Number 1 and 2 are examples : 1- more expensive / 2- nicer

1. My friend's tee-shirt is ... (expensive) than my tee-shirt.
2. The black socks are ... (nice) than the purple socks.
3. The blue shoes are ... (comfortable) than the white shoes.
4. The orange skirt is ... (short) than the grey skirt.
5. The green shirt is ... (big) than the blue shirt.
6. The pink tie is ... (cheap) than the beige tie.

II. With a partner, ask and answer questions about the prices of the articles in the pictures below.

Example : 1- A : How much is this tie ?
B : It is two thousand francs.



LET'S HAVE FUN

Learn and recite this little poem

A rainbow poem

Blue like a river,
Red like strawberry cut jam,
Yellow like a freshly cut lemon,
Green like spring grass,
Orange like a sunset.
This is the rainbow

SPÉCIMEN

UNIT 6

LISTENING

FOOD AND DRINKS

SPECIMEN

LESSON 1

WHAT FOOD AND DRINKS DO YOU LIKE ?

LISTENING

Learning context

Situation d'apprentissage

Les élèves de 6e du Lycée Moderne 3 de Gagnoa sont invités à une réception à l'Ambassade des États-Unis. Ils écoutent le chef cuisinier leur citer les différents plats et boissons disponibles afin de faire leur choix.

GOOD TO KNOW

Vocabulary content

Vocabulary related to meals and drinks

Language function

- Using adverbs of frequency to express how often we do things
- Asking and answering questions about meals and drinks

My dictionary

Breakfast : petit-déjeuner
Dinner : repas du soir
How often : combien de fois
Lunch : repas de midi
To drink : boire
To eat : manger
To sleep : dormir

SPECIMEN

Session 1

Session focus		
Vocabulary	**Language function**	**Structures**
bread ; rice ; tea ; coffee ; milk ; water ; meat ; sandwich	Using adverbs of frequency to express how often we do things	**A** : **How often** do you play football ? **B** : I **always** play football.

A Let's explore

Look, listen and repeat

bread

rice

tea

coffee

milk

water

meat

sandwich

Listen and repeat

Sam : Good morning, John !
John : Good morning, Sam !
Sam : **How often** do you eat rice ?
John : I **always** eat rice. I love rice. And you ? **How often** do you eat rice ?
Sam : I **rarely** eat rice. It gives me constipation.
John : Really ! **How often** do you drink alcohol ?
Sam : I **never** drink alcohol. It is not good for my age.

Adverbs of frequency	Percentages
Always	100%
Usually	90%
Often	70%
Sometimes	50%
Rarely	5%
Never	0%

SPECIMEN

B Let's practise

1. Listen to the teacher and write the names of the food items you hear.

2. Listen to the teacher again and choose the correct adverb.
Example : 1- Rarely.

1. Nina (rarely / always) revises her lesson.
2. The boy (sometimes / never) plays football.
3. My mother (usually / rarely) washes our clothes.
4. Akim does not (always / often) go to school.
5. The students (rarely / sometimes) sleep in class.
6. The teacher (never / usually) greets the students.

C Let's take home

This is a list of activities. Say how often you do them. Example : I always eat rice.

- eat rice
- play football
- revise your lessons
- sleep in class
- drink tea

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to meals and drinks**

E.g. : bread ; rice ; tea ; coffee ; milk ; water ; meat ; sandwich ; etc.

- **how to use adverbs of frequency**

E.g. : A : **How often** do you eat rice ? / **How often** does Alice drink tea ?
B : I **always** eat rice. / Alice **never** drinks tea.

SPÉCIMEN

Session 2

Session focus		
Vocabulary	**Language function**	**Structures**
pounded plantain ; ginger juice ; orange juice ; palm nut soup ; fried fish ; sorrel juice ; chicken	Asking and answering questions about meals and drinks	**A** : **What** do you have **for breakfast ?** **B** : I**'ve coffee** and **bread**. **A** : **What time** do you have **breakfast ?** **B** : I'**ve breakfast** at 7:00 am.

A Let's explore

Look, listen and repeat

pounded plantain

fried fish

fried rice

chicken

palm nut soup

orange juice

sorrel juice

ginger juice

Listen and repeat

Assalé : What time do you have **breakfast ?**
Gbazahi : I'**ve breakfast** at 7:00 am.
Assalé : What do you usually have **for breakfast ?**
Gbazahi : I usually **have milk** and **bread.** And you ?
Assalé : I just **take orange juice.**

Meals	Period
Breakfast	in the morning.
Lunch	at midday.
Dinner	in the evening.

SPECIMEN

B Let's practise

1. Listen to the teacher and complete the dialogue.

A : What ***(1) ... ?***
B : I've ***(2) ...*** and rice.
A : What ***(3) ... ?***
B : I've lunch at 12.
B : What do you have for breakfast ?
A : I've ***(4) ...*** and ***(5) ...*** for breakfast.
B : What time do you have breakfast ?
A : I've breakfast at 6:30 am.

2. Practise the dialogue in *Exercise 1* **with your partner.**

C Let's take home

Match each meal with its description. Example : 1- c

1. Breakfast	a. small quantity of food we serve before the main food.
2. Dinner	b. food we eat in the evening.
3. Lunch	c. food we eat in the morning.
4. Starter	d. fresh fruit served after a meal.
5. Dessert	e. food we eat at midday.

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to meals and drinks**

E.g. : pounded plantain ; ginger juice ; orange juice ; palm nut soup ; fried fish ; sorrel juice ; chicken ; etc.

- **how to ask and answer questions about meals and drinks**

E.g. : A : What do you have for **lunch ? B : I've rice** and **fried fish.**
A : What time do you have **lunch ? B : I usually have lunch** at **12:30.**

SPECIMEN

COMMUNICATION ACTIVITY

Situation d'évaluation

Des élèves de 6e du Lycée Moderne de Ferkessédoukou, sont invités à une réception à l'Ambassade des États-Unis en Côte d'Ivoire. Ils écoutent le chef-cuisinier leur citer les différents plats et boissons disponibles afin de faire leur choix. Faisant partie de ces élèves, pendant que tu l'écoutes, fais les activités suivantes.

A. Note down the letters of the meals you hear ;

a-bread and porridge ; b-rice and chicken ; c-potatoes and meat ; d-fried rice and fish ; e-pounded plantain and peanut sauce ; f-attieké and eggs ; g-fried yam and meat

B. Write down the names of drinks mentioned ;

milk ; coffee ; sorrel juice ; ginger juice ; lemon juice ; tea ; syrup ; beer

C. In a paragraph of six (6) lines, list and describe your choice of meals and drinks for breakfast and dinner.

SPÉCIMEN

LESSON 2

LET'S TALK ABOUT FRUITS AND VEGETABLES

LISTENING

Learning context

Situation d'apprentissage

Après ta brillante victoire au concours interclubs organisé par l'Ambassade de Grande Bretagne en Côte d'Ivoire, l'Ambassadeur en personne, t'invite à une réception. Le maître de cérémonie te présente le menu du jour en Anglais. Tu l'écoutes attentivement afin de choisir ton entrée, ton plat principal et le dessert.

GOOD TO KNOW

Vocabulary content

Vocabulary related to fruits and vegetables

Language function

Expressing quantities with : *''some''* , *''any''* and *''no''* / *''much''* , *''many''* , *''a lot of''*

My dictionary

Bucket : seau

Marbles : billes

To buy : acheter

To want : vouloir

SPECIMEN

Session 1

Session focus		
Vocabulary	**Language function**	**Structures**
pineapple ; pawpaw ; orange ; avocado ; banana ; mango ; coconut ; apple	Expressing quantities with : *''some'' ; ''any'' ; ''no''*	- I want **some** water. - Do you have **any** apples ? - I don't have **any** oranges. - There is **no** water in the bucket.

A Let's explore

Look, listen and repeat

an orange

an avocado

a banana

a pawpaw

an apple

a coconut / coconuts

a mango / mangoes

a pineapple

Listen and repeat

Camara : Good morning, Remi ! What're you eating ?
Ahotossé : I'm eating **some** oranges. Do you want **any** oranges ?
Camara : No , I don 't. I prefer mangoes.
Ahotossé : I'm sorry, I have **no** mangoes.
Camara : Ok. Can I have **some** apples ?
Ahotossé : Yes, sure.
Camara : Thank you.
Ahotossé : You're welcome.

SPÉCIMEN

B Let's practise

1. Reorder the letters below to obtain correct names of fruits.
Example : 1- Avocado

1. a-d-o-v-A-c-o
2. w-P-a-a-p-w
3. p-l-p-e-A
4. g-a-o-n-M
5. i-p-n-P-a-p-e-l-e
6. o-n-C-t-c-u-o
7. e-r-a-g-n-O
8. a-n-B-n-a-a

2. Fill in the gaps with : *some ; no ; any.* **Example : 1- some**

1. My mother is cutting ... oranges.
2. We don't have ... oranges for dessert.
3. There is ... starter on the menu today.
4. My sister buys ... avocados at the market.
5. Have you got ... mangoes ?

C Let's take home

Put the words in the correct order to make meaningful sentences.
Example : 1- Ali has got some oranges.

1. has / got / Ali / oranges. / some
2. My / doesn't / sister / fruit. / eat / any
3. drink / The / some / water. / children
4. Girl / no / The / pencils. / has

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to fruits**

E.g. : pineapple ; pawpaw ; orange ; avocado ; banana ; mango ; coconut ; apple ; etc.

- **how to express quantities with :** *some ; any ; no*

E.g. : I drink **some** water. / There is **no** water in the bottle. / Do want **any** apple ?

SPECIMEN

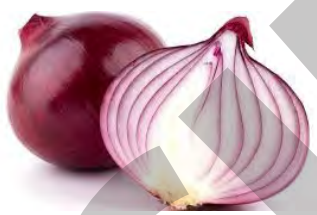
Session 2

Session focus		
Vocabulary	**Language function**	**Structures**
carrot ; onion ; okra ; aubergines ; plantain ; garlic ; tomato ; pepper ; potato	Expressing quantities with : many ; much ; a lot of	- There are **many** tomatoes in the kitchen. - There is **much** water in the bucket. - There are **a lot of** students in the classroom.

A Let's explore

Look, listen and repeat

a carrot


an onion

an okra / okras

a garlic / garlics

a tomato

a pepper / peppers

a potato

a plantain / plantains

Listen and repeat

Arlette : Hello, can you help me ? I've **many** tomatoes in my bag ; it's heavy.
José : I'm sorry I can't. I've drunk too **much** water, so I can't walk.
Arlette : Look, there are **a lot of** boys under the tree. Call them for help, please.
José : Ok, only one can help you ; the others are carrying **a lot of** books.
Arlette : Ok, ask him to come.
José : Ok.

SPÉCIMEN

B Let's practise

1. Reordor the letters to get appropriate names of vegetables.
Example : 1- tomato

1. maTtoo
2. licGar
3. raOk
4. taotoP
5. ionOn
6. arCtro
7. inntaPla
8. Pperep

2. Listen to the teacher and fill in the gaps.

1. My mother buys many ... , bread and ... milk for coffee.
2. We like eating ... rice with ... soup and drinking ... orange juice.
3. We use ... coffee and bread for breakfast and a lot of... for diner.
4. ... children don't like sauce with ...

C Let's take home

Fill in the gaps with the suitable words or group or words : *many ; much ; a lot of.* **There are more than one option in some sentences. Example : 1- many**

1. There are ... students in the school yard.
2. There is ... water in the bottle.
3. Don't put ... salt in the sauce.
4. There is ... milk on the table.
5. My mother cooks ... rice.
6. The visitors bring us ... presents.

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to vegetables**

E.g. : carrot ; onion ; okra ; aubergines ; plantain ; garlic ; pepper ; potato ; etc.

- **how to express quantities with :** *"many"* **;** *"a lot of"* **(countable nouns)**

E.g. : I have **many** tomatoes in the bucket. / I have **a lot of** tomatoes in the bucket.

- **how to express quantities with :** *"much"* **;** *"a lot of"* **(uncountable nouns)**

E.g. : There is **much** water in the bottle. / There is **a lot of** water in the bottle.

SPECIMEN

COMMUNICATION ACTIVITY

Situation d'évaluation

Le président de votre Club d'Anglais appelle votre correspondant Ghanéen pour l'informer de votre prochaine visite dans son pays. Ce dernier en profite pour lui donner la liste des fruits et légumes à acheter pour lui, parce que ces fruits et légumes sont rares sur le marché ghanéen. Écoute attentivement leur conversation et fais toutes les activités suivantes.

A. Listen to the conversation and write the names of fruits and vegetables you hear.

Example : 1- avocado

Fruit : 1- avocado ; ...
Vegetables : 1- ...

B. Listen again and say if the following statements are true (T) or false (F).

Example : 1- F

1. Mansa likes vegetables.
2. Fruits are expensive in Ghana.
3. Avocados are more expensive in Côte d'Ivoire than in Ghana.
4. There are some avocados in Côte d'Ivoire.

C. Listen again and complete the following passage with the missing words.

Example : 1- fruit

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

Yéo : Next Sunday.

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

Yéo : Sure. What type of fruit do you want ?

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

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

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

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

SPÉCIMEN

LESSON 3

COOKING AN OMELETTE

LISTENING

Learning context

Situation d'apprentissage

Après une réception chez l'Ambassadeur du Nigéria en Côte d'Ivoire, un groupe d'élèves de 6e du ''Club cuisine'' du Lycée Sainte-Marie, impressionnés par le plat, rencontrent le Chef cuisinier. Celui-ci leur décrit les recettes. Ils l'écoutent attentivement afin de les reproduire chez eux.

GOOD TO KNOW

Vocabulary content

Vocabulary related to a recipe

Language functions

- Describing a process with linking words (connectors) : *first (ly) ; second (ly) ; next ; then ; and ; after that ; finally*
- Giving and responding to instructions

My dictionary

BBC : British Broadcasting Corporation (Organisme britannique de radio et télévision)

Side : côté
Sticky : collant
To break : casser
Round : rond

To crack : briser / casser
To pour : verser
To remove : enlever
Mixture : mélange

SPECIMEN

Session 1

Session focus		
Vocabulary	**Language function**	**Structures**
recipe ; flour ; oil ; mayonnaise ; vinegar ; salt ; egg ; chilli	Describing a process with linking words	- **First (ly),** set fire. - **Second (ly),** break the eggs.

A Let's explore

Look, listen and repeat

a recipe

chilli

flour

egg

vinegar

mayonnaise

salt

oil

Listen and repeat

To make an omelette,

- **First,** put some oil into the frying pan on the fire.
- **Secondly,** break the eggs and pour the liquid into a plate.
- **Then,** beat the egg.
- **Next,** when the oil is hot, put the egg into the oil.
- **After that,** change the sides of the egg one minute later.
- **Finally,** remove the egg from the frying pan.

Your omelette is ready.

SPECIMEN

B Let's practise

1. Listen to your teacher and write down the names of ingredients you hear.

Example : 1- salt

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

2. Put the sentences in the correct order to show the process of cooking rice.

The first sentence is done as an example : **1- First, put a pot on a fire. 2 ... 3 ... 4 ...**

- Finally, reduce the fire. Your rice will be ready in 30 minutes.
- Then, add the rice to the boiling water.
- First, put a pot on the fire.
- After that, cover the cooking pot.

C Let's take home

Describe the process of cooking a meal of your choice.

SPÉCIMEN

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to a recipe**

E.g. : flour ; oil ; mayonnaise ; vinegar ; salt ; egg ; chilli ; etc.

- **how to describe a process with linking words :** *first ; secondly ; next ; then ; and ; after that ; finally ; etc.*

E.g. : First, put a pot on the fire. / **Secondly,** break the eggs...

Session 2

Session focus		
Vocabulary	**Language function**	**Structures**
to cut up ; to boil ; to fry ; to mash ; to pound ; to cover ; to start fire ; to mix ; to beat	Giving and responding to instructions	- **Start fire** - **Cut up the onion**

A Let's explore

Look, listen and repeat

to start fire

to boil

to mash

to fry

to cut up

to pound

to cover

to beat

Listen and repeat

Glazahi : Hello, Ama ! How do we make an omelette ?

Ama : Hello, Glazahi ! It's easy. Just follow the intructions below :

- **start** fire ;
- **put** the frying pan on the fire ;
- **add** cooking oil and some salt ;
- **crack** eggs in a bowl ;
- **cut up** onions and tomatoes into slices ;
- **add** them in the bowl and mix up with the egg ;
- **pour** the whole mixture in the frying pan and **cook** it for two (2) minutes.

And your omelette is ready.

Glazahi : Thanks a million !

Ama : You're welcome.

SPECIMEN

B Let's practise

1. Listen to the teacher and write down the instructions you hear.
Example : 1- Cut up the onions, tomatoes and the lettuce.

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

2. Read the sentences and write the corresponding instructions.

1. Your father wants you to start fire : ⟶ **start fire.**
2. He wants you to put the frying pan on the fire.
3. Dad wants you to pour cooking oil in the frying pan.
4. He needs to break the eggs and mix up the liquid with onions and tomatoes.
5. He wants you to add a pinch of salt.
6. He wants you to pour the mixture into the frying pan.

C Let's take home

Fill in the gaps with the following adverbs or connectors to build a paragraph, describing the process of cooking rice. Example : 1- first

Finally ; After that ; First ; Then, Secondly

Here is the process of cooking rice. ***(1) ...*** , put a pot on the fire. ***(2) ...*** , pour water into the pot. ***(3) ...*** , add the rice to the boiling water. ***(4) ...*** , cover the cooking pot. ***(5) ...*** , reduce the fire. Your rice will be ready in 30 minutes.

SPECIMEN

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to a recipe**

E.g. : to cut up ; to boil ; to fry ; to mash ; to pound ; to cover ; to start fire ; etc.

- **how to give understanding instructions :** *"verb + object"*

E.g. : **Start** fire. / **Cut up** the onion. / **Put** the pot on the fire.

COMMUNICATION ACTIVITY

Situation d'évaluation

En vue de préparer un travail de groupe sur les recettes de cuisine, lors d'une réunion du Club d'Anglais de ton école, tu décides d'écouter une émission sur BBC, portant sur la préparation d'un plat japonais. Pendant que tu écoutes l'émission, fais toutes les activités suivantes.

A. Listen and complete the sentence below.

The name of the food is :

a. Pizza
b. Sumeshi
c. Panini
d. Rice

B. Listen again to the podcast and answer the questions below.

1. What is the most important element when making Sumeshi ?
2. Do we add salt to the sauce ?
3. How should the rice be ?

C. Complete the passage below with the missing words.

Rice is the most important ***(1) ...*** when making Sumeshi. The rice is not used naturally, but must be ***(2) ...*** first. Sumeshi is obtained by mixing rice, vinegar, salt and little ***(3) ...*** . The rice should be round rice, which becomes sticky after ***(4) ...*** . Avoid sticky rice for dessert and varieties of grains rice.

SPECIMEN

Let's consolidate 6

I. Fill in the gaps with the following words : *some ; any ; no.* **Example : 1- some**

a. The child drinks ... water.
b. Does she have ... pens ?
c. He doesn't have ... oranges.
d. There is ... chair in the room.
e. My sister has got ... pencil in her bag.
f. My mother gives me ... mangoes.

II. Complete the sentences with : *"much" ; "many" ; "a lot of".* **Example : a- much**

a. Children like drinking ... milk.
b. My father eats ... mangoes.
c. Ali and Sika wash their clothes with ... water.
d. I like drinking ... orange juice.
e. We have ... exercises to do.
f. Don't put ... salt in the soup.

III. Fill the gaps with the following adverbs or connectors to build a paragraph, describing the process of cooking rice. Example : 1- First

finally ; after that ; first ; then ; secondly

This is the process of cooking rice. ***(1) ...*** , put a pot on the fire. ***(2) ...*** , pour water into the pot. ***(3) ....*** , add the rice to the boiling water. (4) ... , cover the cooking pot. ***(5) ...*** , reduce the fire. Your rice will be ready in 30 minutes.

IV. Answer the following questions

a. What do you have for breakfast ?
b. What time do you have lunch ?
c. What time do you have dinner ?
d. What do you have for dinner ?
e. What do you have for lunch ?

LET'S HAVE FUN

With your neighbour, take turns to play a game on meals, drinks, fruit and vegetables like this :

Student A : Give a name of fruit with **five** letters.
Student B : Orange.
Student A : No, try again.
Student B : Apple.
Student A : Excellent ! Now, it's your turn.

SPECIMEN

UNIT 7

READING

HEALTH AND ENVIRONMENT

SPECIMEN

LESSON 1

TAKE CARE OF YOUR BODY !

READING

Learning context

Situation d'apprentissage

Nous sommes au Lycée Moderne BAD de Koun-Fao. Pendant le cours d'Anglais, le professeur donne à ses élèves de 6e un texte sur l'importance de l'hygiène corporelle en vue de les sensibiliser.

GOOD TO KNOW

Vocabulary content

Vocabulary related to the parts of the body and body hygiene

Language function

Expressing obligations and prohibitions with *must / mustn't*

My dictionary

Bath : bain
Clean : propre
Dirty : sale
Health : santé
Tissue : mouchoir
To follow : suivre
To keep on : continuer
To label : annoter
To stay healthy : être en bonne santé
To take a shower : prendre une douche
Without : sans
Rule : règle

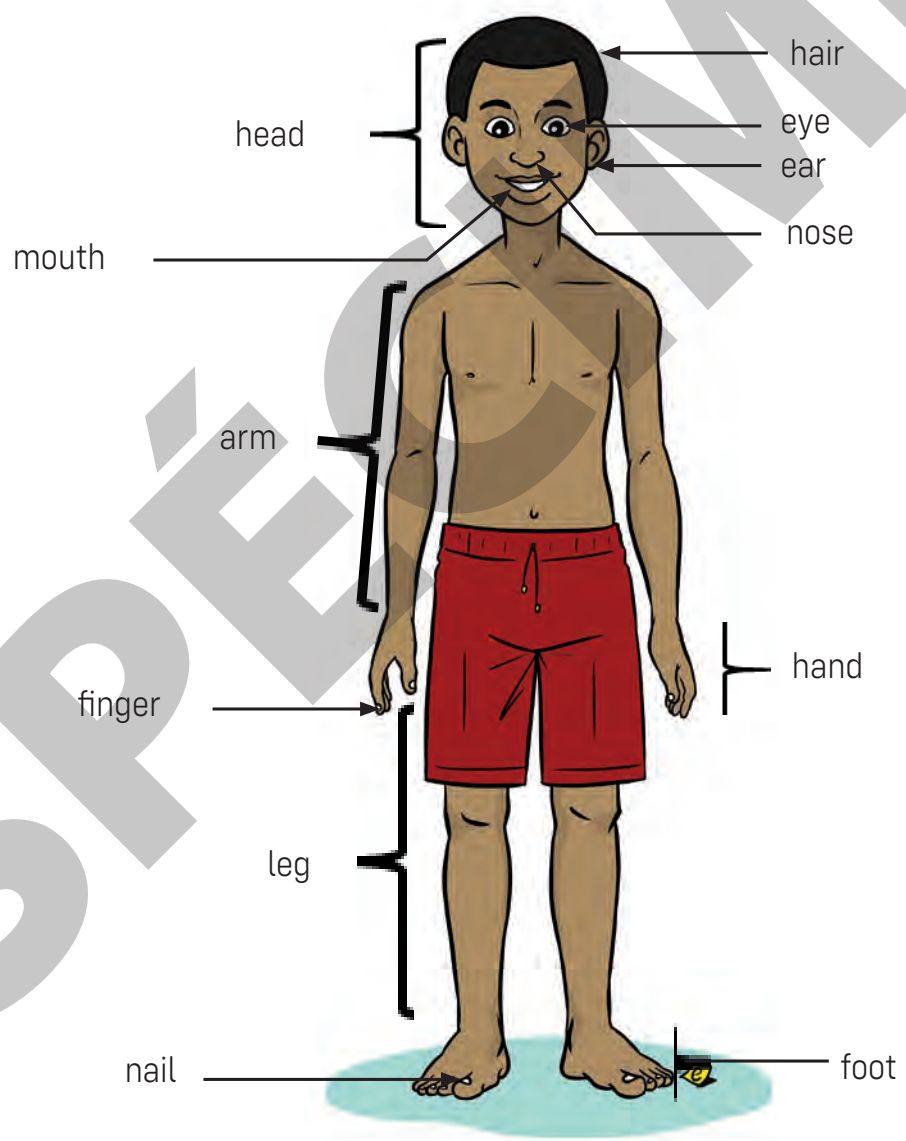
SPECIMEN

Session 1

Session focus		
Vocabulary	**Language function**	**Structures**
head ; foot ; arm ; hand ; hair ; leg ; eye ; nose ; nail ; finger ; teeth ; mouth ; ear	Expressing obligations with "must"	**A** : What **must** you **do ?** **B** : I **must cut** my nails regularly.

A Let's explore

Look, listen and repeat



Parts of the body

SPÉCIMEN

Listen and repeat

Priscilia : What **must** I **do** to stay in good health ?
Dr Lucy : You **must wash** your hands before eating.
Priscilia : Is that all ?
Dr Lucy : You **must brush** your teeth after eating.
Priscilia : Thanks, it's what I do every day.

B Let's practise

1. Read the sentences below and complete each of them with the suitable part of the body.
Example : 1- mouth

1. You can eat with your ...
2. You can take objects with your ...
3. You can walk with your ...
4. You can see things with your ...

2. With your partner, use the information below to ask and answer questions expressing obligations. **Example : 1- A : What must you do to stay in good health ?**
B : I must wash my hands.

1. I / wash my hands
2. Armel / take a bath regularly
3. The students / wear clean clothes
4. We / live in a clean environment

C Let's take home

Reorder the words or groups of words to get meaningful sentences related to body hygiene.
Example : 1- Michael must take a bath every day.

1. take / Michael / every day. / a bath / must
2. your nails / must / to / You / be / cut / clean.
3. environment. / protect / the / must / We
4. body. / must / their / People / care / take / of

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to parts of the body**

E.g. : head ; foot ; arm ; hand ; hair ; leg ; eye ; nose ; nail ; finger ; teeth ; etc.

- **how to express obligation with** *must*

E.g. : You **must cut** your nails regularly.

SPECIMEN

Session 2

Session focus		
Vocabulary	**Language function**	**Structures**
soap ; towel ; toothbrush ; to brush ; toothpaste ; shampoo ; to shampoo ; to brush one's teeth ; to blow one's nose ; to comb the hair ; cotton buds ; to wash the body	Expressing prohibition with "mustn't"	**A** : What **mustn't** I do ? **B** : You **mustn't** wear dirty clothes.

A Let's explore

Look, listen and repeat

a soap

a towel

toothbrush

a toothpaste

to shampoo the hair

to brush the teeth

to wash the body

to wash the hands

to blow one's nose

SPECIMEN

Listen and repeat

Mardochée : What **mustn't** I **do** to be clean ?
Blanchard : You **mustn't blow** your nose without a tissue.
Mardochée : Is that all ?
Blanchard : No, you **mustn't eat** with your dirty hands.
Mardochée : Thank you for your good advice.
Blanchard : You're welcome.

B Let's practise

1. Put the actions below in the appropriate column according to what people *must* **or** *mustn't* **do.**
Do like in the example.

eat with dirty hands ; take a bath three times a day ; brush their teeth regularly ; blow their nose without a tissue ; cut the nails with the teeth ; wash hands before eating

Must	Mustn't
	• Eat with dirty hands

2. Look at *Exercise 1.* **Use the information to ask and answer questions about obligations. Practise with your partner.**

Example : 1. A : What mustn't you do ?
B : I mustn't eat with dirty hands.

C Let's take home

Write about three (3) things you *"must"* **do and three (3) things you** *"mustn't"* **do to stay healthy.**

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to hygiene**

E.g. : soap ; towel ; toothbrush ; toothpaste ; shampoo ; to shampoo ; to brush one's teeth ; to blow one's nose ; to comb the hair ; cotton buds ; etc.

- **how to express prohibition with** *mustn't*

E.g. : You **mustn't wear** dirty clothes.

SPECIMEN

COMMUNICATION ACTIVITY

Situation d'évaluation

En tant que membre du Club d'Anglais de ton école, tu envisages sensibiliser tes camarades sur l'importance de l'hygiène corporelle à la prochaine réunion du club. Pour avoir des arguments valables, tu décides d'exploiter le texte ci-dessous avec les consignes suivantes :

A. As you read the text quickly, note the best title among the two (02) proposals.

The best title is :

1. Parts of the body.
2. Body hygiene.
3. Millions of microbes.

Every day, you come into contact with millions of microbes. They can provoke maladies. To prevent these maladies, you must have a good body hygiene. Take a shower in the morning and in the afternoon with a soap and sponge. Brush your teeth in the morning and before going to sleep. Cut your nails and shampoo your hair regularly. Wash your hands very frequently.

Adapted from https://www.healthline.com/health/personal-hygiene

B. Use the underlined words or phrases from the text to name the pictures below.

Example : 1- microbes

1

2

3

4

SPECIMEN

C. As you read the text again, choose the correct option.
Example : 1- microbes

1. What are you in contact with every day ?
   → microbes / food
2. What is the solution to prevent maladies ?
   → sports / good body hygiene
4. When must you brush your teeth ?
   → before eating / before going to sleep
5. What must you use to wash your hair ?
   → a shampoo / oil

D. Use the clues in the box below to write three (03) sentences about what students must do and three (03) sentences about what they mustn't do to have a good body hygiene. Draw the table in your copybook and do like in the example.

Shampoo their hair regularly ; Eat with dirty hands ; Brush their teeth twice a day ; Pick their nose in public ; Wear dirty uniforms ; Take shower every day

What students must do	What students mustn't do
1. Students must shampoo their hair regularly. 2. 3.	1. 2. 3.

SPÉCIMEN

LESSON 2

WE SHOULD PREVENT DISEASES

READING

Learning context

Situation d'apprentissage

Nous sommes au Lycée Moderne Kaunet Moussa de Kani, à l'occasion d'une journée intitulée « Santé Pour Tous », organisée par le Club d'Anglais. Sollicité, un professeur d'EDHC, distribue aux élèves de 6e un poster portant sur l'environnement, afin de mieux comprendre les mesures qui permettent de prevenir les maladies.

GOOD TO KNOW

Vocabulary content

Vocabulary related to environment and illnesses

Language function

Asking and giving advice with *«should» / «shouldn't»*

My dictionary

Advice : conseil
Everywhere : partout
Illness : maladie
Shelter : refuge
Surroundings : les environs
To prevent : prévenir
Dirt : saleté

SPECIMEN

Session 1

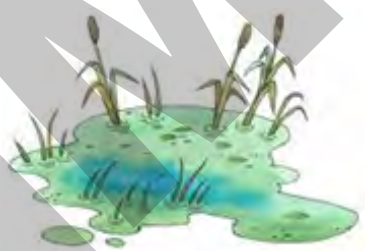
Session focus		
Vocabulary	**Language function**	**Structures**
dustbin ; garbage ; stagnant water ; to empty the dustbin ; to sweep the floor ; to collect the rubbish ; mosquito ; mosquito net	Asking and giving advice with *"should"*	**A** : What **should** I **do** to live in a clean environment ? **B** : You **should collect** the rubbish regularly.

A Let's explore

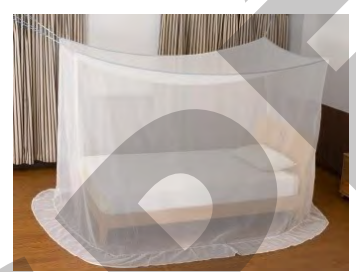
Look, listen and repeat

a garbage

a dustbin


a stagnant water

a mosquito


a mosquito net

to collect rubbish

to sweep the floor

to empty the dustbin

Listen and repeat

Yéo : What **should** we **do** to keep this dirty environment clean ?

Digbeu : I think, we **should collect** the garbage.

Yéo : What **should** we **do** next ?

Digbeu : We **should empty** the dustbin.

Yéo : Is it all ?

Digbeu : No, we **should** also **sweep** the floor and **avoid** stagnant water.

Yéo : Great ! Thank you for your good advice.

Digbeu : You're welcome.

SPÉCIMEN

B Let's practise

1. Match the words or expressions related to environment in column A with their synonyms or meanings in column B. Example : 1- d

Column A	Column B
1. Dustbin	a. an insect
2. To sweep (the floor)	b. rubbish, dirt
3. Stagnant (water)	c. a material that protects against mosquitoes
4. Mosquito	d. where we put rubbish
5. Mosquito net	e. not moving (water)
6. Garbage	f. to clean the floor

2. Read the clues, then with your neighbour ask and answer questions about what people should do to stay healthy.

Example : 1- A : What should the family do ?
B : The family should sleep under a mosquito net.

1. The family / sleep under a mosquito net
2. The children / collect the rubbish
3. Nina / sweep the floor
4. The lady / empty the dustbin

C Let's take home

Fill in the gaps with the words from the box to get a meaningful paragraph about environment.
Example : 1- stagnant

should ; dustbin ; stagnant ; garbage ; mosquitoes

After the recent rain, there is a lot of ***(1)*** ... water every where. It can be a shelter of ***(2)*** ... which provoke malaria. To live in a safe environment, we ***(3)*** ... clean it by collecting and putting the ***(4)*** ... into a ***(5)*** ...

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to environment**

E.g. : dustbin ; garbage ; stagnant water ; to empty the dustbin ; to sweep the floor ; to collect the rubbish ; mosquito ; mosquito net ; etc.

- **how to ask and give advice with** *"should"*

E.g. : **A :** What **should** you **do** to be healthy ?
B : You **should clean** your environment regularly.

SPECIMEN

Session 2

Session focus		
Vocabulary	**Language function**	**Structures**
diseases ; malaria ; stomachache ; headache ; skin rash ; flu ; fever ; cough ; advice ; to prevent	Asking for and giving advice with *"shouldn't"*	**A** : What **shouldn't** I **do** to keep my environment clean ? **B** : You **shouldn't throw** rubbish everywhere.

A Let's explore

Look, listen and repeat 1

fever

flu

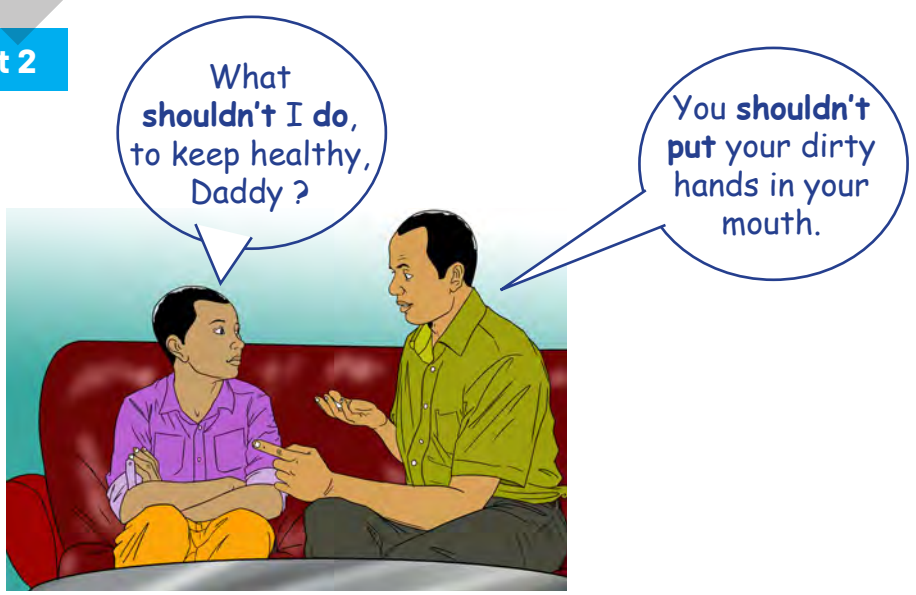
headache

skin rash

to cough

stomachache

Look, listen and repeat 2



SPECIMEN

B Let's practise

1. Reorder the letters to get words or expressions related to diseases.
Example : 1- Flu

1. luF
2. echadeHa
3. verFe
4. aMarila
5. Chugo
6. kinS haRs

2. With your partner, use the information below to ask and give advice.
Example : 1- A : What shouldn't I do ?
B : You shouldn't sleep in a dusty room.

1. You / sleep in a dusty room.
2. Ali / put his dirty hands in his mouth.
3. We / sleep outside the mosquito net.
4. They / throw waste on the road.
5. The boy / drink water from the river.

C Let's take home

Fill in the table with the actions below according to what people *''should''* **or** *''shouldn't''* **do.**
One is done as an example for you.

drink clean water ; swim in a contaminated river ; eat in dirty plates ; keep stagnant water near the house ; put the garbage in the dustbin ; sleep under a mosquito net ; take a bath everyday

Should	Shouldn't
- drink clean water -	- -

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to diseases**

E.g. : diseases ; malaria ; stomachache ; headache ; cough ; prevent ; etc.

- **how to ask and give advice with** *"shouldn't"*

E.g. : A : What **shouldn't** I **do** to be healthy ?
B : You **shouldn't live** in a dirty environment.

SPECIMEN

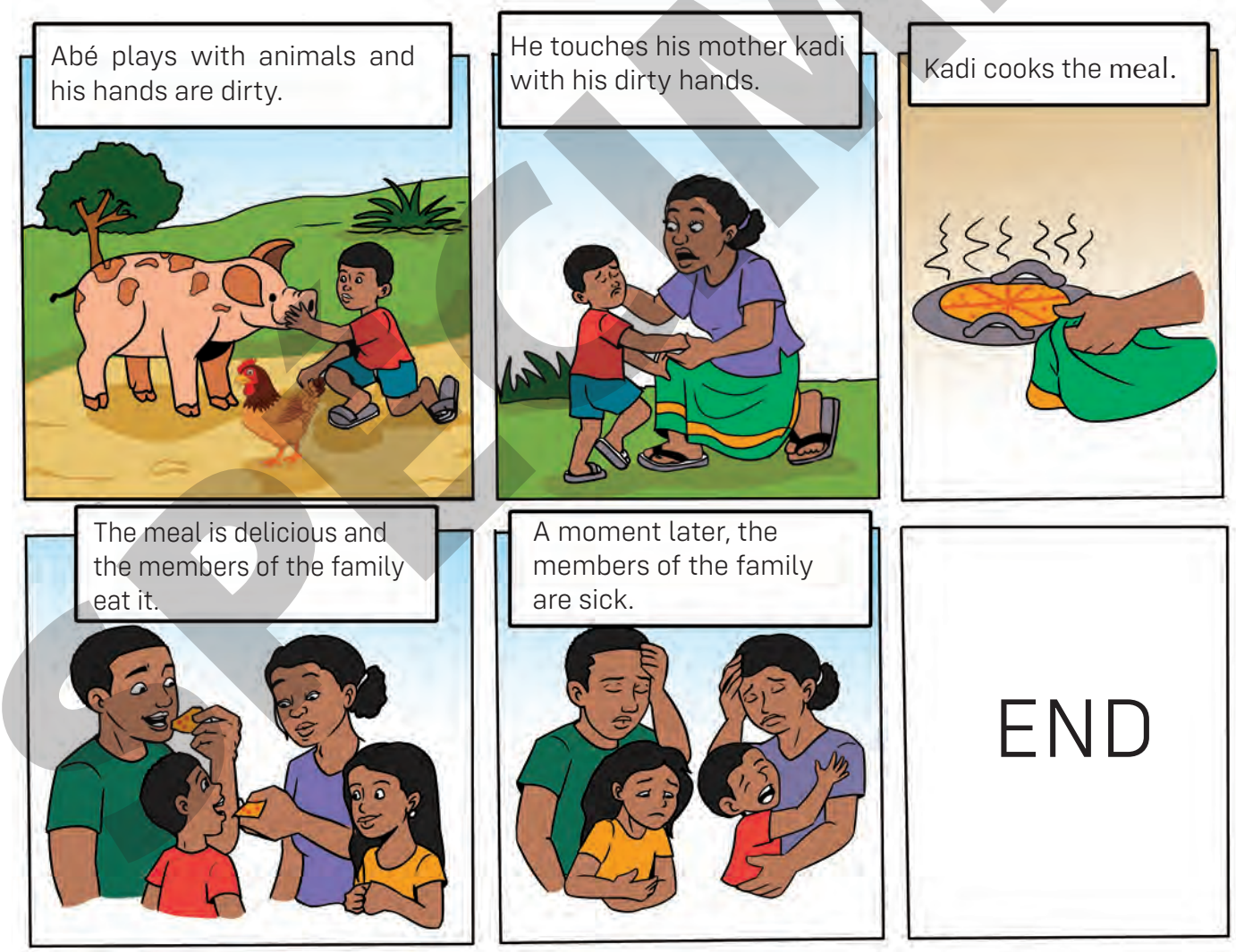
COMMUNICATION ACTIVITY

Situation d'évaluation

Tu es à la bibliothèque de l'Ambassade des États-Unis en Côte d'Ivoire et tu découvres une bande dessinée en Anglais, traitant de l'hygiène et de la santé. Tu décides de la lire afin d'utiliser les informations reçues pour sensibiliser tes camarades du Club d'Anglais à votre prochaine rencontre. Ci-dessous se trouvent les consignes de travail :

A. Read the comic strip quickly, and choose the correct main idea.

1. Abé's family eats a poison.
2. Dirty hands can cause illnesses.



SPECIMEN

B. The words in Box A are from the comic strip. As you read it, match them with their synonyms or definitions in Box B. Example : 1- c

Box A	Box B
1. plays	a. prepares
2. dirty	b. ill
3. cooks	c. amuses
4. sick	d. not clean

C. As you read the comic strip again, say whether the statements below are true or false. Write T for true and F for false. Example : 1- F

1. Abé plays with his friends.
2. Abé's hands are very clean.
3. He contaminates his mother with his dirty hands.
4. The members of the family have a malady.

D. Use the prompts in the box below to write three (03) sentences about what students should do. Then write three (03) sentences about what they shouldn't do to prevent illnesses. Draw the table in your copybook and do like in the example.

- Collect rubbish in the school yard.
- Sleep in a dusty room.
- Drink dirty water.
- Sweep the floor of the classrooms.
- Play near stagnant water.
- Empty the dustbin regularly.

What students should do	What students shouldn't do
1. Students should collect rubbish in the school yard. 2. 3.	1. 2. 3.

SPECIMEN

LESSON 3

WE HAVE TO DRINK CLEAN WATER

READING

Learning context

Situation d'apprentissage

L'ambassadeur des États-Unis en Côte d'Ivoire a tenu une conférence dont le thème portait sur l'eau et la santé dans ton école. Avant de repartir, il vous a distribué des dépliants en Anglais. Tu les lis pour mieux t'informer afin de bien sensibiliser tes camarades sur la nécessité de boire de l'eau potable.

GOOD TO KNOW

Vocabulary content

Vocabulary related to water

Language functions

- Expressing obligations or necessities
- Expressing a possibility

My dictionary

Of course : bien sûr **Stream :** ruisseau **To foam :** mousser **To cover :** couvrir

SPECIMEN

Session 1

Session focus		
Vocabulary	**Language function**	**Structures**
river ; pump ; rain ; well ; sea ; tap ; lake ; canal ; mineral water ; natural ; manmade ; source ; clean water	Expressing obligations or necessities	- I **have to** drink clean water. - Yvan **has to take** water from the tap.

A Let's explore

Look, listen and repeat

a river

a pump

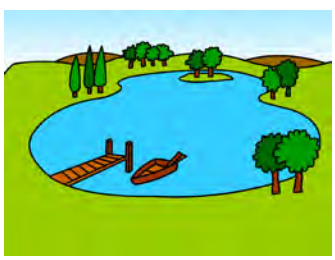
a well

a tap

the rain

mineral water

the sea



the lake

a canal

SPECIMEN

Listen and repeat

Debra : What **does** Fatou **have to do** to be in good health ?
Huguette : She'**s to drink** clean water.
Debra : What **does** she **have to do** to have clean water ?
Huguette : She'**s to use** mineral water or water from a tap.
Debra : That's a good idea.

B Let's practise

1. Fill in the table with the sources of water.

pump ; river ; well ; sea ; tap ; mineral water ; canal ; lake ; rain

Natural sources	Manmade sources
• •	• •

2. Use the information below to express obligations.
Example : 1- Guillet has to drink clean water to prevent diseases.

1. Guillet / drink clean water to prevent diseases.
2. We / cover the well to protect its water.
3. The students / use water to wash their clothes.
4. The girls / take water from the tap.

C Let's take home

1. List four (4) actions you can do with water. An example is proposed to you.

- Cook the meal.

2. Use the information from *Exercise 1* **to make sentences expressing obligations.**
Example : 1- I have to cook the meal with clean water.

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to water**

E.g. : river ; pump ; rain ; well ; sea ; tap ; lake ; canal ; mineral water ; natural ; manmade ; source ; clean water ; etc.

- **how to express obligation or necessity**

E.g. : I **have to drink** clean water to be heathy.

SPÉCIMEN

Session 2

Session focus		
Vocabulary	**Language function**	**Structures**
to filter water ; to urinate ; to throw rubbish ; to spray pesticide ; to boil water ; to defecate ; to dig ; to fetch	Expressing a possibility	**A** : **Can** people **drink** water from the well ? **B** : Yes, of course / Yes, **they can** / No, **they can't.**

A Let's explore

Look, listen and repeat 1

to dig

to filter (water)

to boil (water)

to fetch water

to urinate

to defecate

to spray pesticides

to throw rubbish

Look, listen and repeat 2

SPECIMEN

B Let's practise

1. Put the letters in the correct order to find meaningful verbs related to water pollution.

Example : 1- Throw

1. worTh 2. reFilt 3. rUtiena 4. cafeDete 5. yarpS

2. With your partner, use the information below to make requests.

Example : 1- A : Can I throw rubbish in the river ?

B : No, you can't.

1. Throw rubbish in the river.
2. Filter water before drinking it.
3. Defecate in the stream.
4. Fetch water from the tap.
5. Urinate in the sea.
6. Dig a well for fresh water.

C Let's take home

1. List four (04) actions that can pollute water.

2. Use the information of *Exercise 1* **and make sentences with** *"shouldn't"* **to give advice.**

SPECIMEN

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to water**

E.g. : to filter water ; to urinate ; to throw rubbish ; to spray pesticide ; to boil water ; to defecate ; to dig ; to fetch ; etc.

- **how to make a request**

E.g. : A : Can I use your toilets ?

B : Yes, you can.

COMMUNICATION ACTIVITY

Situation d'évaluation

Tu es à la bibliothèque du British Council en Côte d'Ivoire et tu y découvres une brochure en Anglais traitant de la pollution. Tu décides de la parcourir en vue d'utiliser les informations reçues pour participer à un débat portant sur la pollution dans ta région prévu par le Club d'Anglais de ton école pour la semaine prochaine. Ci-dessous, se trouvent les consignes de lecture de la brochure.

A. As you read the text quickly, note the correct title among the two options.

1. Causes and consequences of water pollution.
2. Solutions to water pollution.

LEAFLET

Water is necessary for people. But people can pollute water when they urinate or throw rubbish in it. Other causes of water pollution are harmful products and soil erosion. Pollution can affect oceans, rivers, lakes, and wells. Water pollution can have many consequences. People can suffer from diseases like cholera.

https : // en.islcollective.com/download/english-esl-worksheets/skill/reading/envirnmental-threat-3-air-pollution-water-pollution/90788

B. Match the words from the text in box A with their synonyms in box B. One word in Box B is not concerned. Example : 1- d

Box A	Box B
1. necessary	a. dangerous
2. harmful	b. pumps
3. erosion	c. illnesses
4. affect	d. essential
5. diseases	e. degradation
	f. impact

SPECIMEN

C. As you read the text again, say whether the statements below are true or false. Write T for true, and F for false. Justify your answers by indicating the lines of the text.

Example : 1- T (L1)

1. Water is important for people.
2. Water pollution is not possible when people urinate in water sources.
3. Soil erosion is a cause of water pollution.
4. Water pollution can have only one consequence.

D. With your partner, complete the dialogue below, then present it to the class.

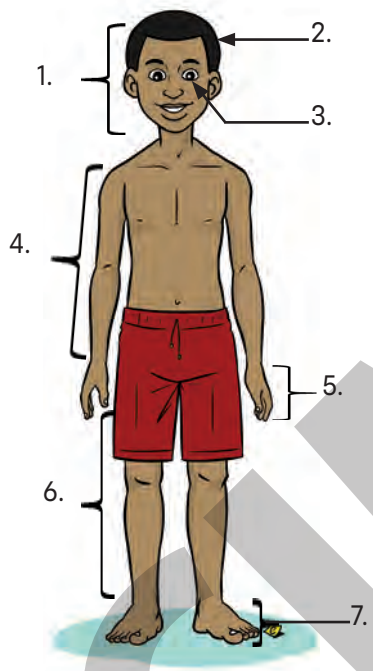
A : Hello ! Can you, please, answer my questions about water ?
B : ***(1) ...***
A : Can you list some natural sources of water ?
B : ***(2) ...***
A : Can you list some manmade sources of water ?
B : ***(3) ...***
A : What actions can cause water pollution ?
B : ***(4) ...***
A : What're the solutions to prevent diseases ?
B : ***(5) ...***

SPÉCIMEN

Let's consolidate 7

I. Write the names of the different parts of the human body. Example : 1 - Head

head ; foot ; arm ; hand ; hair ; leg ; eye



II. Use the actions below to give advice using *"should"*.
Example : 1. You should brush your teeth twice a day.

1. Brush your teeth twice a day
2. Comb your hair
3. Wash the body three times a day
4. Drain the stagnant water near your house
5. Blow your nose in a tissue

III. Match each disease in box A with the behaviour or situation that causes it in box B.
Example : 1- b

Box A	Box B
1. Malaria	a. Cédric doesn't take a shower.
2. Stomachache	b. Mosquitoes bite Guédé.
3. Flu	c. Olivia drinks dirty water.
4. Toothache	d. Boni sleeps in a dusty room.
5. Skin rash	e. Philippe doesn't brush his teeth.
6. Cholera	f. Alou eats with dirty hands.

SPECIMEN

IV. Complete the sentences with the following words or phrases :

Example : 1- defecate

defecate ; throw ; urinate ; filter ; spray

1. Don't ... in the river. It can cause maladies.
2. People ... pesticide in the river. It can contaminate it.
3. It is not good to ... near the well. Go to the toilets.
4. You have to ... dirty water to transform it into potable water.
5. They ... dangerous materials in the sea. This causes sea pollution.

V. Reorder the words to make correct sentences, expressing requests and offers, then practise the conversations with your neighbour. Number 1 is an example.

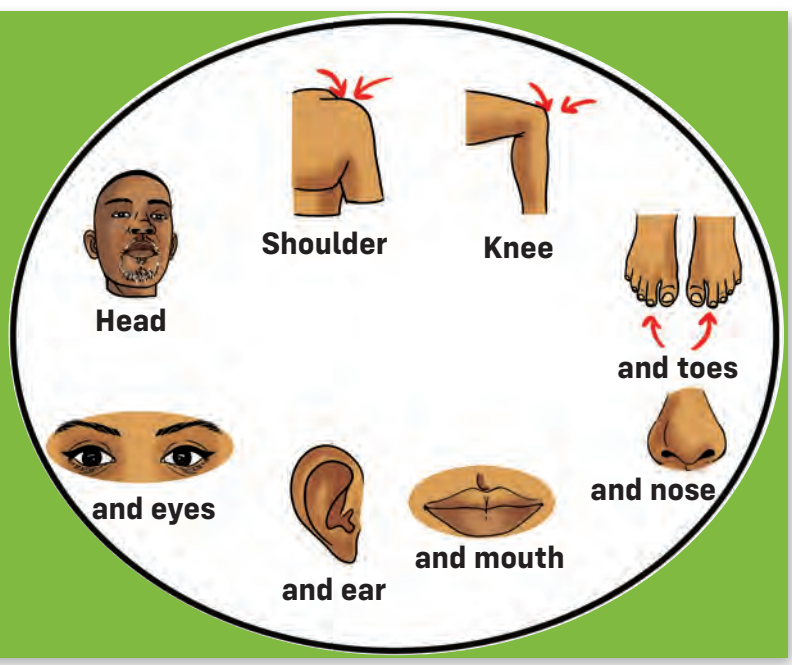
1. saucepan ? / Can / boil / I/ water / in the
   A : Can I boil water in the saucepan ?
   B : Yes, of course.
2. urinate / here ? / Can / people
   A : ...
   B : No they can't. It is near the well !
3. rubbish / river ? / Bolou / throw / in the / Can
   A : ...
   B : No, he can't. It pollutes water.
4. material ? / Can / filter / water / this / I / with
   A : ...
   B : Yes, you can !

LET'S HAVE FUN

Learn and sing this song

Apples and Bananas

Head, shoulders, knees and toes
Knees and toes
Head, shoulders, knees and toes
Knees and toes
Eyes and ears and mouth and nose
Head, shoulders, knees and toes
Knees and toes



SPECIMEN

UNIT 8

READING

SPORTS AND GAMES

SPECIMEN

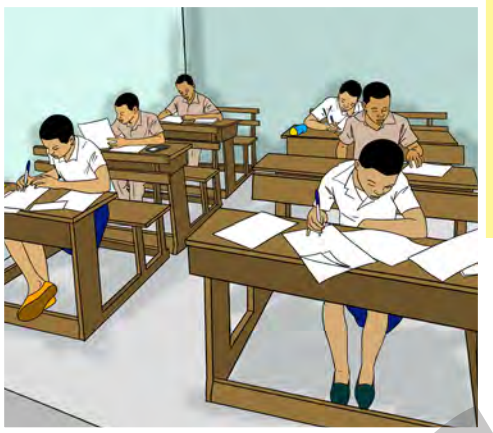
LESSON 1

PRACTISE SPORTS TO KEEP FIT !

READING

Learning context

Situation d'apprentissage



Lors d'une compétition de lecture organisée au Lycée Moderne 2 de Bouaké par l'Ambassade du Ghana, les élèves de 6e sont appelés à lire un texte traitant de l'importance de la pratique du sport en vue d'en débattre.

GOOD TO KNOW

Vocabulary content

Vocabulary related to sports

Language functions

- Asking and answering questions about sports
- Expressing a capacity

My dictionary

A part from : à part

Strong : fort ; costaud

Favourite : favorit (e)

Great : génial !

Opposite : contraire

Old : vieux / vieille

SPECIMEN

Session 1

Session focus		
Vocabulary	**Language function**	**Structures**
tennis ; cycling ; gymnastics ; handball ; jogging ; swimming ; football ; wrestling ; volleyball ; basketball	Asking and answering questions about sports	**A** : **What sport do** you **practise ?** **B** : I **practise** jogging. **A** : **What's** your **favourite sport ?** **B** : It's **football.**

A Let's explore

Look, listen and repeat

basketball

handball

volleyball

cycling

swimming

wrestling

tennis

jogging

gymnastics

Listen and repeat

Naomie : What sport do you **practise ?**
Joëlle : I **practise** jogging.
Naomie : What's your **favourite sport ?**
Joëlle : It's **handball**. And you ?
Naomie : I **practise** gymnastics and **my favourite sport is** volleyball.
Joëlle : That's great !

SPECIMEN

B Let's practise

1. Look at the pictures, then ask and answer questions with your partner about the sports the people practise.

Example : 1- A : What sport does Drogba practise ?
B : He practises football.

1. Drogba / Football

2. Noah / Tennis

3. M'baye and Sall / Wrestling

4. Zongo / Cycling

2. With your partner, choose two sports (the one you practise and your favourite one) from the list below. Then ask and answer questions like in the example.

Wrestling ; Football ; Basketball ; Swimming ; Handball ; Gymnastics ; Jogging ; Cycling ; Volleyball

Example : 1- A : What sport do you practise ?
B : I practise jogging.
A : What's your favourite sport ?
B : It's football.

C Let's take home

Write a short paragraph in which you introduce yourself and mention the sport you practise, and your favourite sports.

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to sports**

E.g. : tennis ; cycling ; handball ; swimming ; football ; gymnastics ; wrestling ; etc.

- **how to ask and answer questions about sports**

E.g. : A : What sport do you practise ? **B :** It's football.
A : What's your favourite sport ? **B :** It's handball.

SPECIMEN

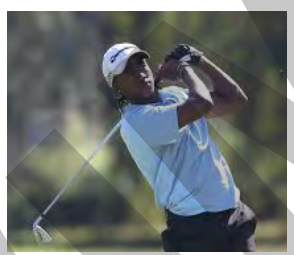
Session 2

Session focus		
Vocabulary	**Language function**	**Structures**
shot put ; long jump ; high jump ; discus throw ; javelin throw ; judo ; karate ; golf ; boxing ; rugby	Expressing a capacity	**A** : What sport **can** you **practise ?** **B** : I **can practise** long jump. **A** : **Can** you **practise** golf ? **B** : **No, I can't.** / **Yes, I can.**

A Let's explore

Look, listen and repeat

boxing


golf

karate

judo

high jump

long jump

discus throw

javelin throw

shot put

Listen and repeat

Malika : What sport **can** boys **do ?**
Lamine : Boys **can play** football.
Malika : **Can** girls **play** football too ?
Lamine : Yes, they can.
Malika : Can old women **do** judo ?
Lamine : No, they can't.

SPECIMEN

B Let's practise

1. Reorder the letters in each section to find words related to sports or games.

Example : 1- High jump

1. ghiH pumJ
2. toSh uPt
3. vaJelin worTh
4. cuDiss orwhT
5. ongL umpJ
6. oJud

2. Look at the table, then ask and answer questions about people's capacities.

Example : 1- A : Can you play golf ?

B : No, I can't.

1 – I / golf	2 – The students / high jump	3 – Raïssa / judo	4 – Yao / shot put	5 – Fatim / karate
✗	✓	✗	✓	✓

✗ can't ✓ can

C Let's take home

Write a paragraph of six (6) lines to describe what sport you can do and what you can't do.

Follow the example.

I can do many sports : football ; handball ; ...

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to sports**

E.g. : shot put ; long jump ; high jump ; discus throw ; javelin throw ; judo ; karate ; golf ; boxing ; rugby ; etc.

- **how to express a capacity**

E.g. : I **can play** football. / I **can't play** rugby.

SPECIMEN

COMMUNICATION ACTIVITY

Situation d'évaluation

Le club d'Anglais de ton établissement organise un débat sur les bienfaits de la pratique du sport. En vue d'y participer, tu te rends à la bibliothèque de l'Ambassade des États-Unis en Côte d'Ivoire pour faire des recherches. Là-bas, tu découvres un texte sur le sport préféré de Ben, un élève vivant à Londres. Tu décides de l'exploiter. Ci-dessous se trouvent les consignes de l'exploitation.

A. As you read the text quickly, answer the following question :

What is Ben's favourite sport and what are the other sports he likes ?

Text :

I'm Ben and I **love** sports. My favourite sport is wrestling. I practise it at school on Wednesdays and Saturdays with my **friends**. I am very **good** at wrestling and I want to become a world **champion** in the future. Wrestling is a very interesting sport and wrestlers have to be **strong** and courageous. Apart from wrestling, I like other sports. I can play football, handball and basketball.

https://en.islcollective.com/download/english-esl-worksheets/grammar/questions-interrogative/four-skills-worksheets-why-i-sports/965

B. Match the words in bold from the text in box A with their opposites in box B. Example : 1- e

Box A	Box B
1. love	a. enemies
2. friends	b. feeble
3. champion	c. loser
4. good	d. bad
5. strong	e. dislike

C. As you read the text again, complete the chart below about Ben. Number 1 is an example.

Name (1) : Ben

Favourite sport ***(2) : ...***

Days to practise it ***(3) : ...***

Place to practise it ***(4) : ...***

Ambition ***(5) : ...***

SPÉCIMEN

LESSON 2

MY FAVOURITE SPORT IS FOOTBALL

READING

Learning context

Situation d'apprentissage

Pendant le cours d'Anglais au Lycée Moderne de Toulépleu, les élèves de 6e lisent un texte relatif à la dernière coupe d'Afrique des Nations, aux fins de mieux comprendre l'univers du football.

GOOD TO KNOW

Vocabulary content

Vocabulary related to football

Language functions

- Expressing a purpose
- Expressing past actions

My dictionary

Defender : défenseur
Game : jeu
Midfielder : milieu de terrain
Opponent : adversaire
Striker : attaquant
To score : marquer (un but)
To win : gagner
Tournament : tournoi
Wide : largeur

SPECIMEN

Session 1

Session focus		
Vocabulary	**Language function**	**Structures**
ball ; goal post ; gloves ; jersey ; pair of boots ; pitch ; goal ; penalty spot ; center spot ; corner arc ; stadium ; whistle	Expressing a purpose	- I wear a jersey **to play** football. - I wear a jersey **for playing** football.

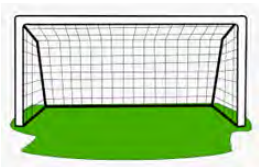
A Let's explore

Look, listen and repeat 1

a ball

a stadium

a pitch


a goal post

a pair of boots

gloves

a jersey

a whistle

Look, listen and repeat 2

SPECIMEN

B Let's practise

1. Reorder the letters to find words related to football. **Example : 1- Stadium**

1. m i d t a u S t
2. l a B l
3. y r e J s e
4. G v o l e
5. o t B o s

2. Use the clues to make two (2) sentences expressing purposes.

Example : 1. I buy a ball to play football with my friends.
I buy a ball for playing with my friends.

1. I buy a ball / play football with my friends.
2. Elmane goes to the market / buy a jersey.
3. The boys wear the gloves / keep the goal.
4. We form teams / play a match.
5. She switches the television / watch a football match.

C Let's take home

Choose the best option to make meaningful sentences. **Do like in the example.**

1. The referee whistles (to / for) stop the match.
   Answer : The referee whistles to stop the match.
2. The goalkeeper stretches (to / for) catching the ball.
3. The fans go to the stadium (to / for) watching the final match.
4. Ali goes to the market (to / for) buy his gloves.
5. The player puts on his jersey (to / for) entering the pitch.

SPECIMEN

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to football**

E.g. : a ball ; a goal post ; gloves ; a jersey ; a pair of boots ; a pitch ; the goal ; the penalty spot ; the center spot ; the corner arc ; a stadium ; a whistle ; etc.

- **how to express a purpose**

E.g. : She goes to the stadium **to play** football. / She goes to the stadium **for playing** football.

Session 2

Session focus		
Vocabulary	**Language function**	**Structures**
football player ; referee ; football team ; coach ; goalkeeper ; to throw in ; to kick ; to tackle	Expressing past actions	- They **played** football. - They **did not play** football. - **Did** they **play** football ?

A Let's explore

Look, listen and repeat 1

a team

a player

a goalkeeper

a coach

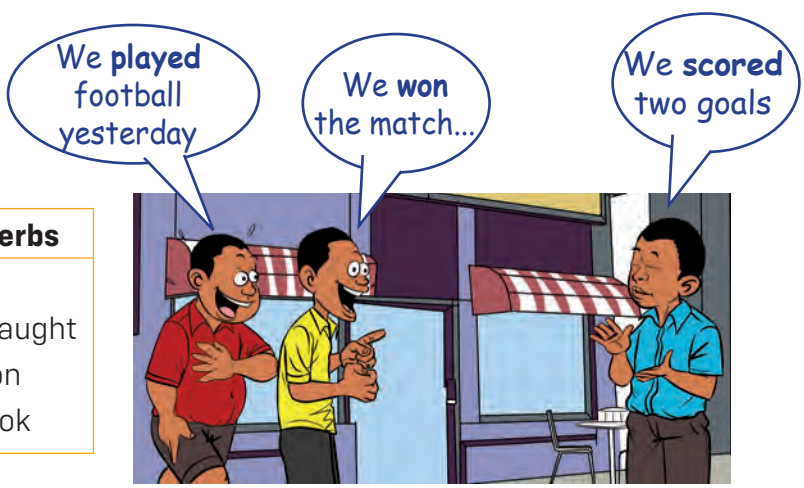
a referee

to tackle

to throw in

to kick

Look, listen and repeat 2



Regular verbs	Irregular verbs
1. play - played	a. do - did
2. tackle - tackled	b. catch- caught
3. kick - kicked	c. win - won
4. reach - reached	d. take - took

SPECIMEN

B Let's practise

1. Guess what the descriptions are about. Example : 1- a team

1. A group of people wearing the same jersey and playing together.
2. A person who trains a team.
3. A person who regulates a game.
4. A person who keeps the goal.
5. A member of a football team on the pitch.

2. Choose the best option of the verbs in brackets to make meaningful sentences.
Example : 1- took

Yesterday, my friend and I ***1. (took / take)*** part in a football tournament. We ***2. (are / were)*** a very good team. Our team ***3. (reached / reaches)*** the finals. We ***4. (play / played)*** the finals against a very good team. Fortunately, we ***5.(won / win)*** the game. It ***6. (Was / is)*** a memorable day for us.

C Let's take home

Ask the appropriate question related to each sentence.
Example : 1- Did the goalkeeper catch the ball ?

1. The goalkeeper caught the ball.
2. The team played very well.
3. Chelsea won the Champion's league finals.
4. The defender tackled the ball.
5. The striker kicked the ball.

SPECIMEN

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to football**

E.g. : football player ; referee ; football team ; coach ; goalkeeper ; etc.

- **how to express past actions**

E.g. : They **played** football. / He **didn't play** with his friends.

Session 3

COMMUNICATION ACTIVITY

Situation d'évaluation

Au cours d'une réunion du Club d'Anglais de ton école, le Président demande aux élèves de 6e de lire un texte sur le football en vue d'en discuter. Faisant partie de ce groupe d'élèves, pendant que tu lis le texte, exécute les consignes suivantes :

A- Give the objective of a football match.

Text :

A football match is 90 minutes long with a 15-minutes break in the middle. There are eleven players in a **team** composed of **strikers**, midfielders, defenders, a **goalkeeper** and a **coach**. The objective of the game is to score more goals than the opponent. Football can be played on a natural or artificial **pitch**. The pitch must be rectangular, with the dimensions of 90-120 metres long, by 45-90 metres wide.

https ://en.islcollective.com/english-esl-worksheets/search/football ?

B. Use the words in bold in the text to complete the sentences below.
Example : 1- team

1. Chelsea FC is an english football ...
2. The ... informs his players about the tactics for winning the match.
3. Our ... stopped a penalty.
4. The ... of the stadium of my village is not very good.
5. Didier Drogba was an excellent ... . He scored more than 60 goals for the national team.

C. Complete the chart below about the rules of football. Example : 1- Football

Sport ***(1) : ...***
Duration of a match ***(2) : ...***
Number of players in each team ***(3) : ...***
Composition of a team ***(4) : ...***
Dimensions of a pitch ***(5) : ...***

D. Complete the paragraph below to describe your favourite football team and read it to your friends.

My favourite ***team*** is ***(1) ...*** . The last match they played was against ***(2) ...*** . They ***(3) ...*** with a score of ***(4) ... .*** My favourite striker is ***(5) ...*** . And my favourite goalkeeper is ***(6) ...***

SPECIMEN

LESSON 3

WE WILL PLAY SCRABBLE ON SUNDAY

READING

Learning context

Situation d'apprentissage

Lors d'une compétition de lecture organisée au Lycée Moderne de Guiglo par l'Ambassade de Grande-Bretagne, les élèves de 6e sont appelés à exploiter un texte traitant de l'importance de la pratique du sport en vue d'en débattre.

GOOD TO KNOW

Vocabulary content

Vocabulary related to games

Language functions

- Expressing future actions with "will" / ''won't''
- Making suggestions

My dictionary

Alone : seul (e)
Home : maison
To go : aller
To leave : quitter / abandonner
To play : jouer
Tomorrow : demain
Vacation : vacances

SPECIMEN

Session 1

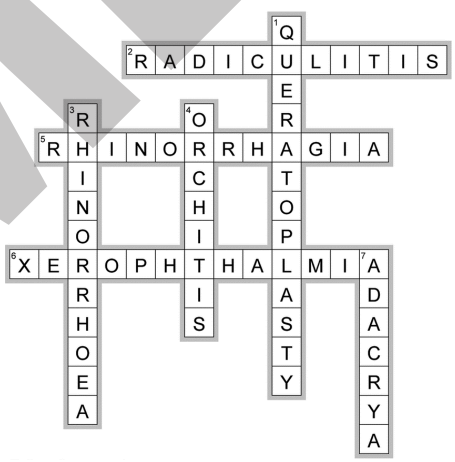
Session focus		
Vocabulary	**Language function**	**Structures**
awalé ; video game ; crossword puzzle ; scrabble ; draughts ; cards	Expressing future actions with " will" / ''won't''	**A** : **Will** you **play** football tomorrow ? **B** : No, we **will not / won't play** football tomorrow. **C** : But, we **will play** Awalé.

A Let's explore

Look, listen and repeat 1

awalé

video game



crossword puzzle

scrabble

draughts

cards

SPÉCIMEN

Look, listen and repeat 2

Tabitha : Sitapha, **will** you **play** cards tomorrow ?
Sitapha : No, I **will not / won't,** I **will play** video games.
Tabitha : And you, Perside ? **Will** you **play** Awalé next Saturday ?
Perside : Yes, I **will.**

B Let's practise

1. Put the letters in the correct order to find words related to games.

Example : 1- AWALE

1. ELAWA
2. DRASC
3. BARCLEBS
4. GRADUTHS

2. Use the information in each section to ask and answer questions with your partner.

Example : 1- A : What will you do tomorrow ?
B : I will play Awalé.

1. I / play Awalé tomorrow
2. Alexandre / learn crossword puzzle tomorrow
3. Zaguy Claudia / cook the meal tomorrow.
4. N'goran Franck / go to Bouaké tomorrow.

C Let's take home

Reorder the words in each sentence to have meaningful sentences or questions.

Example : 1- Will Kossonou play football tomorrow ?

1. Kossonou / tomorrow ? / Will / football / play
2. not / school / We / tomorrow. / go / will / to
3. My friend / scrabble / tomorrow. / play / will
4. you / have / class / Will / tomorrow ?

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to games**

E.g. : awalé ; video game ; crossword puzzle ; scrabble ; draughts ; cards ; etc.

- **how to express future actions with** « *will* »

E.g. : We **will play** an important game tomorrow.

SPECIMEN

Session 2

Session focus		
Vocabulary	**Language function**	**Structures**
hopscotch ; ludo ; sack race ; leapfrog ; swing ; marbles ; hide-and-seek ; babyfoot	Making suggestions	- We **should practise** our traditional games. - **Let's practise** our traditional games.

A Let's explore

Look, listen and repeat 1

babyfoot

ludo

swing

leapfrog

sack race

hopscotch

marbles

hide-and-seek

Look, listen and repeat 2

SPECIMEN

B Let's practise

1. Put the letters in the correct order to find names of games. **Example : 1- Leapfrog**

1. pregafoL
2. baMlers
3. wgniS
4. pHoctosch
5. cakS eRac

2. Rewrite the sentences below using *"Let's"* **to make suggestions.**
Example : 1- Let's play hide-and-seek.

1. We should play hide-and-seek.
2. We should do our homework.
3. We should buy some marbles.
4. We should invite our friends for the birthday party.
5. We should leave Mum alone.

C Let's take home

Use the structures below to make suggestions with *"should"* **and** *"let's"*.

Example : 1- A : We should play marbles.
B : Let's play marbles.

1. Play marbles
2. Go home
3. Watch TV
4. Speak English in class
5. Have a rest

LET'S KEEP IN MIND

NOW, I KNOW :

- **vocabulary related to games**

E.g. : babyfoot ; ludo ; swing ; leapfrog ; sack race ; hopscotch ; marbles ; etc.

- **how to make suggestions**

E.g. : We **should practise** traditional dances. / **Let's practise** traditional dances.

SPECIMEN

COMMUNICATION ACTIVITY

Situation d'évaluation

C'est bientôt la fin de l'année scolaire. Le Club d'Anglais de ton école est sur le point d'organiser une foire annuelle. En tant qu'organisateur principal de l'événement, tu décides de lire des textes relatifs aux jeux sur Internet, en vue de choisir les meilleurs jeux possibles pour la circonstance. Ci-dessous se trouvent deux de ces textes. Pendant que tu les lis, réalise les tâches y afférentes.

A. Write the correct answer to the question :

What are the games described in text A and text B ?

a. Leapfrog and draughts.

b. Hide-and-seek and crossword puzzle.

Text A :

There is no **player** limit for this **game**. One player closes his / her eyes and counts from 1 to 50. Other players hide. Then he / she opens his / her eyes and he / she tries to **find** the other players.

Text B :

You need a pencil or a pen for this game. You must **fill** the grids with letters by using **clues**. When you finish, you can read the words across and down.

https : // en.islcollective.com/english-esl-worksheets/search/gamesandsports

B. Match the words in bold in the texts in box A with their synonyms in box B. One option in box B is not concerned. Example : 1-b

Box A	Box B
1. player	a. discover
2. game	b. participant
3. find	c. indications
4. fill	d. complete
5. clues	e. look
	f. amusement

SPECIMEN

C. Say whether the statements below are true or false. Write T for true and F for false.

Example : 1-F

1. There is a limited number of players in the game of text A.
2. One player in the game of text A counts from 1 to 20.
3. The player of the game in text B must have a pen or a pencil.
4. There is no indication in the game of text B.
5. You need words in the game of text B.

D. With your partner, complete the dialogue below. Then present it to the class.

A : Hello ! What're the games you know ?

B : ***(1) ...***

A : What's your favourite game ?

B : ***(2) ...***

A : Can you suggest a game to play now with a pen or a pencil ?

B : ***(3) ...***

A : What game will you play tomorrow with your friends ?

B : ***(4) ...***

SPÉCIMEN

Let's consolidate 8

I. Put the verbs in brackets in the correct tense and form.
Example : 1- went

Yesterday, I ***1- (to go)*** to the stadium to watch the qualifier match of Côte d'Ivoire for the World Cup. The team ***2- (to be)*** fantastic, because the players ***3- (to do)*** very well. They ***4- (to score)*** five goals and ***5- (to win)*** the qualification.

II. Write appropriate sentences expressing future actions. Do it like in the example : a- They will play the quarter final on Sunday.

a. They / play the quarter final on Sunday.
b. We / win the next African Nations Cup.
c. The children / play leapfrog tomorrow.
d. Our team / win the competition in December.
e. Youssouf / train the team next Saturday.

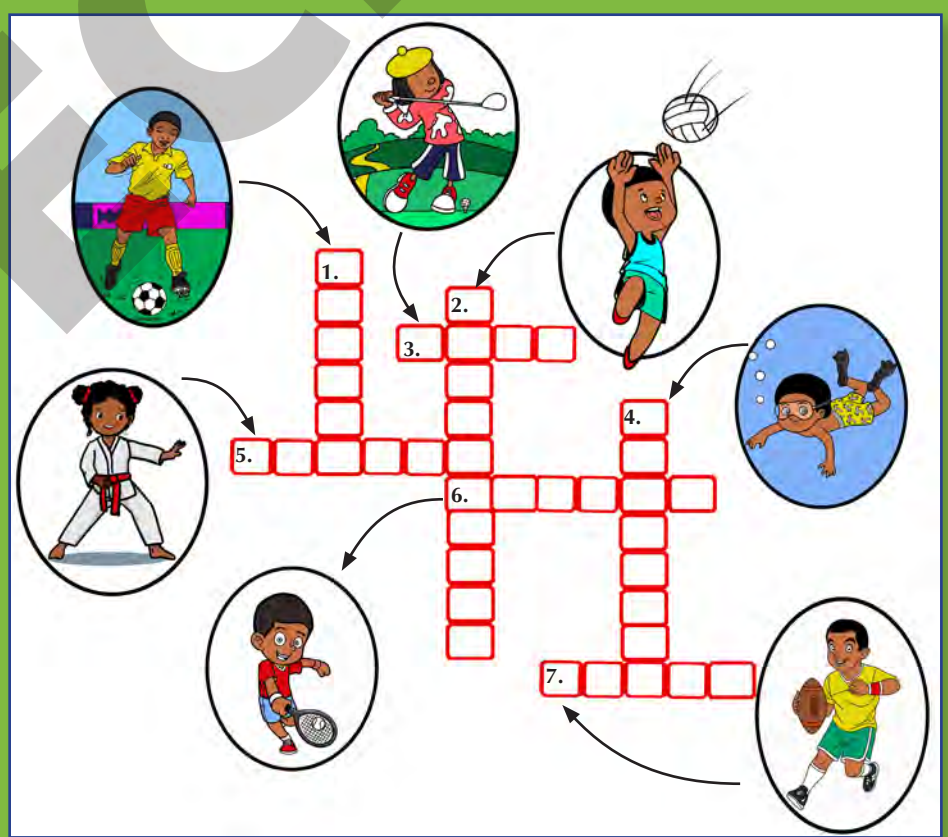
III. Make suggestions with *"let's"* and *" should"* using the structures below.
Example : a- Let's go to school. / We should go to school

a. Go to school
b. Read the text
c. Answer the teacher's questions
d. Respect the rules
e. Go home

LET'S HAVE FUN
Fill the grid with the suggested words.

DOWN :
1- soccer
2- volleyball
4- swimming

ACROSS :
3- golf
5- karate
6- tennis



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IRREGULAR VERBS

	Anglais (Infinitif)	Prétérit	Participe passé	Français (Infinitif)
1	be	was, were	been	être
2	beat	beat	beaten	battre
3	become	became	become	devenir
4	begin	began	begun	commencer
5	bend	bent	bent	plier / se courber
6	bite	bit	bitten	mordre
7	bleed	bled	bled	saigner
8	blow	blew	blown	souffler / gonfler
9	break	broke	broken	casser
10	bring	brought	brought	apporter
11	build	built	built	construire
12	burn	burnt / burned	burnt / burned	brûler
13	buy	bought	bought	acheter
14	can	could	could	pouvoir
15	catch	caught	caught	attraper
16	choose	chose	chosen	choisir
17	cling	clung	clung	s'accrocher
18	clothe	clad / clothed	clad / clothed	habiller / recouvrir
19	come	came	come	venir
20	cost	cost	cost	coûter
21	cut	cut	cut	couper
22	dig	dug	dug	creuser
23	do	did	done	faire
24	draw	drew	drawn	dessiner / tirer
25	dream	dreamt / dreamed	dreamt / dreamed	rêver
26	drink	drank	drunk	boire
27	drive	drove	driven	conduire
28	eat	ate	eaten	manger
29	fall	fell	fallen	tomber
30	feed	fed	fed	nourrir
31	feel	felt	felt	se sentir / ressentir
32	fight	fought	fought	se battre
33	find	found	found	trouver
34	forget	forgot	forgotten / forgot	oublier
35	get	got	gotten / got	obtenir
36	give	gave	given	donner
37	go	went	gone	aller
38	grow	grew	grown	grandir / pousser
39	have	had	had	avoir
40	hear	heard	heard	entendre

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41	hide	hid	hidden	cacher
42	hit	hit	hit	taper / appuyer
43	hold	held	held	tenir
44	hurt	hurt	hurt	blesser
45	keep	kept	kept	garder
46	know	knew	known	connaître / savoir
47	learn	learnt	learnt	apprendre
48	leave	left	left	laisser / quitter / partir
49	lend	lent	lent	prêter
50	let	let	let	permettre / louer / laisser
51	light	lit / lighted	lit / lighted	allumer
52	lose	lost	lost	perdre
53	make	made	made	fabriquer
54	meet	met	met	rencontrer
55	pay	paid	paid	payer
56	prove	proved	proven / proved	prouver
57	put	put	put	mettre
58	quit	quit	quit	quitter
59	read	read	read	lire
60	ride	rode	ridden	monter (vélo, cheval)
61	ring	rang	rung	sonner / téléphoner
62	rise	rose	risen	lever
63	run	ran	run	courir
64	say	said	said	dire
65	see	saw	seen	voir
66	sell	sold	sold	vendre
67	send	sent	sent	envoyer
68	shake	shook	shaken	secouer
69	shoot	shot	shot	tirer / fusiller
70	show	showed	shown	montrer
71	shut	shut	shut	fermer
72	sing	sang	sung	chanter
73	sit	sat	sat	s'asseoir
74	sleep	slept	slept	dormir
75	slide	slid	slid	glisser
76	speak	spoke	spoken	parler
77	spell	spelt	spelt	épeler / orthographier
78	spend	spent	spent	dépenser / passer du temps
79	spread	spread	spread	répandre
80	stand	stood	stood	être debout

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81	steal	stole	stolen	voler / dérober
82	sweep	swept	swept	balayer
83	swim	swam	swum	nager
84	take	took	taken	prendre
85	teach	taught	taught	enseigner
86	tell	told	told	dire / raconter
87	think	thought	thought	penser
88	throw	threw	thrown	jeter
89	understand	understood	understood	comprendre
90	wake	woke	woken	réveiller
91	wear	wore	worn	porter (avoir sur soi)
92	win	won	won	gagner
93	write	wrote	written	écrire

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