

Mon cahier
d'habiletés

Win Skills



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Identification

Année scolaire :

Nom / Prénom (s) :

Établissement :

Classe :

Nom de l'enseignant :

SPÉCIMEN

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NOTE DE PRÉSENTATION

À L'ÉLÈVE

Cher élève, **Mon cahier d'habiletés « Win Skills 6^{ème} »** que tu tiens actuellement entre tes mains va à coup sûr t'aider à faire des progrès en Anglais. Voici comment tu pourras l'utiliser, au travers des rubriques suivantes :

I. Learning context

C'est la situation d'apprentissage. Elle se rapporte à des faits de société tirés de ton environnement socio-culturel ; faisant de toi l'artisan de ton propre apprentissage. Ainsi, à chaque fois que tu abordes une nouvelle leçon, un espace t'est réservé afin que tu y inscribes le nom de ton établissement et ta classe.

II. Good to know

Cette rubrique se décline en deux sous-rubriques qui sont :

- **Vocabulary content** : c'est la liste des mots, de groupes de mots ou d'expressions à l'étude. En les parcourant, tu stimuleras ton intérêt pour ces nouveaux lexiques.
- **Language function** : ici, sont répertoriées les fonctions langagières et les structures y afférentes. Sur la base de ces outils et des exemples fournis, tu es désormais outillé (e) pour un meilleur maniement de la langue.

III. My dictionary

Dans cette rubrique, sont définis, en Français, les mots et expressions, afin de lever tout obstacle à la compréhension des consignes. Cela te donnera une plus grande autonomie d'utilisation de l'ouvrage. Alors, jettes-y un coup d'œil chaque fois que tu auras du mal à bien saisir les consignes des exercices.

IV. Practice activities

C'est la phase d'application. Elle se déroule en deux séances (session 1 ; session 2). Ces exercices variés et hiérarchisés concernent les contenus de vocabulaire et de grammaire (fonction langagière) de chaque leçon. Ils sont généralement agrémentés de belles illustrations.

V. Communication activity

Cette partie, qui intervient à la séance 3 (session 3), se focalise sur des exercices de synthèse qui te permettront de traiter des situations de communication : c'est la finalité de chaque leçon. C'est ainsi qu'au travers des leçons, tu développeras des compétences dans les quatre habiletés que sont : **Speaking** (expression orale), **Writing** (expression écrite), **Listening** (compréhension orale) et **Reading** (compréhension écrite).

*NB : Dans la collection **Mon cahier d'habiletés « Win Skills »** un point d'honneur a été mis sur **Listening** ; une habileté bien souvent survolée ou tout simplement ignorée. Pour ce faire, ton professeur t'aidera à exploiter des enregistrements audio soigneusement préparés.*

VI. Let's recap

À travers cette rubrique, tu es amené (e) à t'autoévaluer. Ici, toutes les fonctions langagières, ainsi que l'essentiel du vocabulaire des unités de leçon sont passés au crible. En parfaite autonomie, tu feras correspondre à chaque structure, un groupe de mots, une phrase ou une expression.

AUX PARENTS D'ÉLÈVES

Chers parents d'élèves, votre assistance est plus que nécessaire, afin de permettre à votre enfant de tirer le meilleur parti de cet outil de travail. Nous vous suggérons, par conséquent, de suivre le mode d'emploi décrit plus haut, afin de réussir le suivi de son processus d'apprentissage.

Bonne utilisation à tous !

Les auteurs

SOMMAIRE

SPEAKING

1	AT SCHOOL	6	2	AT HOME	21
	• Lesson 1 : Good morning. How are you ?	7		• Lesson 1 : My family	22
	• Lesson 2 : In the classroom	11		• Lesson 2 : My house	26
	• Lesson 3 : Where's your English book ?	15		• Lesson 3 : In the kitchen	30
	• Let's recap 1	20		• Let's recap 2	35

WRITING

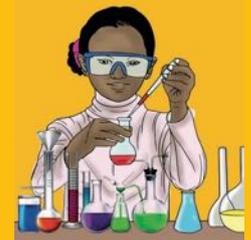
3	TIME AND DATE	36	4	JOBS AND OCCUPATIONS	50
	• Lesson 1 : The date	37		• Lesson 1 : What's your father's job ?	51
	• Lesson 2 : What's the time ?	41		• Lesson 2 : Work tools	56
	• Lesson 3 : My school subjects	45		• Lesson 3 : Work places	60
	• Let's recap 3	49		• Let's recap 4	64

LISTENING

5	CLOTHES AND COLOURS	65	6	FOOD AND DRINK	79
	• Lesson 1 : What is she wearing ?	66		• Lesson 1 : Meals and drinks	80
	• Lesson 2 : What colour is the shirt ?	70		• Lesson 2 : Fruit and vegetables	84
	• Lesson 3 : How much is it ?	74		• Lesson 3 : My mother's recipes	88
	• Let's recap 5	78		• Let's recap 6	92

READING

7	HEALTH AND ENVIRONMENT	93	8	SPORTS AND GAMES	107
	• Lesson 1 : Body hygiene	94		• Lesson 1 : Sports	108
	• Lesson 2 : Keep your Environment Clean	98		• Lesson 2 : King Football	114
	• Lesson 3 : Water and Health	102		• Lesson 3 : Games	118
	• Let's recap 7	106		• Let's recap 8	122

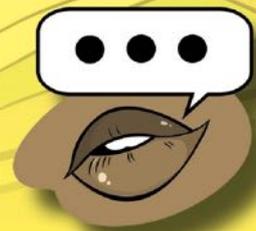


UNIT 1

AT SCHOOL



- Speaking -



SPÉCIMEN

LESSON 1

GOOD MORNING. HOW ARE YOU ?



LEARNING CONTEXT
(situation d'apprentissage)

Nous sommes dans la cour du Collège Moderne de Taabo. Après le premier cours d'Anglais, les élèves de la 6^{ème} 1 se saluent et se présentent les uns aux autres pour mieux faire connaissance.



GOOD TO KNOW

VOCABULARY CONTENT

Greetings ; To greet ; Good morning ; Good afternoon ; Good evening ; Good night ; Good bye ; Hello ; Hi ; To shake hands ; To wave hands ; To hug ; Boy ; Girl

LANGUAGE FUNCTIONS

1. Introducing oneself

What's your name ?
→ My name is John.
→ My name's John.

2. Using the present simple of "to be"

Subject	Verb (to be)	object
I	am	a student
You	are	a boy
She	is	a girl
He	is	a teacher
It	is	a school
We	are	students
You	are	boys
They	are	girls

3. Using subject pronouns / Possessive adjectives

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

MY DICTIONARY

To use : utiliser
Following : suivant
To look at : regarder
Word : mot

To perform : jouer, s'exercer à
Below : ci-dessous
Underlined : souligné
After : après

With : avec
Right : bon, correct
Very well : très bien
Neighbour : voisin

Session 1

Activity 1 : Reorder the letters to write correct words or expressions related to greetings. Number 1 is an example.

1. o-T g-e-r-e-t : To greet
2. d-o-G-o n-o-r-g-n-i-m :
3. o-G-o-d o-t-a-n-f-e-r-o-n :
4. G-o-d-o e-g-e-n-n-i-v :
5. o-G-o-d t-h-i-n-g :
6. d-o-o-G y-e-b :

Activity 2 : Look at the time and write the corresponding greeting. Number 1 is an example.

06 : 50

1. Good morning

21 : 59

2.

12 : 30

3.

18 : 30

4.

17 : 22

5.

08 : 25

6.

Activity 3 : Complete the dialogue below between John and Ashley with the appropriate words or expressions related to greetings. Then with your partner, perform it in front of the class. Number 1 is an example.

John : Good morning. (1) *What is your name ?*

Ashley : Good morning , (2) And you ?

John : My name is John . (3) ?

Ashley : I am fine, thanks.

John : Nice (4) , Ashley.

Ashley : (5) too, John. See you tomorrow.

John : Ok ! Good (6) , Ashley !

Session 2

Activity 1 : Reorder the following letters to write correct words or expressions related to greetings. Number 1 is an example.

1. l-o-H-e-l : *Hello*
2. G-i-r-e-t-e-n-g-s :
3. i-H :
4. o-T g-h-u :
5. T-o k-h-s-a-e h-n-a-d-s :
6. o-T v-a-w-e d-a-n-h-s :

Activity 2 : Replace the underlined words or expressions with the corresponding subject pronouns. Number 1 is an example.

1. <u>Wilfried</u> is my Friend.	<i>He</i> is my friend.
2. <u>Syntiche</u> is a student.	..... is a student.
3. <u>Wilfried and Syntiche</u> are in 6 ^{ème}.	..... are in 6 ^{ème} .
4. <u>Wilfried and I</u> are boys.	..... are boys.
5. " <u>Collège Moderne</u> " is a secondary school.	..... is a school.

Activity 3 : Complete the sentences with the appropriate verbs. Number 1 is an example.

1. My name (is / are) Abié Landry.
→ My name *is* Abié Landry.
2. I (am / is) a student.
3. Lydie and Lisa (is / are) students.
4. Dambélé (is / are) a boy.

Session 3

COMMUNICATION ACTIVITY (Situation d'évaluation) :

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

John : Good morning.

You : (1) Good morning John.

John : How are you ?

You : (2) And you ?

John : Fine. (3)

You : Nice to meet you too.

John : Good (4), and see you tomorrow.

You : (5) !

LESSON 2 IN THE CLASSROOM



LEARNING CONTEXT

(situation d'apprentissage)

Pendant le cours d'Anglais, au*, dans le but d'aider ses élèves de la 6^{ème}** à se familiariser avec les noms des objets dans une classe, le professeur leur décrit la salle de classe où ils se trouvent.

NB : (*) Mettre le nom de ton établissement.
(**) Mettre ta classe.



GOOD TO KNOW

VOCABULARY CONTENT

School ; Chair ; Duster ; Door ; Classroom ; Window ; Blackboard ; Desk ; Teacher ; Table ; Chalk ; Box of chalk ; Piece of chalk ; Student ; Pupil ; People ; School bag ; School bench.

LANGUAGE FUNCTIONS

1. Talking about classroom objects

A : What is it ? A : What are they ?
B : It is a board. B : They are windows

2. Answering yes / no questions

A : Is it a board ? A : Is it a chair ?
B : Yes, it is. B : No, it isn't. It is a board.

3. Using demonstratives to ask and answer questions about classroom objects and people

What is this ?

• This is a duster  

What is that ?

• That is a duster  

Who is this ?

• This is a boy  

Who is that ?

• That is a girl  

MY DICTIONARY

Beginning : début
To identify : identifier

Picture : photo / dessin / image
Ending : fin

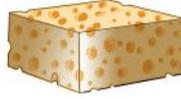
To find : trouver
Each : chaque

Session 1

Activity 1 : Write the name corresponding to each picture below. Number 1 is an example.



1. A school



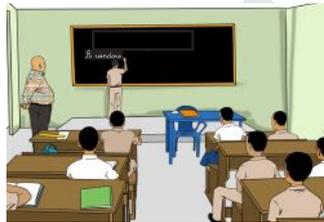
2.



3.



4.



5.



6.

Activity 2 : Take some classroom objects, then ask and answer questions with your partner.
Do like in the example.

Student A : What is it ?

Student B : It is a chair. / It's a chair.

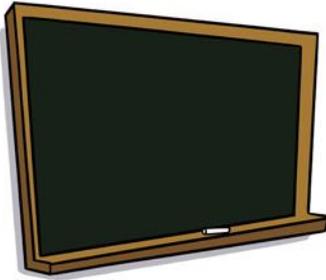
Activity 3 : Look at the pictures below, then ask and answer questions with your partner.
Do like in the example.

 <p>A : Is it a desk ? B : No, it isn't. A : Is it a chair ? B : Yes, it is.</p>	 <p>A : ? B : A : ? B :</p>	 <p>A : ? B : A : ? B :</p>
 <p>A : ? B : A : ? B :</p>	 <p>A : ? B : A : ? B :</p>	 <p>A : ? B : A : ? B :</p>

Session 2

Activity 1 : Use the words or expressions from the box to identify the pictures below. Number 1 is an example.

school bench ; blackbord ; teacher ;
box of chalk ; pupils ; desk



1. blackboard



2.



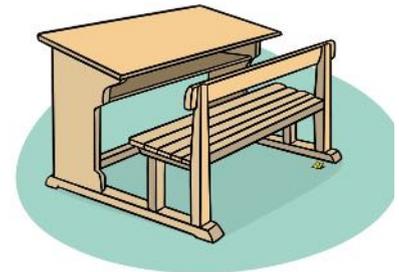
3.



4.



5.



6.

Activity 2 : Complete the passage below with the following words : *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 the lessons on a (5) with a piece of (6)

Activity 3 : Complete the sentences with "this" or "that". Number is an example.

1



This is a car.

2



..... is a house.

3



..... is a ball.

4



..... is a chair.

5



..... is a teacher.

Session 3

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 présents dans la classe. Ci-dessous, se trouvent ces objets. Complète le dialogue avec ton voisin et présentez-le au reste de la classe. Le numéro 1 t'est donné en exemple.

1



John : *What is this?*

You : *It is a blackboard.*

2



John :

You :

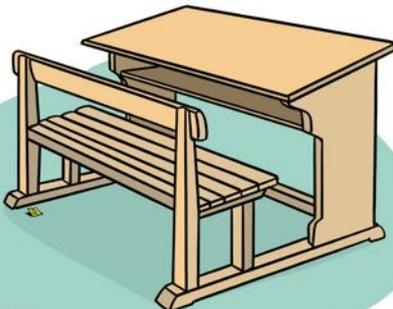
3



John :

You :

4



John :

You :

LESSON 3

WHERE'S YOUR ENGLISH BOOK ?



LEARNING CONTEXT (situation d'apprentissage)

Pendant le cours d'Anglais, au, dans le but de démontrer leur connaissance de l'emplacement des objets utilisés en classe, les élèves de la 6^{ème} localisent ceux-ci à travers des dialogues.



GOOD TO KNOW

VOCABULARY CONTENT

Copybook ; Ruler ; Eraser ; Schoolbag ; Pen ; Pencil ; Sharpener ; Book ; Numbers from 0 to 20

LANGUAGE FUNCTIONS

1. Locating classroom objects (in / on / under)

A : Where is the pen ?

B : - It is **under** the table.

- It is **on** the table.

- It is **in** the bag.

2. Giving the numbers

A : **How many** chairs are there in the classroom ?

B : **There is** one chair.

A : **How many** students are there in the classroom ?

B : **There are** twenty students.

MY DICTIONARY

True : vrai

If : si

To check : vérifier

Knowledge : connaissance

False : faux

Figure : chiffre

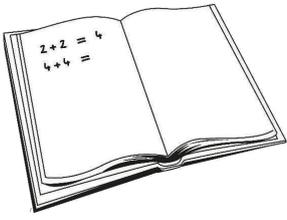
Like : comme

To locate : localiser

Statement : affirmation

Session 1

Activity 1 : Write the names of the following school things. Number 1 is an example.



1. A copybook



2.



3.



4.



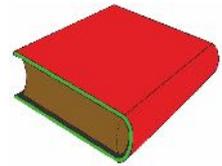
5.



6.



7.



8.

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

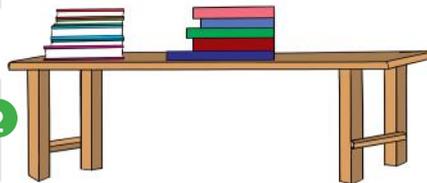
1



A : Where is the pen ?

B : *The pen is in the schoolbag.*

2



A : Where are the books ?

B :

3



A : ?

B :

4



A : ?

B :

Activity 3 : Write T, if the statement is true, and F, if it is false. If it is false, correct it.
Number 1 is an example.



1. The ball is on the chair. **F**
• The ball is under the chair.



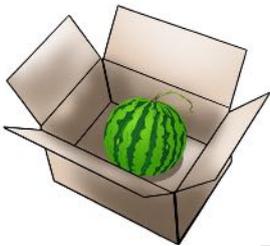
2. The pen is under the book.

-



3. The sharpener is under the table.

-



4. The fruit is in the box.

-

Session 2

Activity 1 : Write the following numbers in letters or in figures. a) and b) are examples.

a) zero = 0	b) 11 = eleven	c) 3 =
d) sixteen =	e) 14 =	f) five =
g) 12 =	h) 7 =	i) 10 =
j) nineteen =	k) 13 =	l) 8 =
m) 20 =	n) 15 =	o) nine =

Activity 2 : With your neighbour, ask and answer questions about the school things below. Number 1 is an example.

1) A : How many pencils are there ?



B : There are eight pencils.

2) A :

?



B :

3. A :

?



B :

4. A :

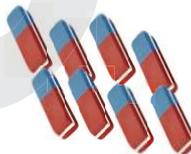
?



B :

5. A :

?



B :

Activity 3 : Match the following numbers in column A to the corresponding words in column B. Number 1 is an example.

Column A

- 1) 13
- 2) 14
- 3) 12
- 4) 11
- 5) 20
- 6) 2
- 7) 3
- 8) 17

Column B

- a) Seventeen
- b) Three
- c) Two
- d) Twenty
- e) Eleven
- f) Twelve
- g) Fourteen
- h) Thirteen

Answers

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

Session 3

COMMUNICATION ACTIVITY (Situation d'évaluation) :

Après les cours portant sur les objets utilisés dans une salle de classe, tu te retrouves avec ton ami de classe 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 A : Where are the students ?

B : They are **in** the classroom.

A : How many are they ?

B : They are **four (4)**.



2 A : ?

B :

A : ?

B :

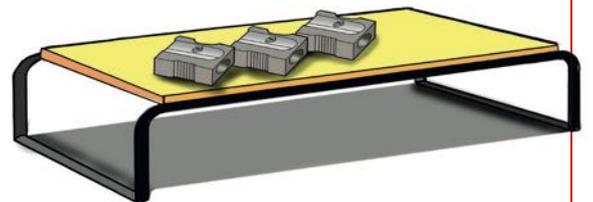


3 A : ?

B :

A : ?

B :





Faisons le point...

Note dans chaque case la lettre de l'expression anglaise correspondante.

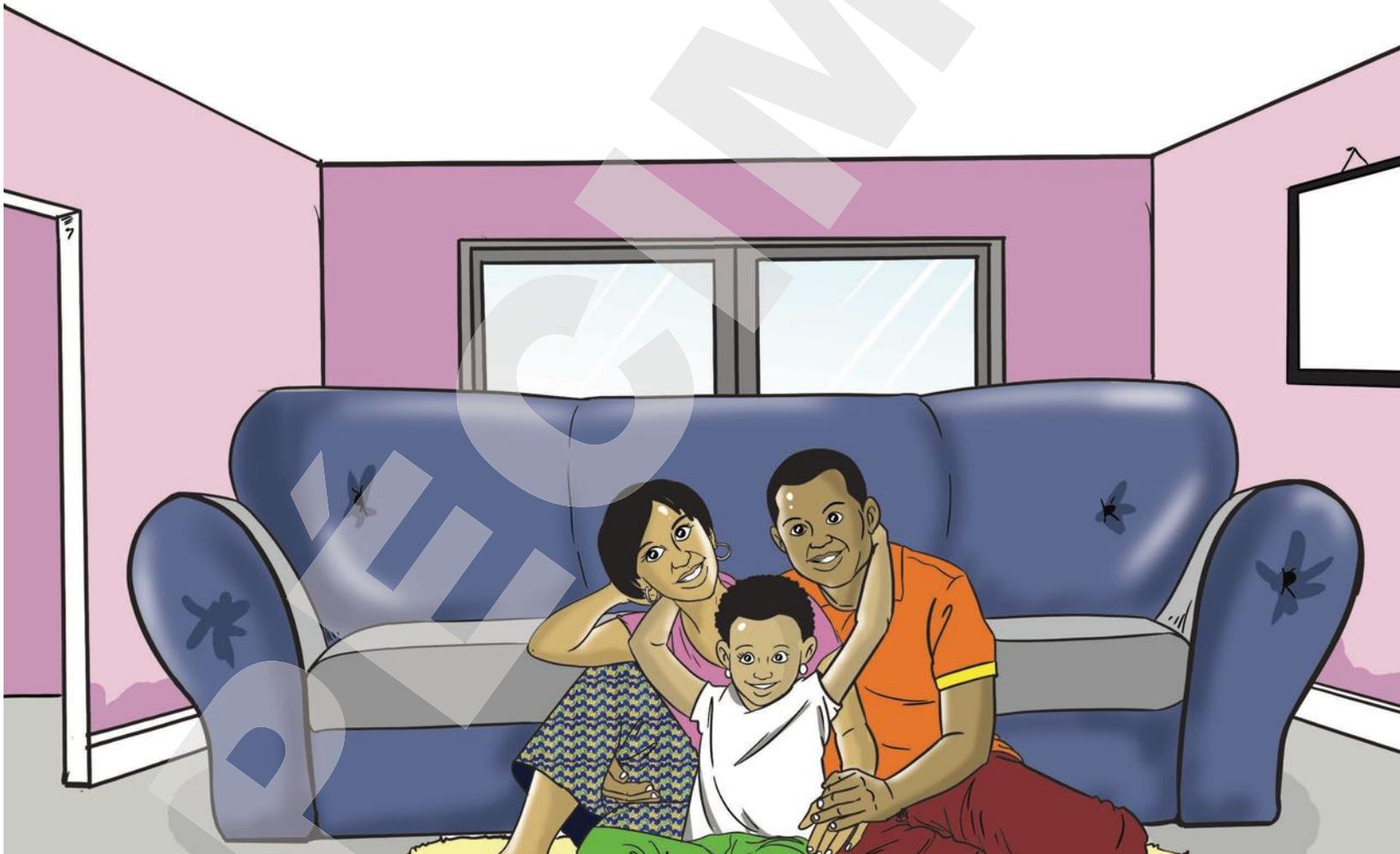
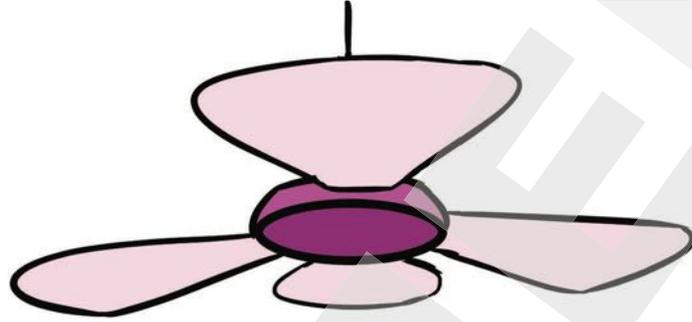
- Suis l'exemple donné.

J'ai appris à ...

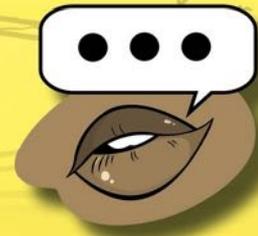
1.	<input checked="" type="radio"/> g	dire bonjour.	a.	Nice to meet you.
2.	<input type="radio"/>	dire "salut" !	b.	Goodbye.
3.	<input type="radio"/>	dire mon nom.	c.	one ; two ; three ; four ...
4.	<input type="radio"/>	dire que je suis ravi (e) de rencontrer quelqu'un.	d.	I am ; you are ; he / she is...
5.	<input type="radio"/>	dire au revoir.	e.	Hi ! Hello !
6.	<input type="radio"/>	conjuguer le verbe " to be" au "present simple".	f.	My name is Samuel Koffi.
7.	<input type="radio"/>	dire comment je vais.	g.	Good morning.
8.	<input type="radio"/>	compter.	h.	I'm very well, thanks.
9.	<input type="radio"/>	localiser des objets.	i.	It is on ; in ; under ...
10.	<input type="radio"/>	demander le nom d'une personne.	j.	Who's this man ?
11.	<input type="radio"/>	demander comment va une personne.	k.	What's this / that ?
12.	<input type="radio"/>	demander l'identité de quelqu'un.	l.	How are you ?
13.	<input type="radio"/>	demander ce qu'est tel ou tel objet.	m.	What's your name ?

UNIT 2

AT HOME



- Speaking -



LESSON 1

MY FAMILY



LEARNING CONTEXT

(situation d'apprentissage)

Au cours d'une réunion du Club d'Anglais du , le Président du Club, voulant mieux connaître les élèves de la 6^{ème} , leur demande de parler des membres de leurs familles respectives tout en précisant les relations qui existent entre eux.



GOOD TO KNOW

VOCABULARY CONTENT

Parents ; Family tree ; Child ; Children ; Sister ; Father ; Brother ; Wife ; Husband ; Daughter ; Son ; Mother ; Aunt ; Uncle ; Cousin ; Grandfather ; Grandmother ; Niece ; Nephew ; Numbers from 21 to 100

LANGUAGE FUNCTIONS

1. Talking about age

A : How old are you ?

B : I am ten years old. / I am ten.

2. Using the present simple of 'to have'

- I **have** one brother and two sisters.
- My father **has** one daughter.

3. Using irregular plurals

Singular	Plural
A man	Men
A woman	Women
A child	Children

MY DICTIONARY

School yard : cour d'école

Again : encore

Gap : espace

About : à propos (de)

Both : tous les deux

Family tree : arbre généalogique

Little : petit

To say : dire

To talk : parler

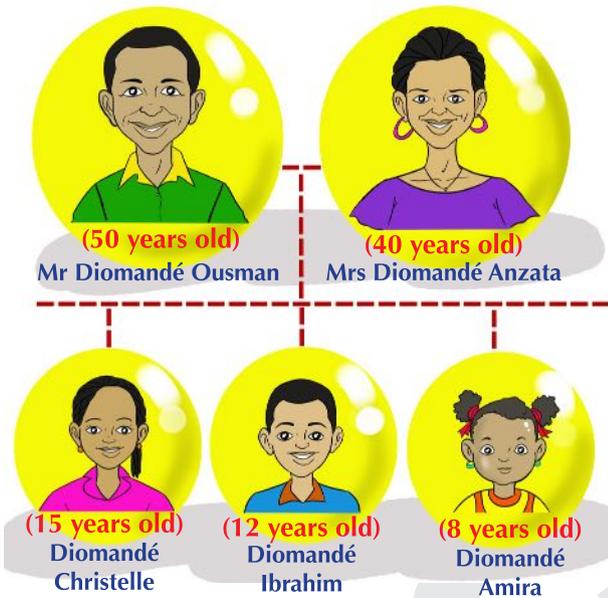
Also : aussi ; de même

But : mais

Session 1

Activity 1 : Look at Ibrahim's family tree and complete the text below with the following words or groups of words. Number 1 is an example.

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



This is Ibrahim's family tree. Mr Diomandé is the (1) *husband* of Mrs Diomandé. Ibrahim, Christelle and Amira are the (2) of Mr and Mrs Diomandé. Amira is the (3) of Mr Diomandé and the (4) of Christelle. Ibrahim is the (5) of Amira and also the (6) of Mr and Mrs Diomandé. So, both are his (7) Mrs Diomandé is the (8) of Mr Diomandé, she is also the (9) of the children and Mr Diomandé is their (10)

Activity 2 : Look at the family tree again, then ask or answer questions. Do it in pairs and practise the conversations with your neighbour. Number 1 is an example.

- A : How old is Mr Diomandé ?
B : He is 50 years old (or, he is 50).
- A : ?
B : She is 40 years old.
- A : How old is Christelle ?
B :
- A : ?
B : Amira Diomandé is 8.

Activity 3 : Fill in the gaps with the correct options. Number 1 is an example.

My name is Joël Akui and I (1) *have* (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. My mother and my father live in our village, so we (5) (have / has) our parents living in our village. I (6) (have / has) a little brother, his name is Blé and he (7) (have / has) a bicycle.

Session 2

Activity 1 : Read each sentence and say if it is « true » or « false ». Correct it if it is false. Number 1 is an example.

1. My uncle is the son of my mother. *False ; it is the brother of my father or my mother.*
2. My aunt is the sister of my father or mother. ;
3. My niece is the daughter of my aunt. ;
4. The father of my mother is my uncle. ;
5. The son of my uncle is my cousin. ;

Activity 2 : Write the following numbers in words or in figures. a) and b) are examples.

- a) $21 = \text{Twenty-one}$ b) $Forty-five = 45$ c) $28 = \dots\dots\dots$
- d) $77 = \dots\dots\dots$ e) $56 = \dots\dots\dots$ f) $43 = \dots\dots\dots$
- g) $Twenty-nine = \dots\dots\dots$ h) $Eighty = \dots\dots\dots$ i) $Sixty-seven = \dots\dots\dots$
- j) $Thirty-three = \dots\dots\dots$ k) $100 = \dots\dots\dots$ l) $Ninety-five = \dots\dots\dots$

Activity 3 : Complete the dialogue below, then practise it with your neighbour.

A : *Good morning. My name is Ourega.*

B : *Nice to meet you, Ourega. (1) How old are you ?*

A : (2) And you ?

B : (3) What is your brother's name ?

A : My brother's name is Curtis. (4) brothers have you got ?

B : I have got (5)

Session 3

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 le dialogue. Complète-le avec ton voisin et présentez-le au reste de la classe.

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

You (1) :

John : How many brothers and sisters have you got ?

You (2) : And you ?

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

You (4) : And you ?

John (5) : Thank you and good bye !

You : Good bye !



LESSON 2

MY HOUSE



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 en vue de les lui faire découvrir. Ce dernier exprime son admiration.



GOOD TO KNOW

VOCABULARY
CONTENT

House ; Dining-room ; Living-room / sitting-room ; Kitchen ; Toilet ; Bathroom ; Garage ; Cupboard ; Bed ; Television (Tv set) ; Iron ; Radio ; Fan ; Garden ; Armchair ; Furniture ; Appliances ; Cabinet

LANGUAGE FUNCTIONS

1. Locating things

Between	Near	Behind	In front of
A : Where is the ball ? B : It is between the boxes.	A : Where is the ball ? B : It is near the box.	A : Where is the ball ? B : It is behind the box.	A : Where is the ball ? B : It is in front of the box.

2. Describing a house

A : **Is there** a garage in your house ?

B : Yes, **there is**. / No, **there isn't**.

A : **How many** televisions **are there** in your house ?

B : **There is** one television.

MY DICTIONARY

Please : s'il te plaît / s'il vous plaît
To build : construire

About : à propos de
Too : aussi ; également

To call : appeler

Session 1

Activity 1 : Write the names of the different parts of the house under the pictures.

Number 1 is an example.



1. A dining-room



2.



3.



4.



5.



6.

Activity 2 : Put the letters into correct order to form names of parts of a house.

Number 1 is an example.

1. l-o-i-T-e-t = Toilet

2. n-i-D-i-n-g m-o-o-r =

3. a-G-r-a-e-g =

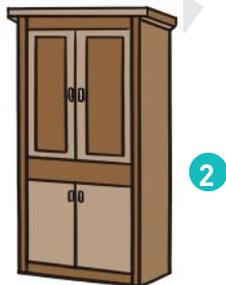
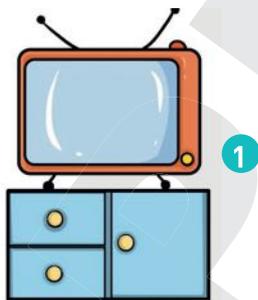
4. n-i-c-h-t-e-K =

5. r-e-G-a-n-d =

6. m-o-o-r-t-h-a-B =

Activity 3 : Look at the pictures below, then ask and answer questions with your neighbour.

Number 1 is an example.



1. A : Where is the TV set ?

B : It is near the cupboard.

2. A : ?

B :

3. A : ?

B :

4. A : ?

B :

Session 2

Activity 1 : Write the name of each item. Number 1 is an example.



1. A fan



2.



3.



4.



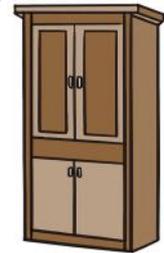
5.



6.



7.



8.

Activity 2 : Put the letters into the correct order to form names of furniture or appliances. Number 1 is an example.

1. a-F-n = Fan

2. d-i-o-R-a =

3. r-l-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 =

Activity 3 : Choose the appropriate groups of words between brackets to complete the dialogue. Follow the examples.

Diomandé : *Is there* a sitting-room in your house (*is there / are there*) ?

Blé : Yes ! *there is* a sitting-room in my house (*there is / there are*).

Diomandé : (1) many bedrooms in your house (*is there / are there*) ?

Blé : (2) three bedrooms in my house (*there is / there are*).

Diomandé : (3) a garage in your house (*is there / are there*) ?

Blé : No (4), garage in my house. How about your house ? (*there is no / there are no*).

Diomandé : Yes ! (5) a garage (*there is / there are*).

Blé : (6) toilets in your house (*is there / are there*) ?

Diomandé : Yes ! (7) 2 toilets in my house (*there is / there are*).

Blé : (8) a garden in your house (*is there / are there*) ?

Diomandé : No ! (9) garden in my house (*there is no / there are no*).

Session 3

COMMUNICATION ACTIVITY (Situation d'évaluation) :

Ton ami Ghanéen, Kwame, t'appelle au téléphone, pour avoir des renseignements sur la maison que tu habites. Ci-dessous se trouve la conversation. Complète-la avec ton voisin et présentez-la au reste de la classe.

Kwame : How many rooms are there in your house ?

You (1) :

Kwame : Can you list them, please ?

You (2) :

Kwame : In the living-room, where is the TV set ?

You : It is in front of (3).....

Kwame : Ok, I see ! Is there a sofa ? Where is it ?

You : Yes, (4) It is behind (5)

Kwame : Are there armchairs too ?

You : Yes, (6)

Kwame : Where are they ?

You : (7) near (8)

LESSON 3

IN THE KITCHEN



LEARNING CONTEXT

(situation d'apprentissage)

Une élève de ta classe reçoit son amie Libérienne à la maison familiale. Elles font la vaisselle ensemble et échangent sur les ustensiles de cuisine en vue de bien les ranger.



GOOD TO KNOW

VOCABULARY CONTENT

Utensil ; Sauce pan ; Pot ; Frying pan ; Glass ; Knife ; To fry ; To cut ; To drink ; To boil ; To cook ; Spoon ; Fork ; Plate ; Tea spoon ; Fridge

LANGUAGE FUNCTIONS

1. Describing ongoing actions

PRESENT PROGRESSIVE / PRESENT CONTINUOUS		
Subject	To be (simple present)	Verb + ing
I	am	eating
She		
He	is	cooking
It		
We	are	drinking
You		
They		

2. Asking and answering questions about ongoing actions

A : What **is** your sister **doing** ?

A : **Are** they **drinking** water ?

B : She **is cooking** in the kitchen.

B : Yes, they are. / No, they aren't.

MY DICTIONARY

To get : trouver
Dishes : vaisselles
Option : proposition

In order to : pour ; afin de
Right : vrai ; juste
Bookcase : bibliothèque (meuble)

To underline : souligner
Kind of : sorte de , type de
Proposal : proposition ; suggestion

Session 1

Activity 1 : Write the name of each utensil or appliance under its corresponding picture. Number 1 is an example.



1. A sauce pan



2.



3.



4.



5.



6.

Activity 2 : Choose the correct forms of 'to be'. Number 1 is an example.



1. The water **is boiling**. (to boil)



2. Patrick and Ruth firewood. (to collect)



3. I salad. (to eat)



4. They a group work. (to have)



5. My father the floor. (to clean)



6. My Liberian friend me. (to call)

Activity 3 : Use the present continuous in the following sentences. Number 1 is an example.

1. My mother **is cooking** rice in the kitchen. (to cook)
2. My brother rice in the dining-room. (to eat)
3. Jennifer the meat. (to cut)
4. You and your friend fish. (to fry)
5. You and me the kitchen. (to sweep)
6. I the table. (to set)
7. Alicia the dishes. (to wash)
8. Elysée Tohalý the fridge. (to open)

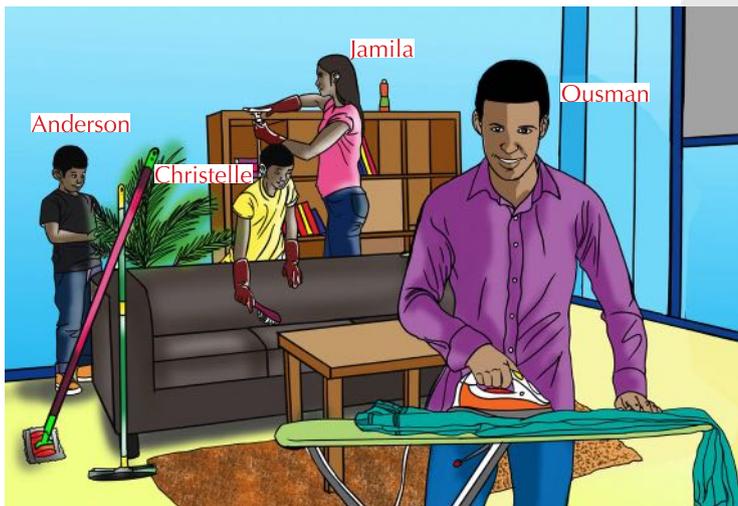
Session 2

Activity 1 : Put the letters into the correct order to get names of utensils of kitchen. Number 1 is an example.

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

Activity 2 : Ask and answer questions about each housework, then practise the dialogues with your neighbour. Use the following proposals. Number 1 is an example.

sweep the floor ; clean the armchair ; iron the dress ; clean the cabinet ; cook the meal.



1. **Christelle :** A : What is Christelle doing ?

B : She is cleaning the armchair.

2. **Ousman :** A :

B :

3. **Jamila :** A :

B :

4. **Anderson :** A :

B :

5. **Tatiana :** A :

B :

Activity 3 : Reorder the following words to build meaningful questions or answers.
Number 1 is an example.

1. A : cleaning / she / the / toilet ? / Is

→ Is she cleaning the toilet ?

B : she / Yes, / cleaning / is / toilet. / the

→

2. A : you / the / meal ? / cooking / Are

→

B : am. / I / Yes,

→

3. A : they / the / sweeping / Are / floor ?

→

B : they / aren't. / No,

→

Session 3

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 ci-dessous. Avec ton voisin, complétez la conversation et présentez votre travail à la classe.

Weah : Hello, my friend !

You : (1)

Weah : (2) doing ?

You : I am washing utensils in the kitchen.

Weah : What kind of utensils are you washing ?

You : (3)

Weah : Ok. What is your father doing ?

You : (4) armchairs in the living-room.

Weah : What are your sisters doing ?

You : (5) the floor.

Weah : What is your mother doing ?

You : (6) the meal.

Weah : Waouh ! I can see that you are all very busy. Good bye !



Faisons le point...

Note dans chaque case la lettre de l'expression anglaise correspondante.

- Suis l'exemple donné.

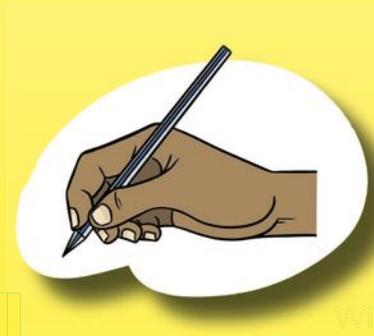
J'ai appris à ...

1.	<input checked="" type="radio"/> f	identifier les membres de la famille.	a.	Twenty-one ; ... ; ninety-nine ...
2.	<input type="radio"/>	conjuguer "to have" au "present simple".	b.	A bedroom ; a living-room ; a kitchen ...
3.	<input type="radio"/>	former des pluriels irréguliers.	c.	An armchair ; a bed ; a cooker ...
4.	<input type="radio"/>	compter de 21 à 100.	d.	I have ; she has ; they have...
5.	<input type="radio"/>	identifier les différentes pièces d'une maison.	e.	It's near the cupboard ; on the table ...
6.	<input type="radio"/>	identifier le mobilier d'une maison.	f.	Parents (father ; mother) ; children ...
7.	<input type="radio"/>	identifier les noms des appareils électroménagers d'une maison.	g.	A fan ; an iron ; a radio ...
8.	<input type="radio"/>	localiser les appareils électroménagers d'une maison.	h.	A sauce pan ; a spoon ...
9.	<input type="radio"/>	identifier les ustensiles de cuisine.	i.	Washing the dishes ; cleaning the fridge ...
10.	<input type="radio"/>	décrire les tâches ménagères dans une cuisine.	j.	I am 12 years old (I am 12.)
11.	<input type="radio"/>	employer "present progressive" dans une phrase.	k.	I am eating a banana ; she is washing her clothes ...
12.	<input type="radio"/>	dire mon âge.	l.	A man = men A woman = women
13.	<input type="radio"/>	demander à quelqu'un son âge.	m.	Where is the kitchen ?
14.	<input type="radio"/>	demander à quelqu'un où se trouve une pièce dans une maison.	n.	Where is the cupboard ... the fridge ?
15.	<input type="radio"/>	demander où se trouvent le mobilier et les appareils électroménagers d'une maison.	o.	How old are you ?

TIME AND DATE



- Writing -



LESSON 1

THE DATE



LEARNING CONTEXT

(situation d'apprentissage)

À l'occasion de la prochaine célébration de ton anniversaire, tu rédiges un texto à ton correspondant Nigérian pour l'informer de ta date d'anniversaire, puis l'inviter à y prendre part.



GOOD TO KNOW

VOCABULARY CONTENT

- Calendar
- **Days of the week** : Monday ; Tuesday ; Wednesday ; Thursday ; Friday ; Saturday ; Sunday.
- **Months of the year** : January ; February ; March ; April ; May ; June ; July ; August ; September ; October ; November ; December.
- **Years** : 2019 (two thousand and nineteen) ; 2020 (two thousand and twenty) ; 2021 (two thousand and twenty-one).
- **Ordinals** : 1st ; 2nd ; 3rd ; 4th ; 5th ; 6th ; 7th ; 8th ; 9th ; 10th.

LANGUAGE FUNCTIONS

1. Describing the days of the week

A : What is the second day of the week ?

B : It is Tuesday. / Tuesday is the second day of the week. / The second day of the week is Tuesday.

2. Asking and giving the date

A : What day is today ?

B : Today is Monday.

A : What date is today ? / What is today's date ? / What is the date today ?

B : Today is Monday, January 22nd 2021. (Today is Monday, the twenty-second of January two thousand and twenty-one)

MY DICTIONARY

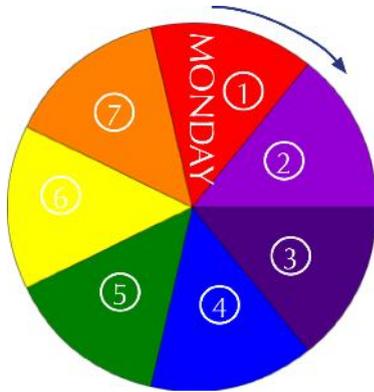
Puzzle : grille
To circle : encercler

Cycle : un cycle
Before : avant

Statement : un énoncé / une déclaration
Which : lequel / laquelle

Session 1

Activity 1 : Complete the cycle of the days of the week. Number 1 is an example.



- | | | | | | |
|---|---|---------------|---|---|-------|
| 1 |  | <i>Monday</i> | 5 |  | ..... |
| 2 |  | ..... | 6 |  | ..... |
| 3 |  | ..... | 7 |  | ..... |
| 4 |  | ..... |  |  |  |

Activity 2 Match the ordinal numbers in box A to the correct words in box B. Write your answers like in the example.

Box A

1. 4th
2. 15th
3. 9th
4. 7th
5. 2nd
6. 6th
7. 3rd
8. 10th
9. 8th
10. 5th

Box B

- a. the fifth
- b. the seventh
- c. the sixth
- d. the fifteenth
- e. the fourth
- f. the ninth
- g. the second
- h. the eighth
- i. the third
- j. the tenth

Answers

1. e / 4th = the fourth
2. / =
3. / =
4. / =
5. / =
6. / =
7. / =
8. / =
9. / =
10. / =

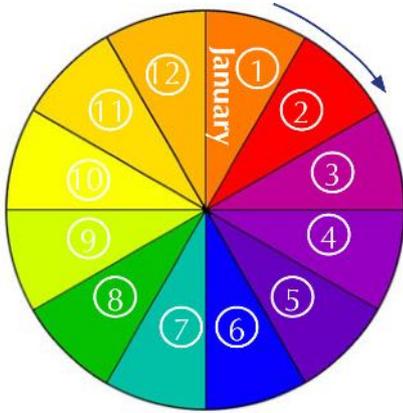
Activity 3 Complete the sentences with the words or groups of words from the box below. Number 1 is an example.

seventh (7th) ; second (2nd) ; first (1st) ; third (3rd) ; Thursday ; Friday

1. Wednesday is the **third (3rd)** day of the week.
2. "A" is the letter in the alphabet.
3. March is the month of the year.
4. Two is the number.
5. is the 4th day of the week.
6. is the 5th day of the week.
7. Sunday is the day of the week.

Session 2

Activity 1 : Complete the cycle of the months of the year : Number 1 is an exemple.



1 *January*

2

3

4

5

6

7

8

9

10

11

12

Activity 2 : Circle (o) the names of the months in the puzzle below. Do it like in the example.

	a	b	c	d	e	f	g	h	i	j
1	Z	E	N	O	V	E	M	B	E	R
2	S	J	U	L	Y	T	F	I	R	J
3	B	F	E	B	R	U	A	R	Y	U
4	C	M	A	R	C	H	I	G	D	N
5	W	M	A	Y	R	A	U	N	A	E
6	A	U	G	U	S	T	A	Y	N	S
7	Q	S	E	P	T	E	M	B	E	R
8	D	E	C	E	M	B	E	R	N	U
9	E	S	T	Y	A	D	S	E	U	T
10	R	P	A	P	R	I	L	U	G	H
11	V	H	D	O	C	T	O	B	E	R
12	C	L	J	A	N	U	A	R	Y	O

Activity 3 : Write or say the dates in the chart below. Number one is an exemple.

1. June 24th, 2019	The twenty fourth of June, two thousand and nineteen
2.	The first of May, two thousand and twenty
3. November 5th, 2020	.....
4.	The third of August, two thousand and twenty-one
5. October 22nd, 2021	.....
6.	The thirteen of March, two thousand and eighteen
7. January 30th, 2005	.....

Session 3

COMMUNICATION ACTIVITY (Situation d'évaluation) :

Ton correspondant Ghanéen, Mensah, prévoit prendre part à la prochaine célébration de ton anniversaire. À cet effet, il t'appelle pour avoir de plus amples informations sur l'événement. Ci-dessous se trouve votre conversation.

1. Complète la conversation avec les parties manquantes.

Mensah : What's the day of your birth ?

You : The day of my birth is (1)

Mensah : Ok. What month is it ?

You : (2)

Mensah : What is the year ?

You : (3).....

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

You : Exactly.

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

Monday, 22nd January 2020

LESSON 1 : THE DATE



LESSON 2

WHAT'S THE TIME ?



LEARNING CONTEXT
(situation d'apprentissage)

En vue d'échanger sur tes activités quotidiennes avec ton correspondant Nigérian, tu lui rédiges un message, via Messenger, dans lequel tu décris ces activités et les heures auxquelles tu les accomplis.



GOOD TO KNOW

VOCABULARY CONTENT

- **Daily activities** : Have breakfast / lunch / dinner ; To go to bed ; To go to school ; To do homework ; To play football ; To serve the meal ; To stay at home ; To watch TV ; To meet friends ; To play computer games ; To cook the meal
- **Time Expressions** : Quarter past ; Quarter to ; O'clock ; Half past ; a.m / p.m ; Watch ; Clock

LANGUAGE FUNCTIONS

1. Asking and telling the time

A : What's the time ? / What time is it ?
B : It's 10 o'clock. / It is ten o'clock in the morning. / It is ten (10) a.m.

2. Expressing future actions with "to be going to"

To be (simple present) + going to + infinitive

I	am	going to	drink water.
You / We / They	are		
She / He / it	is		

MY DICTIONARY

To insert : insérer

Soccer : football américain

Choice : choix

To take a bath : prendre un bain

Best : meilleur

Game : jeu

Meal : repas

Chronological : chronologique

Or : ou

Session 1

Activity 1 : Use the words from the box to identify the pictures below. Write your answers in the table below. Number 1 is an example.



a

1. Have lunch
2. Wake up
3. Go to bed
4. Go to school
5. Do some homework
6. Play football

b



c

d



e

f



A	1	2	3	4	5	6
B	f					

Activity 2 : Complete the question in each case, then choose the correct option. Write your answers in the table below, then practise the dialogue with your neighbour. Number 1 is an example.

1	<p><i>What time is it ?</i></p> <p>A) It's quarter past seven B) It's seven O'clock C) It's quarter to seven D) It's half past seven</p>
2	<p>..... is it ?</p> <p>A) It's quarter past two B) It's quarter to two C) It's two O'clock D) It's half past two</p>

3	<p>..... time ?</p> <p>A) It's quarter past six B) It's quarter to two C) It's six O'clock D) It's half past six</p>
4	<p>..... it ?</p> <p>A) It's quarter past five B) It's quarter to six C) It's six O'clock D) It's half past six</p>

A	1	2	3	4	5
B	D				

Activity 3 : Complete the time expressions.

1. **18 : 30** It's
2. **11 : 25** It's
3. **10 : 35** It's
4. **03 : 45** It's

Session 2

Activity 1 : Use the expressions from the box to give your answers. Which day and what time do you do the activities below ? Number 1 is an example.

Go to school ; play football ; stay at home ; watch TV ; go to market ;
cook the meal ; play computer games ; meet friends ; do my homework.

1. Monday : *I go to school at 6 o'clock.*

2. Tuesday :

3. Wednesday :

4. Thursday :

5. Friday :

6. Saturday :

7. Sunday:

Activity 2 : Choose the best option to complete each sentence. Number 1 is an example.

1. *We have dinner at 8.00 pm (8.00 pm / 6.00 am)*

2. The students go back home from school at (6.00 am / 12.30 am).

3. In the morning, I leave home for school at (7.00 am / 6.00 pm).

4. Mummy cooks breakfast at (5.30 am / 9.30 pm).

5. After dinner, Grandpa watches TV from (8.00 am to 10.00 am /
8.00 pm to 10.00 pm)

6. I never go to bed before (9.30 pm / 7.00 am) at night.

Activity 3 : Complete the following sentences or questions with the correct form of "be going to". Number 1 is an example.

1. *What are we going to eat at lunch ?*

2. How long you to stay at school ?

3. Dad to offer me a present.

4. Mum to serve dinner very soon.

5. When they to serve the meal ?

Session 3

COMMUNICATION ACTIVITY (Situation d'évaluation) :

Tu reçois un courrier électronique de ton correspondant Américain. Il te demande de lui décrire ton emploi du temps. Utilise les idées dans la case ci-dessous pour faire ta description. Un exemple t'est donné.

Do my homework at 6 pm ; go to bed at 9.30 pm ; have dinner with my parents at 8.00 pm ; get up at 6.00 am ; have lunch at 12.30 pm ; walk to school at 6.45 am.

1. *I get up at 6.00 am ;*

2.

3.

4.

5.

6.

LESSON 3

MY SCHOOL SUBJECTS



LEARNING CONTEXT

(situation d'apprentissage)

En vue de faciliter les échanges avec leurs correspondants anglophones sur Internet, les élèves de la 6^{ème} du Lycée/ Collège, leur rédigent un paragraphe pour décrire leurs emplois du temps de la semaine.



GOOD TO KNOW

VOCABULARY CONTENT

School subjects : English ; French ; Mathematics ; History , Civics ; Physical Education ; Geography ; Biology ; Art ; Chemistry ; Information and Communication Technology (ICT)

School holidays : Christmas ; Independence day ; Easter ; Long holidays ; New Year day ; Saint Valentine's day ; April fool day ; Mother's day

LANGUAGE FUNCTIONS

1. Inquiring about timetable

A : When has he got English / French ?
B : He has got French / English on Thursday.

2. Using prepositions of time

- **In** : in the morning ; in January ; in 2020.
- **On** : on Saturday ; on Monday ...
- **At** : at 9 o'clock ...

3. Using adverbs of frequency

Every... ; Often ; Never ; Sometimes ; Usually ; Always
Example : I **often** go to my village.

4. Inquiring about the frequency of an action :

How often + Subject + Infinitive ... ?

A : **How often have you got** English in a week ?

B : We have got English **three times in a week.**

A : **How often has Bla got** Music in a week ?

B : She has got Music once (**one time**) in a week.

MY DICTIONARY

Party : fête

Foreign : étranger

Grammar school : collège

To spend : dépenser

Together : ensemble

To be late : être en retard

Usually : généralement

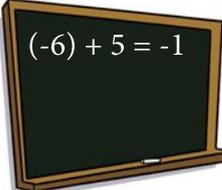
Often : souvent

Only : uniquement

Session 1

Activity 1 : Use the words or groups of words from the box to identify the school subjects below. Number 1 is an example.

Art ; English ; Chemistry ; Information and Communication Technologies ; Mathematics ; Music ; Physical Education ; Geography.

<p>1</p>  <p>.....</p>	<p>2</p>  <p>.....</p>	<p>3</p>  <p>.....</p>	<p>4</p>  <p>.....</p>
<p>5</p> <p>"Where is the teacher?"</p> <p>.....</p>	<p>6</p>  <p>.....</p>	<p>7</p>  <p>.....</p>	<p>8</p>  <p>.....</p>

Activity 2 : Tick (✓) the subjects you study at school. Number 1 is an example.

- | | | |
|--|---------------------------------------|-------------------------------------|
| 1. English <input checked="" type="checkbox"/> | 2. History <input type="checkbox"/> | 3. Physics <input type="checkbox"/> |
| 4. Maths <input type="checkbox"/> | 5. Geography <input type="checkbox"/> | 6. Art <input type="checkbox"/> |
| 7. Music <input type="checkbox"/> | 8. French <input type="checkbox"/> | 9. Sports <input type="checkbox"/> |

Activity 3 : Complete the questions and answers about the timetable of Sékongo. Number 1 is an example.

- a) When has Sékongo got Physical Education ? (Monday ; Thursday)

b) He has got Physical Education on Monday and Thursday.
- a) he got Biology ? (Tuesday ; Thursday)

b) Biology on
- a) History and Geography ? (Tuesday ; Thursday)

b) He
- a) When has he got Music ? (Friday)

b) He

Session 2

Activity 1 : Match the events in box A to the dates in box B. Write your answers in the table below. Number 1 is an example.

Box A

1. Christmas
2. New Year Day
3. Independence Day
4. St Valentine's Day
5. April Fool's Day
6. Mother's Day

Box B

- a) 7th August
- b) 14th February
- c) 25th December
- d) 1st January
- e) The last Saturday of May
- f) 1st April

Answers

1	c
2	
3	
4	
5	
6	

Activity 2 : Choose the correct form of the verb. Number 1 is an example.

1. Every day, my mum **gets up** (*gets up/ get up*) early in the morning.
2. She(*take/takes*) a shower and (*get/ gets*) dressed.
3. She(*cook/ cooks*) the meal for the family.
4. We(*have/ has*) breakfast together before I(*go/goes*) to school.
5. My mother(*start/ starts*) work at 8.00.
6. She(*work/ works*) in an office in Plateau.

Activity 3 : Reorder the scrambled words in (b) to answer the questions. Number 1 is an example.

1. a) How often does your father play tennis ?
b) Saturday. / tennis / plays / every / He
→ He plays tennis every Saturday.
2. a) How often has Sékongo got gardening ?
b) gardening / got / has / He / week. / time / in / a / one
→
3. a) How often do 6ème students have English class in a week ?
b) have) / They / week. / two / in / times / a / English / class
→
4. a) How often do you celebrate your anniversary in a year ?
b) celebrate/ every / anniversary / my / year. / I
→
5. a) How often do your parents take you to your village ?
b) me / parents / my / take / My / to / never / village.
→

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 dudit établissement vient en séance de travail avec vous. Pour ce faire, il demande aux élèves de 6^{ème} de décrire dans un petit paragraphe leur emploi du temps de classe.

1. En tant qu'élève de 6^{ème}, cite les matières que tu fais à l'école.
2. On te remet l'exemplaire d'emploi du temps ci-dessous.
Renseigne-le avec les différentes matières que tu fais.

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

3. Décris-lui cet emploi du temps en six (06) lignes maximum tout en précisant à quelle fréquence tu fais chaque matière.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



Faisons le point...

Note dans chaque case la lettre de l'expression anglaise correspondante.

- Suis l'exemple donné.

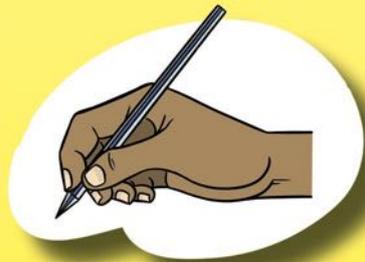
J'ai appris à ...

1.	<input checked="" type="radio"/> f	identifier et à écrire les jours de la semaine.	a.	1st ; 2nd ; 3rd ...
2.	<input type="radio"/>	identifier et à écrire les mois de l'année.	b.	It's 4 o'clock pm...
3.	<input type="radio"/>	écrire les nombres ordinaux.	c.	I <u>am going to watch</u> television.
4.	<input type="radio"/>	écrire la date.	d.	January ; February ; March ...
5.	<input type="radio"/>	dire et à écrire l'heure.	e.	English ; Maths ; French ...
6.	<input type="radio"/>	employer " going to " pour exprimer le futur.	f.	Monday ; Tuesday ; Wednesday ...
7.	<input type="radio"/>	dire et à écrire les noms des matières scolaires.	g.	I often go to church ...
8.	<input type="radio"/>	employer les adverbes de fréquence.	h.	On Tuesday ; in January ; at night
9.	<input type="radio"/>	employer les prépositions de temps.	i.	Thursday, January 9th, 2020.
10.	<input type="radio"/>	demander à quelqu'un le jour.	j.	What time is it ?
11.	<input type="radio"/>	demander à quelqu'un la date.	k.	How often do you go to school ?
12.	<input type="radio"/>	demander à quelqu'un l'heure.	l.	What's the day today ?
13.	<input type="radio"/>	demander à quelqu'un la fréquence d'une action.	m.	What's the date today ?

JOBS AND OCCUPATIONS



- Writing -



LESSON 1

WHAT'S YOUR FATHER'S JOB ?



LEARNING CONTEXT

(situation d'apprentissage)

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



GOOD TO KNOW

VOCABULARY CONTENT

Musician ; Painter ; Waiter ; Fireman ; Teacher ; Butcher ; Plumber ; Bus-driver ; Farmer ; Fisherman ; Florist ; Mailman ; Veterinarian ; Lorry-driver

LANGUAGE FUNCTIONS

1. Defining jobs

A : What is a farmer ?
B : It is a person who works on a farm.

2. Inquiring about people's jobs.

A : What does your father do ?
B : - My father is a policeman.
- He's a policeman.

3. Using possessive

My ; Your ; Her ; His ; Its ; Our ; Your ; Their
- **My** father is in **his** car.
- **Your** teacher is **our** neighbour.

MY DICTIONARY

To repair : réparer
Farm : champ
Same : même / identique
Meat : viande
To own : posséder
To deliver : donner ; distribuer

To be sick : être malade
To grow : cultiver
Lorry : camion
To catch : attraper
To cut : couper
To sell : vendre

Pipe : tuyau
Gardener : jardinier
Dog : chien
Tail : queue
Neighbour : voisin

Session 1

Activity 1 : Put the letters in the correct order to find the name of the job in each picture. Number 1 is an example.

<p>1</p>  <p>I-U-S-M-I-C-A-N MUSICIAN</p>	<p>2</p>  <p>R-T-E-P-A-I-N</p>	<p>3</p>  <p>A-W-E-R-T-I</p>	<p>4</p>  <p>L-U-M-P-B-R-E</p>
<p>5</p>  <p>M-I-R-A-F-N-E</p>	<p>6</p>  <p>C-E-A-T-H-E-R</p>	<p>7</p>  <p>A-R-M-E-R-F</p>	<p>8</p>  <p>R-U-T-C-H-E-B</p>

Activity 2 : Match the beginnings of the sentences in column A with their endings in column B. Write your answers in the table below. Number 1 is an example.

Column A

- A person who repairs pipes , baths and toilets is a ...
- A person who cuts and sells meat in his shop is a ...
- A person who serves food and drinks in a restaurant is a ...
- A person who plays a musical instrument very well is a ...
- A person who owns and works on a farm is a ...
- A person who stops fires burning is a ...
- A person who paints and sells pictures is a ...
- A person who teaches and helps students to learn is a ...

Column B

- musician
- painter
- teacher
- plumber
- waiter
- fireman
- farmer
- butcher

A	1	2	3	4	5	6	7	8
B	d							

Activity 3: Write short answers to these questions below, then practise the conversations with your neighbour. Number 1 is an example.

Questions	Answers
1) A : What does your father do ?	B : He is a teacher. (teacher)
2) A : What is your mother's job ?	B : She (nurse)
3) A : What does your uncle do ?	B : He (farmer)
4) A : What are your cousins job ?	B : They (mechanics)
5) A : What does your aunt do ?	B : She (secretary)
6) A : What does Mr Hoba do ?	B : He (headmaster)

Session 2

Activity 1 : Put the letters in the correct order to find the name of the job in each picture. Number 1 is an example.

<p>1</p>  <p>M-A-N-M-A-I-L</p> <p>MAILMAN</p>	<p>2</p>  <p>R-Y-L-O-R - V-E-R-D-R-I</p> <p>.....</p>	<p>3</p>  <p>R-M-A-N-F-I-S-H-E</p> <p>.....</p>
<p>4</p>  <p>T-O-R-D-O-C</p> <p>.....</p>	<p>5</p>  <p>N-A-R-I-A-N-V-E-T-E-R-I</p> <p>.....</p>	<p>6</p>  <p>R-I-S-T-F-L-O</p> <p>.....</p>

Activity 2 : What do they do ? Choose the correct job or occupation from the box to complete each sentence.

bus-driver ; doctor ; fisherman ; florist ; mailman ; veterinarian

- | | |
|--|---|
| 1. My grandfather is a; he catches fish. | 4. My aunt is a; she sells flowers and plants. |
| 2. Their father is a; he drives a bus. | 5. His sister is a; she takes care of sick animals. |
| 3. Her nephew is a; he delivers letters. | 6. My father is; he takes care of sick persons. |

Activity 3 : Complete each sentence with one of the following words. Number 1 is an example.

Its ; my ; his ; her ; your ; our ; their ; her

- | | |
|---|--|
| 1. She has got an interesting job. <i>Her</i> job is interesting. | 5. Liza and you attend the same school. school is near your home. |
| 2. We are brothers. parents live in village. | 6. I am a new student. English teacher is Mr Zephirin. |
| 3. This man is a butcher. name is Zokou. | 7. I'm a watchman. This is my dog. name is Milou. |
| 4. There are two policemen in the street. car is yellow. | 8. Grandmother is a cook. food is delicious. |

LESSON 2

WORK TOOLS



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

Baton ; Blackboard ; Book ; Hammer ; Fork ; Handcuffs ; Hoe ; Chalk ; Stethoscope ; Syringe ; Tractor ; Whistle ; To give injection ; Sick people ; To regulate the traffic ; To write lessons on the board ; To dig the soil ; To play music ; Toy ; Watering can ; Umbrella

LANGUAGE FUNCTIONS

1. Expressing possession

A : Whose comb is this ?

B : It is the barber's comb. / It is the barber's.

A : Whose hammer is that ?

B : It is the carpenter's hammer. / It is the carpenter's.

2. Asking and answering questions about work tools.

A : What does a butcher do with a knife ?

B : He cuts the meat (with a knife).

MY DICTIONARY

To stay : rester

Factory : usine

Housewife : ménagère

People : les gens

To plough the land : labourer la terre

Sound : son

To prevent : empêcher

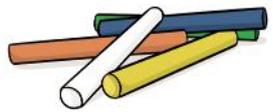
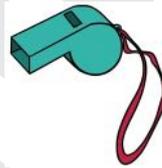
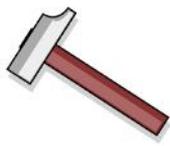
To escape : s'échapper, s'évader

To belong to : appartenir à

Session 1

Activity 1 : Use the words from the box below to identify each tool. Number 1 is an example.

Baton ; Blackboard ; Books ; Hammer ; Fork ; Handcuffs ; Hoe ; Chalk ; Stethoscope ; Syringe ; Tractor ; Whistle.

<p>1</p>  <p>Stethoscope</p>	<p>2</p>  <p>.....</p>	<p>3</p>  <p>.....</p>	<p>4</p>  <p>.....</p>
<p>5</p>  <p>.....</p>	<p>6</p>  <p>.....</p>	<p>7</p>  <p>.....</p>	<p>8</p>  <p>.....</p>
<p>9</p>  <p>.....</p>	<p>10</p>  <p>.....</p>	<p>11</p>  <p>.....</p>	<p>12</p>  <p>.....</p>

Activity 2 : Rewrite the following expressions correctly to express possessions. Number 1 is an example.

- | | | |
|--|--|-----------------------------------|
| 1. a) Teacher / desk
b) <i>The teacher's desk</i> | 2. a) Anna / occupation
b) | 3. a) James / job
b) |
| 4. a) Policemen / handcuffs
b) | 5. a) Students / breaktime
b) | 6. a) Owner / trowels
b) |

Activity 3 : Ask and answer questions with your neighbour, then practise the conversations. Number 1 is an example.

- | | |
|--|--|
| 1. The musician / guitar
A : <i>Whose guitar is it ?</i>
B : <i>It is the musician's guitar. / It's the musician's</i> | 2. The gardener / watering can
A : ?
B : |
| 3. My grandparents / farm
A : ?
B : | 4. These women / cars
A : ?
B : |
| 5. Our nephews / toys
A : ?
B : | 6. The lady / Umbrella
A : ?
B : |

Session 2

Activity 1 : Use the ideas in the box to answer the following questions. Number 1 is an example.

- a) Give injections to sick persons b) Regulate the traffic c) Dig soil to grow crops
d) Write lessons on the board e) Play music

1. a) *What does a doctor do with a syringe ?* 4. a) What do policemen do with whistles ?
 b) *He gives injections to sick persons.* b)
2. a) What does a musician do with a guitar ? 5. a) What does a teacher do with a chalk ?
 b)
3. a) What do farmers do with hoes ?
 b)

Activity 2 : Use the tools in the box and complete the table below.

handcuffs ; baton ; whistle ; fork ; tractor ; hoe ; book ; blackboard ; chalk

JOBS / OCCUPATIONS	TOOLS / ITEMS
1. Doctor	Stethoscope ; syringe.
2. Policeman	Handcuffs ; ;
3. Farmer	Fork ; ;
4. Teacher	Blackboard ; ;

Activity 3 : Work with a partner. Ask and answer questions about what people do with these tools. Number 1 is an example.



a policeman

1. handcuffs / prevents criminal from escaping
A : *What does the policeman do with handcuffs ?*
B : *He prevents criminals from escaping.*



a farmer

2. a tractor / ploughs the land.
A : ?
B :



a doctor

3. stethoscope / listens to sounds in the body.
A : ?
B :

LESSON 3 WORK PLACES



LEARNING CONTEXT

(situation d'apprentissage)

Lors d'un échange, via SMS, avec leurs camarades Sierra-Léonais, les élèves de la 6^{ème} du, décrivent les lieux de travail de leurs parents.



GOOD TO KNOW

VOCABULARY CONTENT

Office ; Restaurant ; Hospital ; Building ; Police station ; Laboratory ; School ; Farm ; Pilot ; Cook ; Teacher ; Housewife ; Factory-worker

LANGUAGE FUNCTION

Asking and answering questions about work places.

A : Where does a doctor work ?

B : He works in a hospital.

A : Does a teacher work in a school ?

B : Yes, he does.

A : Do farmers work in a hospital ?

B : No, they don't. They work on farms.

MY DICTIONARY

Umbrella : parapluie

Occupation : métier ; travail

Above : ci-dessus

Item : article

Tool : outil

To ring : sonner (téléphone)

Here : ici

Large : grand

Commodities : lieux d'aisance, éléments de confort.

Brand new : tout neuf, flambant neuf

Street : rue

Sorry : désolé

Experimentation : expérience

Session 1

Activity 1 : Write the following names of work places under the corresponding pictures. Number 1 is an example.

Office ; Restaurant ; Hospital ; Building ; Police station ; Laboratory ; School ; Farm

<p>1</p>  <p>Office</p>	<p>2</p>  <p>.....</p>	<p>3</p>  <p>.....</p>	<p>4</p>  <p>.....</p>
<p>5</p>  <p>.....</p>	<p>6</p>  <p>.....</p>	<p>7</p>  <p>.....</p>	<p>8</p>  <p>.....</p>

Activity 2 : Use the names of work places from *Activity 1* to complete the text below. Number 1 is an example.

My name is Kelly, and I'm 12 years old. My (1) **school** is Lycée Moderne Inagohi of San-pedro. There are many buildings in my school. Students of 6^e, for example, are in the (2) D. The Educators' (3) is not very far from us. In my school, you have many commodities too ; a big (4), where we have lunch. When students are sick, they go to the nearby (5) It is equipped with a brand new (6) Sometimes, the Police visits us, because the (7) is one street next to our school. Mister Konan, my Educator, is also a farmer. He invites me to help him on his (8) I love him.

Activity 3 : Ask and answer questions about the work places. Number 1 is an example.

1. Doctor

A : Where does a doctor work ?

B : He works in a hospital.

4. Scientist

A :

B :

2. Farmer

A :

B :

5. Cook

A :

B :

3. Secretary

A :

B :

Session 2

Activity 1 : Complete the sentences with one of the following words or expression. Number 1 is an example.

pilot ; cook ; teacher ; housewife ; factory-worker

1. I work at home ; I am a *housewife*.
2. I work in a factory ; I am a
3. I work on a plane ; I am a
4. I work in a kitchen ; I am a
5. I work in a school ; I am a

Activity 2 : Complete the sentences below with the correct word from the box. Number 1 is an example :

barbers ; laboratories ; teacher ; doctor ; policeman ; farmer

1. My job is to consult patients; I'm a (1) *doctor*.
2. A defends and protects populations.
3. A person who plants yam, banana and cassava is a
4. The work of a is to evaluate the performance of students.
5. cut their clients' hair.
6. Scientists make experimentations and research in

Activity 3 : With your partner, ask and answer questions about the work places related to professions in the box. Do like in the example below.

doctor ; policeman ; farmer ; teacher ; barber ; scientist

A : Does a farmer work in a school ?

B : No, he doesn't. He works on farms.

.....

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Session 3

COMMUNICATION ACTIVITY (Situation d'évaluation) :

Un 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 (06) lignes maximum,

- parle-lui des emplois de tes parents ;
- cite les différents outils utilisés par chacun d'eux et précise leurs lieux de travail ;
- lis ta production au reste de la classe.

Handwriting practice area consisting of 24 horizontal dotted lines for writing the response.



Faisons le point...

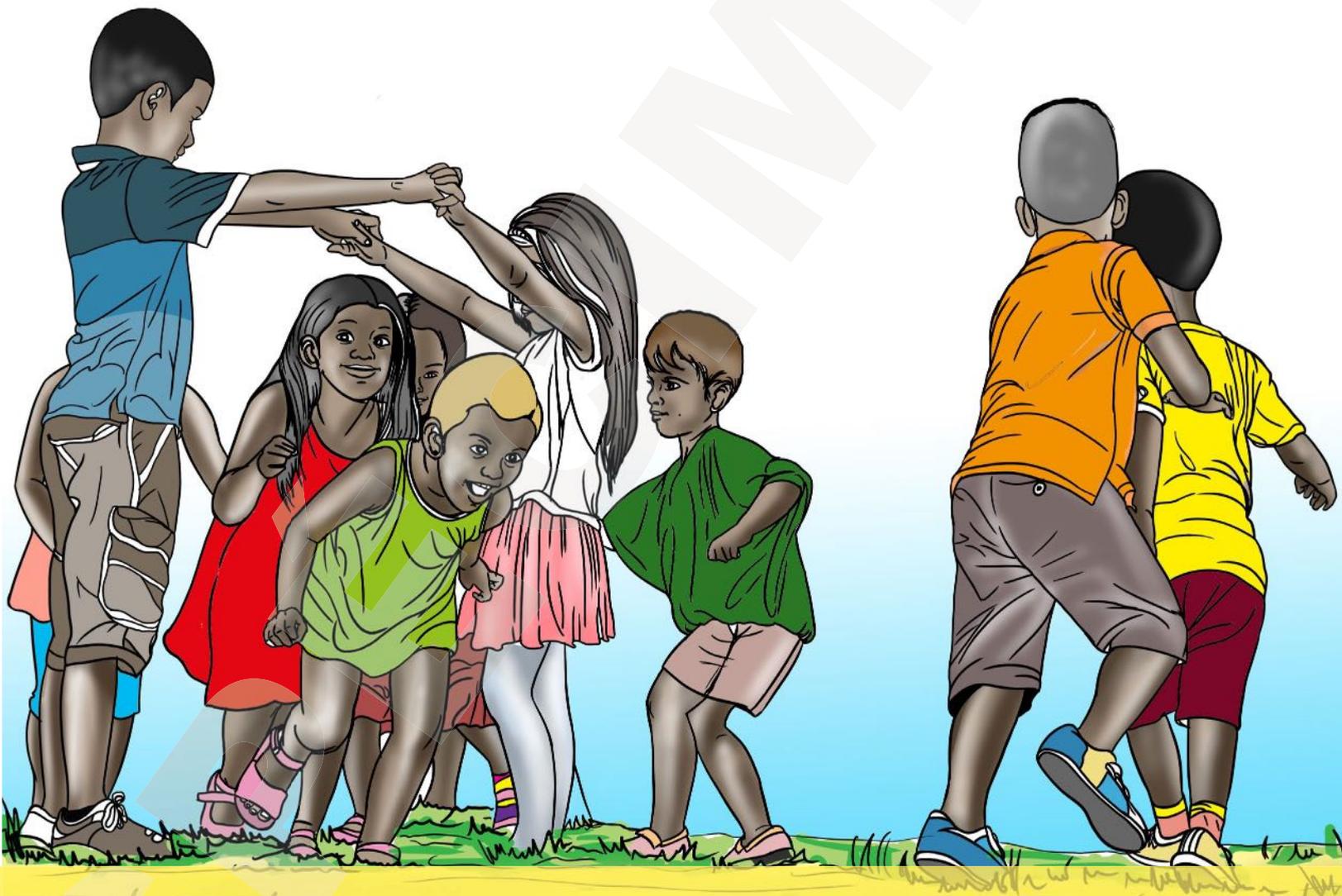
Note dans chaque case la lettre de l'expression anglaise correspondante.

- Suis l'exemple donné.

J'ai appris à ...

1.	<input checked="" type="radio"/> d	identifier et à écrire les noms de professions.	a.	His ; her ; our...
2.	<input type="radio"/>	employer les adjectifs possessifs.	b.	It's the carpenter's hammer.
3.	<input type="radio"/>	dire et à écrire les noms des outils de travail.	c.	A police station ; a butcher's shop...
4.	<input type="radio"/>	dire à qui appartient quelque chose.	d.	A teacher ; a farmer...
5.	<input type="radio"/>	identifier et à écrire les lieux de travail.	e.	A whistle ; a syringe...
6.	<input type="radio"/>	demander le métier d'une personne.	f.	Whose hammer is this ?
7.	<input type="radio"/>	demander à qui appartient quelque chose.	g.	Where does the butcher work ?
8.	<input type="radio"/>	demander le lieu où travaille quelqu'un.	h.	What does he do ?

CLOTHES AND COLOURS



- Listening -



LESSON 1

WHAT IS SHE WEARING ?



LEARNING CONTEXT

(situation d'apprentissage)

Tu es à Kumasi (Ghana). Tu te rends dans un grand magasin en vue d'acheter des vêtements. Là, tu écoutes un marchand faire la publicité de ses articles.



GOOD TO KNOW

VOCABULARY CONTENT

Clothes ; Articles of clothing ; Suit ; Shirt ; Wrapper ; Dress ; Cap ; Skirt ; Tie ; Blouse ; Waistcoat ; Shorts ; Jeans ; Trousers ; Sunglasses ; Pair of shoes ; Hat ; Bubu ; Jacket

LANGUAGE FUNCTION

Talking about what people are wearing

A : What am I wearing ?

B : You are wearing a shirt.

A : What are you wearing ?

B : I am wearing a tie.

A : What are they wearing ?

B : They are wearing hats.

A : Is Mr Agbeke wearing glasses ?

B : No, he isn't.

A : Is Malika wearing a yellow dress ?

B : Yes, she is.

MY DICTIONARY

To listen to : écouter
Clothes : des habits

Waistcoat : gilet
To wear : porter un habit

Cloth : un tissu

Session 1

Activity 1 : Write the name of each article of clothing under the corresponding picture. Number 1 is an example.



1. A shirt



2.



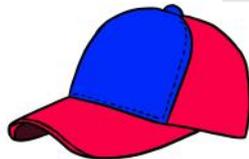
3.



4.



5.



6.



7.



8.

Activity 2 : Put the letters into the right order to find names of clothes. Number 1 is an example.

1. p-a-r-i f-o o-e-s-h-s A = A pair of shoes

2. c-o-a-t-W-a-i-t-s =

3. s-s-G-l-a-e-s =

4. t-r-S-h-o-s =

5. s-r-T-r-o-u-e-s =

Activity 3 : With your neighbour, ask and answers questions about clothes. Then practise the conversations in front of the class. Number 1 is an example.

1. you / shirt

A : What are you wearing ?

B : I am wearing a shirt

3. boy students / a khaki uniform

A : ?

B :

2. teacher / a suit

A : ?

B :

4. girl students / a skirt and a blouse

A : ?

B :

Session 2

Activity 1 : Listen to your teacher and complete the passage below with the missing words. Number 1 is an example.

In my uncle's shop, there are many nice (1) **clothes**. We can find (2) and (3) for girls. There are also (4) with (5) When it is very hot, people wear (6) to protect their eyes against the sunshine. Young people like wearing (7) I like that (8) ; It's very nice.

Activity 2 : Listen to your teacher and write the name of the person under each picture. Number 1 is an example.



1. Anna



2.



3.



4.

Activity 3 : With your neighbour, look at the pictures below, then ask and answer questions about what people are wearing. Number 1 and 2 are examples.



1. Eva / a tee-shirt / and jeans
A : Is Eva wearing a tee-shirt and jeans ?
B : Yes, she is.



2. Evariste / jeans
A : Is Evariste wearing jeans ?
B : No, he isn't.



3. Yves / a tie
A : ?
B :



4. Jean-Marc / a waistcoat
A : ?
B :



5. Ruth / a dress
A : ?
B :



6. Donald / sunglasses
A : ?
B :

Session 3

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 y afférentes. Les tâches se déclinent comme suit :

A. As you listen to the podcast, answer the question below :

How many items of clothing are mentioned in the conversations ?

B. As you listen again to the podcast, circle (O) the correct answer between the two options. Number 1 is an example.

1. What does Alice need ?

A-



B-



2. What is Alice going to wear at the party ?

A-



B-



3. What is John looking for ?

A-



B-



4. What is the birthday present of John's mother ?

A-



B-



5. What does John want for Christmas ?

A-



B-



6. What is John going to wear at the party ?

A-



B-



7. What is John going to buy ?

A-



B-



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

A : Hello my friend !

B : (1)

A : What are you wearing to go to the party ?

B : (2)

A : What is your father wearing to go to work ?

B : (3)

A : What clothes are girl students wearing to go to school ?

B : (4)

A : What clothes are boy students wearing to go to school ?

B : (5)

LESSON 2

WHAT COLOUR IS THE SHIRT ?



LEARNING CONTEXT

(situation d'apprentissage)

Un groupe d'élèves de la 6^{ème} du est en visite à Sampa (Ghana), avec leur professeur d'Anglais. En vue de faire leurs choix d'habits pour les prochaines fêtes de fin d'année, ils écoutent un commerçant Ghanéen vanter la qualité des couleurs de ses articles de vêtements.



GOOD TO KNOW

VOCABULARY CONTENT

Black ; White ; Pink ; Green ; Red ; Grey ; Yellow ; Orange ; Brown ; Khaki ; Blue ; Purple ; Beige.

LANGUAGE FUNCTIONS

1. Describing colours of clothes.

A : What colour is the shirt ?

B : It is white.

A : What colour are the trousers ?

B : They are black.

2. Expressing likes and dislikes

A : What colour do you like ?

B : I like blue.

A : What colour don't you like ?

B : I don't like red. / I dislike red.

MY DICTIONARY

Right : juste ; correct (e)

About : à propos de

To recognize : reconnaître

Accordingly : en conséquence **To colour** : colorier

Session 1

Activity 1 : Reorder the letters below to get names of colours. Number 1 is an example.

- 1. t-e-h-i-W : White
- 2. e-l-B-u :
- 3. d-R-e :
- 4. n-e-G-r-e :
- 5. k-l-a-c-B :
- 6. w-o-l-Y-e-l :
- 7. r-o-w-n-B :
- 8. k-n-i-P :
- 9. g-O-r-a-n-e :
- 10. G-e-r-y :

Activity 2 : Match the colours from column A to their names in column B. Number 1 is an example.

Column A

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

Column B

- a. white
- b. beige
- c. pink
- d. blue
- e. purple
- f. orange

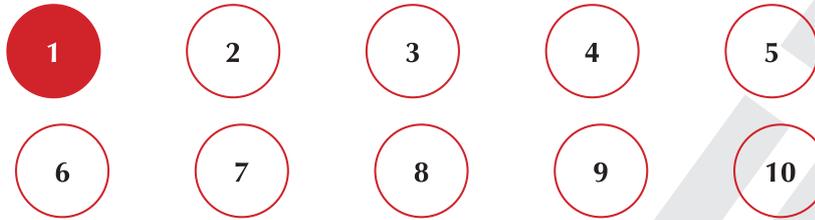
A	1	2	3	4	5	6
B	b					

Activity 3 : With your neighbour ask and answer questions about the colours of clothes people are wearing in the pictures below. Number 1 is an example.

 <p>1. Kouadio / shirt A : What colour is Kouadio's shirt ? B : It is black.</p>	 <p>2. Letarif / suit A : ? B :</p>	 <p>3. Didi / dress A : ? B :</p>
 <p>4. girls / uniform A : ? B :</p>	 <p>5. Stephy / dress A : ? B :</p>	 <p>5. Joel / tie A : ? B :</p>

Session 2

Activity 1 : Listen to your teacher and colour the circles. Number 1 is an example.



Activity 2 : Write questions and answers about "likes" and "dislikes", then practise the conversations with your neighbour. Number 1 is an example.

1. Aya / like / green

A : What colour does Aya like ?

B : She likes green.

2. Mary / dislike / blue

A :

B :

3. You / like / yellow

A :

B :

4. Girls / like / pink

A :

B :

5. Claude / dislike / red

A :

B :

6. They / like / orange

A :

B :

Activity 3 : Listen to your teacher or a podcast and fill the gaps with the appropriate words. Number 1 is an example.

At school, boys wear a (1) khaki uniform. The favourite colour of girls is (2)

The flag of C.I has three colours : (3), white and (4)

In this class, students wear (5) T-shirts and shorts to do sport. If

you don't want to wash your shoes everyday, choose the (6)ones. Our

classroom board is not black as usual, but it is (7)

Session 3

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 la 6^{ème} de ton école. Le gagnant recevra une carte de crédit pour des achats dans un hypermarché. Écoute la bande audio et réalise les activités ci-dessous.

A. As you listen to the podcast, complete the sentence below :

The dialogues are about

B. As you listen again, underline the correct answers to the questions. Then colour the clothes accordingly. Number 1 is an example.

1. What colour is Jim's T-shirt ?

A- Blue

B- Yellow



2. What colour is Karen's dress ?

A- Red

B- Green



3. What colour are John's shoes ?

A- White

B- Purple



4. What colour is Mayumi's skirt ?

A- Yellow

B- Orange



5. What colour are Matt's socks ?

A- Black

B- Khaki



6. What colour are Ricardo's shorts ?

A- Grey

B- Red



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 : Do you like green ?

B : (3)

A : What colour is your school uniform ?

B : (4)

A : What colour are your favourite clothes ?

B : (5)

LESSON 3

HOW MUCH IS IT ?



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

Figures :

100 : one hundred / a hundred ;

145 : one hundred and forty-five ;

200 : two hundred ;

250 : two hundred and fifty ;

2,500 : two thousand, five hundred ;

4,750 : four thousand, seven hundred and fifty ;

LANGUAGE FUNCTIONS

1. Talking about prices

A : How much is the tie ?

B : It is two thousand francs.

A : How much are the trousers ?

B : They are five thousand francs.

2. Comparing

a) Short adjectives : adj - er + than

A tie is cheaper **than** trousers.

b) Long adjectives : more + adj +than

Trousers are **more** expensive **than** a tie.

MY DICTIONARY

Either ... or : soit ... soit

To fill : remplir

Gap : trou ; espace

To wear : porter (un vêtement)

To remove : enlever (un vêtement)

To hear : entendre

To care : faire attention à (quelqu'un)

To throw : jeter

Santa Claus : Père Noël.

Cheaper : moins cher / chère

Expensive : cher / chère

Short : court, petit

Session 1

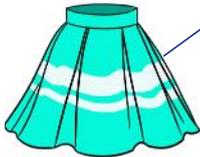
Activity 1 : Listen to your teacher and write the numbers in figures. The first one is done for you.

- a) 20 b) c) d) e) f)

Activity 2 : Write the following numbers either in letters or in figures. Number 1 is an example.

- 1) 100 = *One hundred*
- 2) Two hundred and ten =
- 3) 402 =
- 4) 777 =
- 5) 885 =
- 6) Six hundred and fifty-nine =
- 7) One thousand, five hundred and twenty-two =
- 8) Four thousand, six hundred and sixty-six =
- 9) 9,854 =
- 10) Ten thousand, nine hundred and eighty-seven =

Activity 3 : With a partner, ask and answer questions about the prices of the articles in the pictures below. Number 1 is an example.

<p>1</p>  <p>2,000 F</p> <p>A : <i>How much is this tie ?</i> B : <i>It is two thousand francs.</i></p>	<p>2</p>  <p>1,500 F</p> <p>A : B :</p>	<p>3</p>  <p>3,500 F</p> <p>A : B :</p>
<p>4</p>  <p>5,000 F</p> <p>A : B :</p>	<p>5</p>  <p>4,300 F</p> <p>A : B :</p>	<p>6</p>  <p>1,250 F</p> <p>A : B :</p>

Session 2

Activity 1 : Match each figure from column A to its corresponding letter in column B. Number 1 is an example.

Column A

1. 100
2. 850
3. 2,000
4. 7,500
5. 5,000
6. 3,250

Column B

- a. eight hundred and fifty
- b. three thousand, two hundred and fifty
- c. five thousand
- d. seven thousand, five hundred
- e. two thousand
- f. one hundred

Answers

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

Activity 2 : Use the following adjectives between brackets to make comparisons. Number 1 and 2 are examples.

1. My friend's tee-shirt is **more expensive** than my tee-shirt.
2. The black socks are **nicer** 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.

Activity 3 : Listen to your teacher or the podcast and complete the text below. Number 1 is an example.

Anna and her mother are in a shop to buy clothes for Anna's birthday.

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

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

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

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

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

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

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

Session 3

COMMUNICATION ACTIVITY (Situation d'évaluation) :

Tu t'apprêtes à postuler à un poste de gérant d'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 y afférentes.

A. As you listen to the podcast, tick (✓) 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. As you listen again, write the price of each item of clothing. Number 1 is an example.



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 come and present it before 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 very 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)



Faisons le point...

Note dans chaque case la lettre de l'expression anglaise correspondante.

- Suis l'exemple donné.

J'ai appris à ...

1.	<input checked="" type="radio"/> a	identifier et à dire les noms des vêtements.	a.	A shirt ; a dress...
2.	<input type="radio"/>	décrire les vêtements que je porte.	b.	One hundred ; two thousand and four...
3.	<input type="radio"/>	identifier et à nommer les couleurs.	c.	It is 1,000 f cfa ; it is 4,500 f cfa...
4.	<input type="radio"/>	compter de 100 à 1000, et au-delà.	d.	I am wearing a shirt ...
5.	<input type="radio"/>	dire des prix.	e.	I dislike blue jeans ...
6.	<input type="radio"/>	exprimer une préférence.	f.	I prefer the shirts ...
7.	<input type="radio"/>	dire ce que j'aime.	g.	Bleu ; red ; yellow ...
8.	<input type="radio"/>	dire ce que je n'aime pas.	h.	I like white shirts ...
9.	<input type="radio"/>	demander à quelqu'un de dire les vêtements qu'il préfère.	i.	What colour is this / that ?
10.	<input type="radio"/>	demander les couleurs de vêtements.	j.	How much is this ... ?
11.	<input type="radio"/>	demander combien coûte un vêtement.	k.	Which clothes do you prefer ?
12.	<input type="radio"/>	demander à quelqu'un de décrire les vêtements qu'il porte.	l.	What are you wearing ?

FOOD AND DRINKS



- Listening -



LESSON 1

MEALS AND DRINKS



LEARNING CONTEXT

(situation d'apprentissage)

Des élèves de la 6^{ème} du, 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 qu'ils fassent leurs choix.



GOOD TO KNOW

VOCABULARY CONTENT

Porridge ; Coffee ; Sugar ; Bread ; Butter ; Tea ; Milk ; Fish ; Yam ; Breakfast ; Lunch ; Dinner ; Ginger juice ; Orange juice ; Sorrel juice ; Lemon juice ; Syrup ; Beer ; Water ; Chicken ; Fried plantain ; Pounded plantain ; Peanut soup ; Palm nut soup.

LANGUAGE FUNCTIONS

1. Using adverbs of frequency

always ; usually ; often ; sometimes ; rarely ; never

A : How often do you eat rice ?

B : I **always** eat some rice.

A : How often do you drink orange juice ?

B : We **sometimes** drink orange juice.

2. Asking and answering questions about meals

A : What do you have for breakfast ?

B : I have coffee and bread for breakfast.

A : What time do you have breakfast ?

B : I have breakfast at 07 : 00.

MY DICTIONARY

Phrase : expression

To match : relier

Embassy : Ambassade

Waiter : serveur de bar ou restaurant

Peanut : arachide

Fried : grillé (e)

Pounded : pilé (e)

Instead : au lieu de

Session 2

Activity 1 : Use the words or groups of words from the box to identify the food items and drinks below. Number 1 is an example.

Rice and palm nut soup ; Attiéké and fried fish ; Fried yam and chicken ; Ginger juice ; Sorrel juice ; Pounded plantain and peanut soup ; Fried rice and fish ; Orange juice

			
1. <i>Fried rice and fish</i>	2.	3.	4.
			
5.	6.	7.	8.

Activity 2 : Match each meal with its name. Number 1 is an example.

1. Breakfast	a) Late morning meal eaten instead of breakfast and lunch.
2. Dinner	b) Food we eat in the evening.
3. Lunch	c) Food we eat in the morning.
4. Brunch	d) Fresh fruit served after a meal.
5. Dessert	e) Food we eat at midday.

1	c
2	
3	
4	
5	

Activity 3 : Listen to the podcast or your teacher and complete the conversation between Prisca and her friend Aliman with the missing words or groups of words. Number 1 is an example.

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

Aliman : I have breakfast at (2)

Prisca : And (3)..... do you have (4) breakfast ?

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

Prisca : I take (6)

Aliman : For lunch, I will eat fried rice and (7) and drink some (8)

Prisca : For dinner, I (9) fried yam and chicken with some (10)

LESSON 2

FRUIT
AND VEGETABLES

LEARNING CONTEXT

(situation d'apprentissage)

Après ta brillante victoire au concours interclubs organisé par l'Ambassade de la 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 hors d'œuvre et ton dessert.



GOOD TO KNOW

VOCABULARY CONTENT

- **Fruit** : pineapple ; apple ; papaya ; pawpaw ; coconut ; avocado ; mango ; banana ; orange
- **Vegetables** : tomato ; pepper ; onion ; garlic ; aubergines ; potato ; okra ; carrot ; plantain

LANGUAGE FUNCTION

EXPRESSING QUANTITIES WITH ...

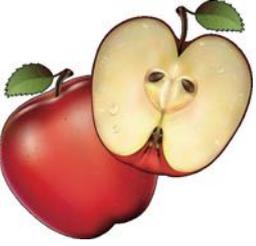
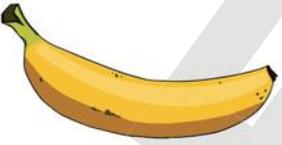
- **Some, any, no**
 - I eat **some** rice.
 - There is **no** water in the fridge.
 - There aren't **any** apples in the fridge.
- **Many, much, a lot of**
 - There are **many** mangoes in the basket.
 - She drinks **much** water.
 - There are **a lot of** students in the classroom.

MY DICTIONARY

Under : en-dessous**Hyena** : hyène**Hare** : lièvre**Expensive** : cher / chère**cheap** : moins cher / chère

Session 1

Activity 1 : Write the name of the fruit under each picture. Number 1 is an example.

 1. <i>Pineapple</i>	 2.	 3.	 4.
 5.	 6.	 7.	 8.

Activity 2 : Listen to the teacher and write the names of the fruit you hear. Number 1 is an example.

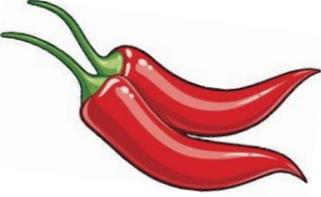
1. *Banana* 2. 3.
 4. 5. 6.

Activity 3 : Choose the correct option for each of the sentences below. Number 1 is an example.

1. She always takes (any / some) *some* sugar with her coffee.
2. There are (some / any) mangoes on the table.
3. We haven't got (any / no) oranges at the moment at the market.
4. There is (no / any) water in this village.
5. We need (any / some) bread for breakfast.

Session 2

Activity 1 : Write the name of the vegetable under each picture. Number 1 is an example.

 1. <i>Tomato</i>	 2.	 3.	 4.
 5.	 6.	 7.	 8.

Activity 2 : Listen to the teacher and underline the words you hear. Number 1 is an example.

1. carrot 2. fish 3. mango 4. yam 5. garlic
 6. banana 7. pepper 8. orange 9. okra 10. coconut
 11. chicken 12. aubergines 13. papaya 14. avocado 15. potato
 16. apples 17. tomato 18. plantain

Activity 3 : Choose the correct option for each of the sentences below. Number 1 is an example.

- There are (many / much) students in the classroom.
 → *There are many students in the classroom.*
- I have (a lot of / much) tomatoes in my basket.

- They drink (much / many) mango juice at lunch.

- In Côte d'Ivoire, there are (much / a lot of) vegetables at markets.

- It is important to drink (much / many) water after meal.

Session 3

COMMUNICATION ACTIVITY (Situation d'évaluation) :

Le Président de votre Club d'Anglais, Yéo, 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. En écoutant attentivement la conversation entre lui et votre Président,

A. complète le tableau ci-dessous avec les noms de fruits et légumes que tu entends

Fruit	Vegetables
- avocados	-
-	-
-	-

B. dis si les affirmations ci-dessous sont vraies ou fausses. Écris 'True' pour vraie et 'False' pour fausse.

- Mensah likes vegetables.
- Fruit are expensive in Ghana.
- Avocados are more expensive in Côte d'Ivoire than in Ghana.
- There are some avacados in Côte d'Ivoire.

C. complétez le passage ci-dessous avec les mots manquants.

Exemple : 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, Yeo. 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.

LESSON 3

MY MOTHER'S RECIPES



LEARNING CONTEXT

(situation d'apprentissage)

Après une réception chez l'Ambassadeur de la Grande Bretagne en Côte-d'Ivoire, un groupe d'élèves de la 6^{ème} duécoute le cuisinier anglophone décrire les recettes des différents repas consommés afin de les reproduire chez eux.



GOOD TO KNOW

VOCABULARY CONTENT

Recipe ; Flour ; Oil ; Mayonnaise ; Vinegar ; Salt ; Chilli ; Pepper ; Egg ; To cut up ; To boil ; To fry ; To mash ; To pound ; To mix ; To cover ; To break ; To start the fire

LANGUAGE FUNCTION

- 1. Describing a process with linking words (connectors)**
First ; Secondly ; Next ; Then ; And ; After that ; Finally
- 2. Giving and understanding instructions :**
verb + object
 - Start the fire.
 - Cut up the onion.

MY DICTIONARY

To say : dire

Meaningful : qui fait sens ; sensé (e)

Instructions : instructions

Process : processus ; les étapes d'une action

Apprentice : apprenti

Recipe : recette

Cooking pot : marmite

Session 1

Activity 1 : Write the name of each ingredient under the corresponding picture. Number 1 is an example.

 <p>1. <i>Pepper</i></p>	 <p>2.</p>	 <p>3.</p>
 <p>4.</p>	 <p>5.</p>	 <p>6.</p>

Activity 2 : Listen to the teacher and write the names of the ingredients you hear. Number 1 is an example.

1. Salt
2.
3.
4.
5.

Activity 3 : Fill the gaps with the following adverbs or connectors to build a paragraph describing the process of cooking rice. Number 1 is an example.

Finally, after that, first, then, secondly.

The is the process of cooking rice. (1) **First**, 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.

Session 2

Activity 1 : Write each verb under the corresponding picture. Number 1 is an example.

to cover ; to pound ; to mix ; to cut ; to fry ; to boil

 <p>1. To boil</p>	 <p>2.</p>	 <p>3.</p>
 <p>4.</p>	 <p>5.</p>	 <p>6.</p>

Activity 2 : Listen to the teacher and write the action verbs you hear. Number 1 is an example.

1. To cut
2.
3.
4.
5.

Activity 3 : Use the following adverbs to give instructions in the process of frying an omelette. Number 1 is an example.

1. First, *start the fire.*
2. Second,
3. Then,
3. After that,
5. Finally,

Session 3

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, vous décidez d'écouter une émission sur BBC, portant sur la préparation d'un plat Japonais. En tant que membre de ce Club, pendant que tu écoutes,

1. réponds aux questions ci-dessous.

A. What's the name of the food ?

.....

B. Do we add salt in the sauce ?

.....

C. How many eggs does the cook use ?

.....

D. How should the rice be ?

.....

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

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 grain rice.



Faisons le point...

Note dans chaque case la lettre de l'expression anglaise correspondante.

- Suis l'exemple donné.

J'ai appris à ...

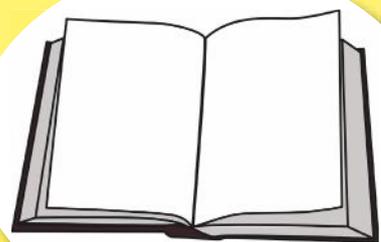
1.	<input checked="" type="radio"/> d	identifier et à écrire les noms de repas, boissons et mets.	a.	I like drinking coffee ; I dislike eating eggs.
2.	<input type="radio"/>	exprimer mes préférences.	b.	A pineapple is bigger than a tomatoe.
3.	<input type="radio"/>	identifier et à écrire les noms de fruits et de légumes.	c.	Pineapple ; tomatoe ...
4.	<input type="radio"/>	à comparer deux choses.	d.	Eggs ; fried rice and fish ...
5.	<input type="radio"/>	demander à quelqu'un à quelle heure il prend un certain repas.	e.	What do you have for breakfast ?
6.	<input type="radio"/>	demander à quelqu'un ce qu'il a au menu.	f.	What time do you have breakfast ?

UNIT 7

HEALTH AND ENVIRONMENT



- Reading -



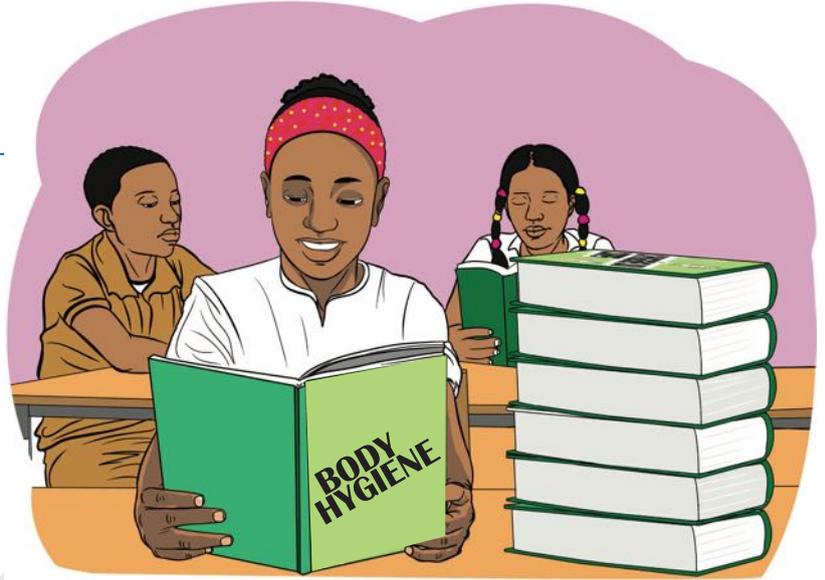
LESSON 1 BODY HYGIENE



LEARNING CONTEXT

(situation d'apprentissage)

Nous sommes au Collège / Lycée Pendant le cours d'Anglais, en vue de sensibiliser ses élèves de la 6^{ème} sur l'importance de l'hygiène corporelle, le professeur leur donne un texte traitant du même thème à exploiter.



GOOD TO KNOW

VOCABULARY CONTENT

Head ; Foot ; Arm ; Hand ; Hair ; Leg ; Eye ; Nose ; Nail ; Finger ; Teeth ; Mouth ; Ear ; Soap ; Towel ; Toothbrush ; Toothpaste ; Shampoo ; To shampoo
Cotton buds ; To blow one's nose

LANGUAGE FUNCTION

EXPRESSING OBLIGATION

1. Must + infinitive

- You **must cook** rice with water.
- Students **must have** a good body hygiene.

A : What **must** people **do to have** healthy teeth ?

B : They **must brush** them after eating.

2. Mustn't + infinitive

- You **mustn't eat** in the classroom.
- You **mustn't wear** dirty clothes.

A : **Must** I **eat** with dirty hands?

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

MY DICTIONARY

To tick : cocher

Unclean : sale

Flies : mouches

To cheat : tricher

Cockroaches : cafards

Less : moins

Bills : factures

To kill : tuer

Acute : aigu / aiguë

Nearly : environ / proximité

To bite : piquer / mordre

Illness : maladie

To sensitize : sensibiliser

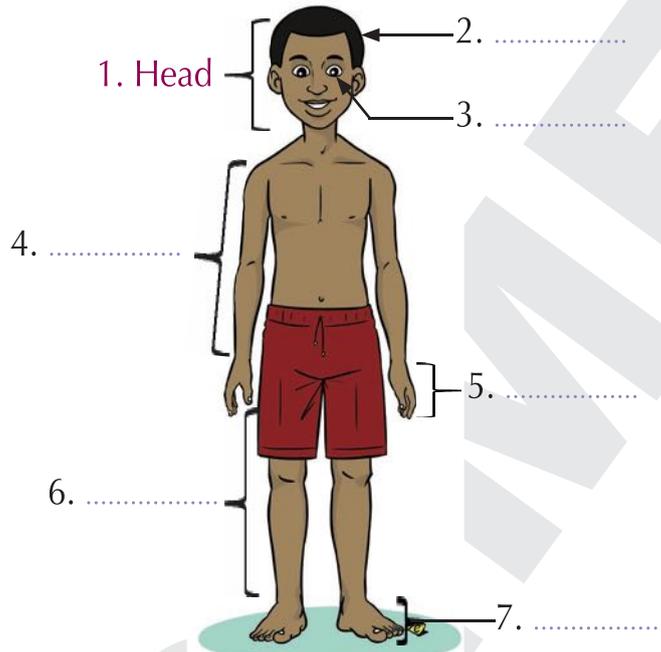
To underline : souligner

Twice : deux fois

Session 1

Activity 1 : Use the following words to name the different parts of the body below. Number 1 is an example.

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



Activity 2 : Tick (✓) only products and tools of hygiene. Number 1 is an example.

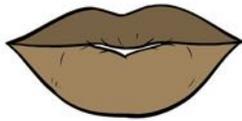
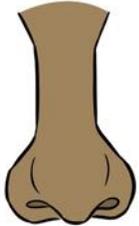
- | | | | |
|---|--|---|--|
| 1. <input checked="" type="checkbox"/> Soap | 5. <input type="checkbox"/> Nail | 9. <input type="checkbox"/> Toothbrush | 13. <input type="checkbox"/> Comb |
| 2. <input type="checkbox"/> Towel | 6. <input type="checkbox"/> Sponge | 10. <input type="checkbox"/> Sunglasses | 14. <input type="checkbox"/> Shampoo |
| 3. <input type="checkbox"/> Chalk | 7. <input type="checkbox"/> Toothpaste | 11. <input type="checkbox"/> Perfume | 15. <input type="checkbox"/> Eraser |
| 4. <input type="checkbox"/> Brush | 8. <input type="checkbox"/> Razor | 12. <input type="checkbox"/> Deodorant | 16. <input type="checkbox"/> Cotton buds |

Activity 3 : Reorder the words below to make correct sentences expressing an obligation. Number 1 is an example.

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

Session 2

Activity 1 : Use the following words to name the parts of the body below : *nose ; nail ; finger ; teeth ; mouth ; ear*. Number 1 is an example.



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

Activity 2 : Match each verb in box A with its corresponding part of the body in box B to form an expression related to body hygiene. One verb can have two or more options. Number 1 is an example.

Box A
1. To wash
2. To shampoo
3. To cut
4. To pick
5. To brush

Box B
a) Hair
b) Teeth
c) Nose
d) Nails
e) Hands

1. To wash : to wash hair / to wash hands 4. To pick :
 2. To shampoo : 5. To brush :
 3. To cut :

Activity 3 : With you partner ask and answer questions using the phrases between brackets to express obligations. Then practise the dialogues with your partner. Number 1 is an example.

1. I / clean hands

A : What must I do to have clean hands ?

B : You must wash your hands regularly. (*Wash your hands regularly*)

2. Ali / healthy teeth

A :

B : (*Brush them every day*)

3. Students / fall sick

A :

B : (*Eat with dirty hands*)

Session 3

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 :

A. As you read quickly the text, tick (✓) the best title among the 2 proposals.

The best title is :

1. The Body Hygiene of Students.
2. Recommendations to have a good body hygiene.

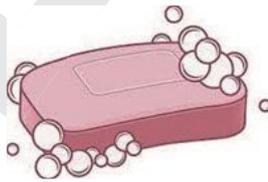
Every day, you come into contact with millions of microbes. They can provoke maladies. To prevent these maladies you must have a good body hygiene. Take a shower in the morning and in the afternoon with a soap and sponge. Brush your teeth in the morning and before going to sleep. Cut your nails and shampoo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

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

B. Use the underlined words and phrases from the text to name the pictures below. Number 1 is an example.



1. microbes



2.



3.



4.

C. As you read the text again, tick (✓) the correct answer to the questions between the two options. Number 1 is an example.

1. What are you in contact with every day ?
Microbes Food
2. What is the solution to prevent maladies ?
Sports Good body hygiene
3. When must you brush your teeth ?
Before eating Before going to sleep
4. What must you use to wash your hair ?
A shampoo Oil

D. Use the prompts in the box below to write 3 sentences about what students must do and 3 sentences about what they mustn't do to have a good body hygiene. Number 1 is an example.

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

What students **must do**

- 1) Students must shampoo their hair regularly.
- 2)
- 3)

What students **mustn't do**

- 1)
- 2)
- 3)

LESSON 2

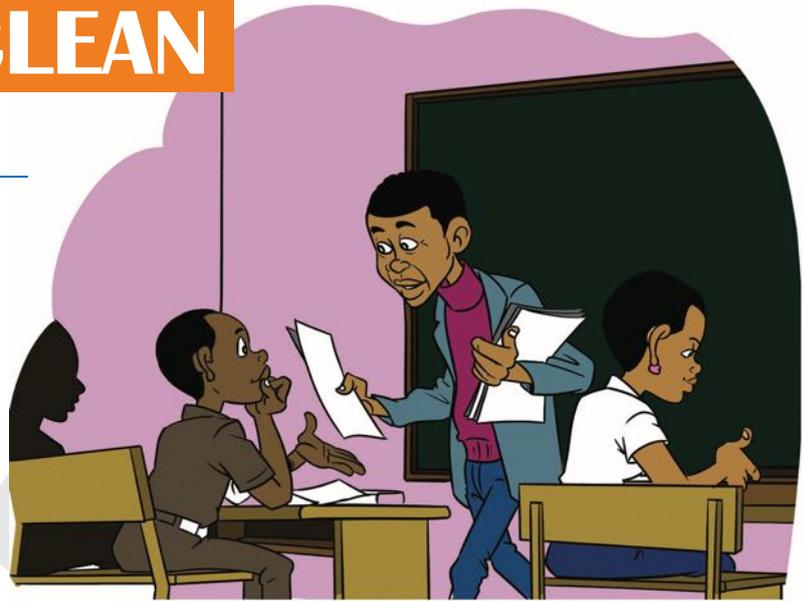
KEEP YOUR ENVIRONMENT CLEAN



LEARNING CONTEXT

(situation d'apprentissage)

Nous sommes au
À l'occasion d'une journée intitulée 'Santé Pour Tous' organisée par le Club d'Anglais, le Chairman distribue aux élèves de la 6^{ème} ... un poster portant sur l'environnement à exploiter.



GOOD TO KNOW

VOCABULARY CONTENT

Dustbin ; Garbage ; Stagnant water ; To empty the dustbin ; Mosquito ; Malaria ; Stomachache ; Headache ; Skin rash ; Flu ; Fever ; Cough ; To sweep the floor ; To collect rubbish ; Advice ; Disease , Illness ; To prevent.

LANGUAGE FUNCTION

ASKING AND GIVING ADVICE

1. Should + infinitive

A : What **should** I **do** when I breathe some dust ?
B : You **should blow** your nose.

2. Shouldn't + infinitive

A : What **shouldn't** students **do** to keep their environment clean ?
B : They **shouldn't empty** the dustbin near the classroom.

MY DICTIONARY

Related to : en rapport à ; lié à

Only : seulement

Comic strip : bande dessinée

Behaviour : conduite ; comportement

Bitten : mordu (e)

Full : rempli (e)

To Neglect : négliger

To drain : assécher

Dusty : poussiéreux

Grid : grille

Session 1

Activity 1 : Use the following words or phrases to name the pictures below : a dustbin ; garbage ; stagnant water ; to empty the dustbin ; to clean the floor ; to collect rubbish. Number 1 is an example.



1. A dustbin



2.



3.



4.



5.



6.

Activity 2 : Complete the grid with the words from the box. Number 1 is an example.

			1	M	o	s	q	u	i	t	o
2				T							
			3	U							
4				A							
				5	M						

- Mosquito
- Stagnant
- Malaria
- Rubbish
- Dustbin

Activity 3 : Match each sentence in box A with its corresponding piece of advice in box B. Write the complete sentence in the space provided. Number 1 is an example.

Box A
1. Amira's hands are dirty.
2. The dustbin is full.
3. There is rubbish in the school yard.
4. The floor of Yao's bedroom is dirty.
5. There is stagnant water near my house.

Box B
a) I should empty it.
b) He should sweep it.
c) I should drain it.
d) She should wash them.
e) Students should collect it.

1. (d) Amira's hands are dirty ; she should wash them.

2.

3.

4.

5.

Session 2

Activity 1 : Use the following illnesses to identify the pictures below : *stomachache* ; *headache* ; *skin rash* ; *flu* ; *fever* ; *cough*. Number 1 is an example.



1. Stomachache



2.



3.



4.



5.



6.

Activity 2 : Match each disease in box A with the behaviour or situation that causes it in box B. Number 1 is an example.

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

Activity 3 : Complete the sentences with "should" or "shouldn't". Number 1 and 2 are examples.

- You **should** go to hospital when you have fever.
- Aka **shouldn't** neglect cholera. It is a very dangerous disease.
- Mimi sleep in a dusty bedroom. It can provoke flu.
- People drink polluted water. It can cause cholera.
- You go to the dentist when you have a toothache.
- Children eat with dirty hands.

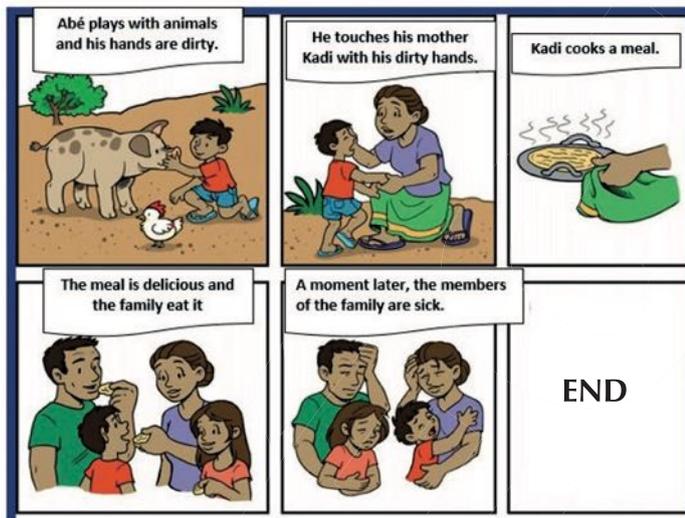
Session 3

COMMUNICATION ACTIVITY (Situation d'évaluation) :

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

A. As you read the comic strip quickly, tick (✓) the correct general idea among the 2 options.

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



Adapted from http://www.ecosan.at/ssp/issue-15-sanitation-comics/SSP-15_Apr2013.pdf

B. Match the words from the comic strip in box A with their synonyms or definitions in box B. Number 1 is an example.

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

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. Number 1 is an example.

1. Abé plays with his friends F
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 3 sentences about what students should do and 3 sentences about what they shouldn't do to prevent illnesses. Number 1 is an example.

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

What students *should do*

1) Students should collect rubbish in the school yard.

2)

3)

What students *shouldn't do*

1)

2)

3)

LESSON 3

WATER AND HEALTH



LEARNING CONTEXT

(situation d'apprentissage)

L'Ambassadeur des USA 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 décides de les lire pour mieux t'informer afin de bien sensibiliser tes camarades qui étaient absents à cette conférence sur la nécessité de boire de l'eau potable.



GOOD TO KNOW

VOCABULARY CONTENT

River ; Sea ; Rain ; Pump ; Tap water ; Well ; Lake ; Canal ; Mineral water ; To filter water ; To urinate ; To throw rubbish ; To spray pesticide ; To boil water ; To defecate ; To dig ; To fetch ; Natural ; Manmade ; Source ; Clean water

LANGUAGE FUNCTION

1. EXPRESSING OBLIGATION

Have to + verb (infinitive)

- I **have to eat** good food.
- N'cho **has to filter** water before drinking it.

2. MAKING REQUESTS (interrogative form)

Can + Subject + verb...?

A : **Can I boil** water in the saucepan ?

B : Yes, of course. / Yes, you can. / No, you can't.

A : **Can people drink** water from the well ?

B : Yes, of course. / Yes, they can. / No, they can't.

MY DICTIONARY

Effective : efficace

Healthier : sain ; bonne santé

Writer : écrivain / auteur

To train : apprendre

Bed linen : drap de lit

Statement : proposition / déclaration

To dig : creuser

To avoid : éviter

Brand : marque

Session 1

Activity 1 : Use the following words or groups of words to name the sources of water below : *a river ; the sea ; the rain ; a pump ; tap water ; a well*. Number 1 is an example.



1. A river



2.



3.



4.



5.



6.

Activity 2 : Use the following words or expressions to complete the table below : *a river ; the sea ; the rain ; a pump ; tap water ; a well ; a lake ; a canal*. Number 1 is an example.

Natural sources of water	Manmade sources of water
1.	1.
2.	2.
3.	3.
4.	4.

Activity 3 : Rewrite the sentences to express an obligation with "have to" or "has to". Number 1 is an example.

- You must drink tap water.
→ You have to drink tap water.
- People must protect water sources.
→
- Yao must dig a well.
→
- Emelle must cook with clean water.
→
- Villagers must fetch water from the river.
→

Session 2

Activity 1 : Use the following words or phrases to name the pictures below : *mineral water ; to filter water ; to urinate ; to throw rubbish ; to spray pesticide ; to boil water*. Number 1 is an example.



1. Mineral water



2.



3.



4.



5.



6.

Activity 2 : Complete the sentences with the following words or phrases : *defecate ; throw ; urinate ; filter ; spray*. Number 1 is an example.

- Don't **defecate** in the river. It can cause maladies.
- People pesticide in the river.
- It is not good to near the well. Go to the toilet.
- You have to dirty water to transform it into potable water.
- They dangerous materials in the sea. This causes sea pollution.

Activity 3 : Reorder the words to make correct sentences expressing requests and offers, then practise the conversations with your neighbour. Number 1 is an example.

- saucepan ? / Can / boil / I / water / in the

A : Can I boil water in the saucepan ?

B : Yes, of course.

- urinate / here ? / Can / People

A : B : No they can't. It is near the well !

- rubbish / river ? / Bolou / throw / in the / Can

A : B : No, he can't. It pollutes water.

- material ? / Can / filter / water / this / I / with

A : B : Yes, you can !

Session 3

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 votre 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, tick (✓) 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.

Adapted from <https://en.islcollective.com/download/english-esl-worksheets/skill/reading/environmental-threat-3-air-pollution-water-pollution/90788>

B. Match the words from the text in box A with their synonyms or definitions in box B. One word in Box B is not concerned. Number 1 is an example.

Box A	Box B	Answers
1. necessary	a) dangerous	1. d
2. harmful	b) pumps	2.
3. erosion	c) illnesses	3.
4. affect	d) essential	4.
5. diseases	e) degradation	5.
	f) impact	6.

C. As you read the text again, say whether the statements below are true or false. Write T for true and F for false. Number 1 is an example. Justify your answers by indicating the lines.

1. Water is important for people : T (L1)
2. Water pollution is not possible when people urinate in water :
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 come and present it to the class.

A : Hello ! Can you please answer my questions about water ?

B : (1)

A : What are the natural sources of water ?

B : (2)

A : What are the manmade sources of water ?

B : (3)

A : What actions can cause water pollution?

B : (4)

A : What are the solutions to prevent diseases ?

B : (5)



Faisons le point...

Note dans chaque case la lettre de l'expression anglaise correspondante.

- Suis l'exemple donné.

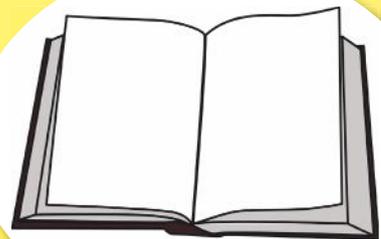
J'ai appris à ...

1.	<input checked="" type="radio"/> e	identifier et à nommer les différentes parties du corps humain.	a.	Stomachache ; malaria ...
2.	<input type="radio"/>	identifier et à décrire les actions à mener pour maintenir une bonne hygiène corporelle.	b.	You should wash your hands.
3.	<input type="radio"/>	employer " must " pour exprimer une obligation.	c.	A well ; a tap ; a river ...
4.	<input type="radio"/>	identifier et à décrire les actions à mener pour maintenir un environnement propre.	d.	A tap ; a water pump ...
5.	<input type="radio"/>	identifier et à nommer les maladies liées à un environnement sale.	e.	An ear ; a head ; a leg ...
6.	<input type="radio"/>	employer " should ", pour donner un conseil.	f.	Take a shower every day ...
7.	<input type="radio"/>	identifier et à nommer les différences sources d'eau.	g.	I must brush my teeth ...
8.	<input type="radio"/>	identifier et à décrire les sources d'eau potable.	h.	Empty the dustbin.
9.	<input type="radio"/>	identifier et à décrire les causes de pollution d'eau.	i.	You can use my cup to drink water.
10.	<input type="radio"/>	employer " can ", pour faire une offre.	j.	To defecate ; to urinate ...
11.	<input type="radio"/>	demander un conseil.	k.	Can we go to swim ?
12.	<input type="radio"/>	demander à quelqu'un ce qu'on peut faire ou ne pas faire.	l.	What should I do ?

SPORTS AND GAMES



- Reading -

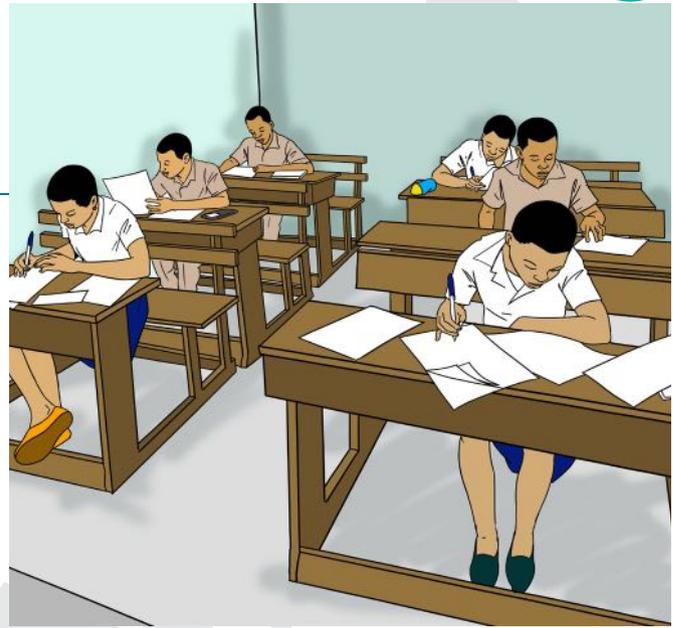


LESSON 1 SPORTS



LEARNING CONTEXT (situation d'apprentissage)

Lors d'une compétition de lecture organisée au par l'Ambassade de la Grande Bretagne, les élèves de la 6^{ème} 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

Game ; Table tennis ; Tennis ; High jump ; Long jump ; Javelin throw ; Discus (disc) throw ; Shot put ; Wrestling ; Volleyball ; Football ; Jogging ; Boxing ; Cycling ; Handball ; Gymnastics ; Swimming ; Rugby ; Running ; Favourite

LANGUAGE FUNCTIONS

1. Asking and answering questions about sports

A : What sport do you practise ?
B : I practise wrestling.
A : What is Ali's favourite sport ?
B : It's football.

2. Expressing a capacity

A : What sport can you play ?
B : I can play football.
A : What sport can't you play ?
B : I can't play volleyball.
A : Can Michel play tennis ?
B : Yes, he can / No, he can't.

MY DICTIONARY

Between : entre (emplacement)

Bold : gras

Provided : procuré, fourni

Session 1

Activity 1 : Match each sport to the corresponding picture. Number 1 is an example.

Sports	Pictures
1. Tennis	a) 
2. Swimming	b) 
3. Cycling	c) 
4. Handball	d) 
5. Gymnastics	e) 
6. Football	f) 

1 - c ; 2 - ; 3 - ; 4 - ; 5 - ; 6 -

Activity 2 : Complete the grid with the following names of sports. The first letters can help you. Number 1 is an example.

1	G	Y	M	N	A	S	T	I	C	S
2	C									
3	B									
4	T									
5	V									
6	S									
7	F									
8	W									
9	H									
10	J									

Gymnastics
tennis / boxing
swimming / cycling
handball / wrestling
volleyball / jogging
football

Activity 3 : Observe the pictures and answer the questions, then practise the dialogues with your neighbour. Number 1 and 2 are examples.

1. A : What sport do Diouf and Malick practise ?

B : They practise wrestling.



2. A : What is Mimi's favourite sport ?

B : It's volleyball.



3. A : What sport does Drogba practise ?

B :



4. A : What is Cheryne's favourite sport ?

B :



5. A : What sport do Alain and Paul practise ?

B :



6. A : What is your favourite sport ?

You :

Session 2

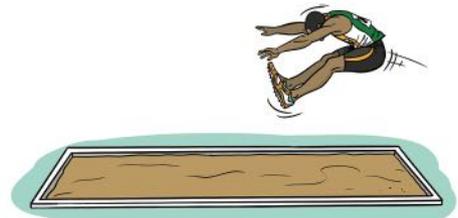
Activity 1 : Use the following groups of words to identify the different sports in the pictures below : *table tennis* ; *high jump* ; *long jump* ; *javelin throw* ; *discus throw* ; *shot put*. Number 1 is an example.



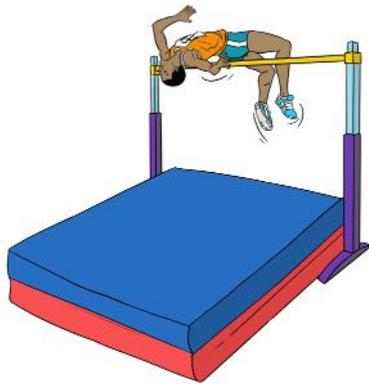
1. Table tennis



2.



3.



4.



5.



6.

Activity 2 : Classify the following sports into individual sports or team sports : *wrestling* ; *football* ; *volleyball* ; *jogging* ; *tennis* ; *handball* ; *running* ; *judo* ; *boxing* ; *rugby*. Number 1 is an example.

Individual sports	Team sports
1. <i>Wrestling</i>	1. <i>Football</i>
2.	2.
3.	3.
4.	4.
5.	
6.	

Activity 3 : Use the information between brackets to answer the questions, then practise the dialogues with your partner. Number 1, 2 and 3 are examples.

1. A : What sport can you play ? (handball)

B : I can play handball.

2. A : Can Fatou play football ?



B : No, she can't.

3. A : Can you play basketball ?



B : Yes, I can.

4. A : What sport can Camille practise ? (the long jump)

B :

5. A : Can Séry practise karate ?



B :

6. A : What sport can students practise ? (the shot put)

B :

7. A : Can you play volleyball ?



B :

Session 3

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 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 ?

.....

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.

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

B. Match the words in bold from the text in box A with their opposites in box B. Number 1 is an example.

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

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) :

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

A : Hello! What is your favourite sport ?

B : (1)

.....

A: What other sports do you practise ?

B : (2).....

.....

A : Can you play volleyball ?

B : (3).....

.....

A : Can you practise boxing ?

B : (4).....

.....

LESSON 2 KING FOOTBALL



LEARNING CONTEXT

(situation d'apprentissage)

Pendant le cours d'Anglais au, les élèves de la 6^{ème} lisent un texte de leur correspondant Libérien relatif à la dernière Coupe d'Afrique des Nations, aux fins d'en comprendre le contenu.



GOOD TO KNOW

VOCABULARY CONTENT

Ball ; Goal post ; Gloves ; Pitch ; Jersey ; Boots ; Football player ; Referee ; Coach ; Team ; Striker ; Goalkeeper ; Substitute ; Defender ; Goal ; Penalty spot ; Center spot ; Corner arc ; To shoot ; To tackle ; To throw in.

LANGUAGE FUNCTIONS

1. Expressing purpose

For + verb + ing

I use water *for washing* my clothes.

To + infinitive + object

I do sports *to keep* fit.

2. Expressing past actions (regular and irregular verbs)

Affirmative	Negative	Interrogative	Interro-negative
Subject + preterit (simple past)	Subject + did not + infinitive (without to)	Did + subject + infinitive (without to)	Did not + subject + infinitive (without to)
Ex : They played football.	Ex : They did not play football.	Ex : Did they play football ?	Ex : Didn't they play football ?

MY DICTIONARY

Purpose : but

Penalty shootout : tirs au but

Tournament : tournoi

Rule : règle

To allow : permettre

To turn on : allumer

Session 1

Activity 1 : Use the following words or groups of words to identify the pictures below : a ball, a goal post, gloves, a pitch, a jersey, boots. Number 1 is an example.



1. A ball



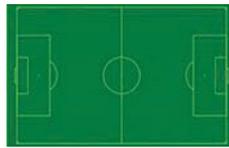
2.



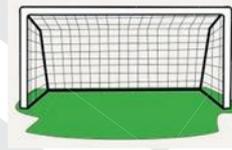
3.



4.



5.

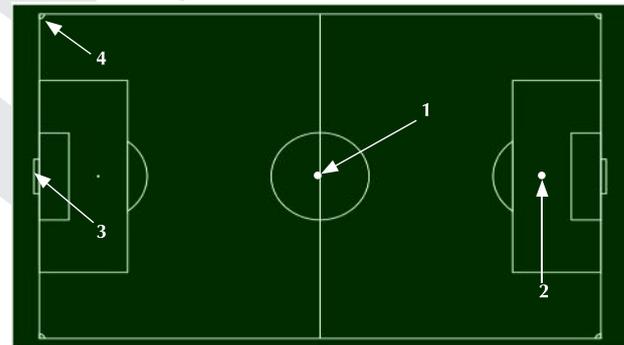


6.

Activity 2 : Rewrite the names of the different parts of the football pitch.

the goal ; the penalty spot ; the center spot ; the corner arc.

1.
2.
3.
4.



Activity 3 : Use the the prepositions between brackets to write sentences expressing a purpose. Number 1 and 2 are examples.

1. Students are on the pitch / play a football match (to)
→ Students are on the pitch to play a football match.
2. I turn on the TV set / watch a football match (for)
→ I turn on the TV set for watching a football match.
3. Aïssata goes to the shop / buy a jersey (for)
→
4. Bolou sits on the bench / wear his boots (to)
5. →
- The match is stopped / allow Bitty to put on his gloves (for)
6. →
- Fans are at the stadium / support their favourite football teams (to)
→

Session 2

Activity 1 : Use the following words or groups of words to name the pictures below : a football player ; a referee ; a coach ; a team ; to shoot ; to tackle ; a goalkeeper ; to throw in.



1. A football player



2.



3.



4.



5.



6.



7.



8.

Activity 2 : Match the words in column A with their meanings in column B. Number 1 is an example.

Column A

1. A pitch
2. A striker
3. A substitute
4. A referee
5. A defender
6. A coach
7. A team

Column B

- a) the person who makes sure all players follow the rules.
- b) a player who attacks in a team.
- c) he defends his team.
- d) the rectangular space where the game takes place.
- e) this player is waiting on a bench until it's time to replace another player.
- f) a group of players.
- g) he gives instructions to the players.

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

Activity 3 : The paragraph below is about the African Cup of Nations which took place in 2015. Put the verbs between brackets in the preterit (past simple). Number 1 is an example.

In 2015, our national team (1. to win) **won** the African Cup of Nations. Many Ivorians (2. to watch) the final on the TV set. All the competition long, the team (3. to play) very well. We (4. to defeat) the Black Stars of Ghana at penalty shootouts. They (5. to lose) the match when our goalkeeper (6- to score) the last penalty.

Session 3

COMMUNICATION ACTIVITY (Situation d'évaluation) :

Au cours d'une réunion du Club d'Anglais du, les élèves de la 6^{ème} lisent un texte sur le football en vue d'en discuter. Faisant partie de ce groupe d'élèves, réponds aux questions suivantes.

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

What is the objective of a football match ?

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

A football match is 90 minutes long with a 15-minute 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 opposition. 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.

Adapted from <https://en.islcollective.com/english-esl-worksheets/search/football?>

B. Use the underlined words in the text to complete the sentences below. Number 1 is an example.

1. Chelsea FC is an English football **team**.
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. Read the text again and complete the chart below about the rules of football. Number 1 is an example.

Sport (1): **Football**

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 :

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).....

LESSON 3 GAMES



LEARNING CONTEXT (situation d'apprentissage)

Lors d'un concours de lecture organisé au par l'Ambassade des États-Unis en Côte d'Ivoire, les élèves de la 6^{ème} sont invités à lire un texte relatif aux jeux en vue d'en relever les avantages.



GOOD TO KNOW

VOCABULARY CONTENT

Awalé ; Video game ; Crossword puzzle ; Scrabble ; Draughts ; Cards ; Babyfoot ; Ludo ; Swing ; Leapfrog ; Sack race ; Hopscotch ; Marbles ; Hide-and-seeK

LANGUAGE FUNCTIONS

1. Expressing future actions with *will*

Affirmative form	Negative form	Interrogative form
Will + Infinitive	Subject + will not + infinitive	Will + subject + infinitive
<ul style="list-style-type: none"> - She will play football. - Naminata will win the competition. 	<ul style="list-style-type: none"> - He will not (won't) play football. - Adou and his friends will not (won't) play marbles. 	<ul style="list-style-type: none"> - Will they play football tomorrow ? - Will you play leapfrog tomorrow ?

2. Expressing suggestions with ...

should + infinitive	let us (let's) + infinitive
<ul style="list-style-type: none"> - You should do sports to keep fit. - You should train before a match. 	<ul style="list-style-type: none"> - Let's play tennis. - Let's go to the playground.

MY DICTIONARY

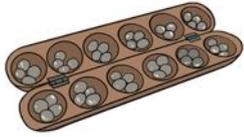
Smart : élégant / élégante
Thus : ainsi

Laziness : paresse
To leap : sauter

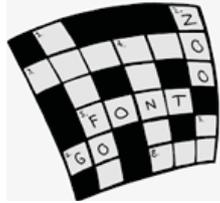
To hide : se cacher
Back : dos

Session 1

Activity 1 : Use the following words or groups of words to name the games below : *awalé* ; a video game ; crossword puzzle ; scrabble ; draughts ; cards. Number 1 is an example.



1. Awalé



2.



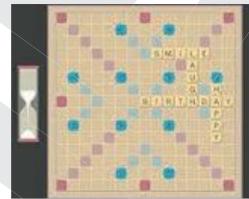
3.



4.



5.



6.

Activity 2 : Complete the grid with the words from the box. Number 1 is an example.

1	A	W	A	L	E				
2	M								
3	S								
4	D								
5	C								
6	L								
7	B								

- Babyfoot
- Scrabble
- Ludo
- Marbles
- Cards
- Draughts
- Awale

Activity 3 : Change the sentences into the negative or affirmative forms of the future. Number 1 and 2 are examples.

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

Session 2

Activity 1 : Use the following words or groups of words to name the games below : *swing* ; *leapfrog* ; *sack race* ; *hopscotch* ; *marbles* ; *hide-and-peek*. Number 1 is an example.



1. Swing



2.



3.



4.



5.



6.

Activity 2 : Match the games in box A with their definitions in box B. Write your answers in box C. Number 1 is an example.

Box A	Box B	Answers
1. Hide-and-peek	a. a game in which children jump from one section to another with one foot.	1. c
2. Sack race	b. a game in which a child leaps over the back of another child.	2.
3. Hopscotch	c. a game in which a child cover his eyes and the others hide.	3.
4. Marbles	d. a game in which children jump with their legs in a sack.	4.
5. Leapfrog	e. a game children play with small balls of coloured glass.	5.

Activity 3 : Rewrite the sentences to make a suggestion with "let's". Use the underlined verbs to construct your sentences. Number 1 is an example.

1. I suggest ; we go to the playground.

→ **Let's go to the playground.**

2. I suggest ; we invite other children to play hopscotch.

→

3. We should buy some marbles at the shop.

→

4. We should hide behind the trees.

→

5. I suggest ; we play hide-and-peek.

→

Session 3

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 sur Internet relatifs aux jeux, en vue de choisir les meilleurs jeux possibles pour la circonstance. Ci-dessous, se trouvent deux de ces textes. Lis-le et réalise les tâches y afférentes.

A. As you read the text quickly, tick (✓) 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 other players.

Text B : You need a pencil or 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.

Adapted from <https://en.islcollective.com/english-esl-worksheets/search/gamesandsports?>

B. Match the underlined words in the texts in box A with their synonyms in box B. One word in box B is not concerned. Number 1 is an example.

Box A	Box B	Answers
1. player	a) discover	1. b
2. game	b) participant	2.
3. find	c) indications	3.
4. fill	d) complete	4.
5. clues	e) bosses	5.
	f) amusement	

C. As you read the text again and say whether the statements below are true or false. Write T for true, and F for false. Number 1 is an example.

1. There is a limited number of players in the game of text A. **F**
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 read words in the game of text B.

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

A : Hello ! What are the games you know ?

B : (1)

A : What is 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)



Faisons le point...

Note dans chaque case la lettre de l'expression anglaise correspondante.

- Suis l'exemple donné.

J'ai appris à ...

1.	<input checked="" type="radio"/> b	identifier et à nommer différents sports.	a.	I played football yesterday ...
2.	<input type="radio"/>	identifier et employer le lexique relatif au football.	b.	Ludo ; scrabble ; video game ...
3.	<input type="radio"/>	employer "simple past" pour décrire des actions passées.	c.	Let's play a ludo game.
4.	<input type="radio"/>	identifier et à nommer différents jeux.	d.	We will play football tomorrow.
5.	<input type="radio"/>	employer " will ", pour exprimer le futur.	e.	Football ; handball ; cycling ...
6.	<input type="radio"/>	employer " let's ", pour faire une suggestion.	f.	A pitch ; a striker ; to tackle ...
7.	<input type="radio"/>	demander à quelqu'un le sport qu'il pratique.	g.	What is your favourite sport ?
8.	<input type="radio"/>	demander à quelqu'un son sport favori.	h.	What did you do last time ?
9.	<input type="radio"/>	demander à quelqu'un s'il est capable de pratiquer tel ou tel sport.	i.	What sport do you practise ?
10.	<input type="radio"/>	demander à quelqu'un ce qu'il a fait dans un passé récent.	j.	Can you swim ?

A

[eɪ]

B

[bi:]

C

[si:]

D

[di:]

E

[i:]

F

[ef]

G

[dʒi:]

H

[eɪtʃ]

I

[aɪ]

J

[dʒeɪ]

K

[keɪ]

L

[el]

M

[em]

N

[en]

O

[əʊ]

P

[pi:]

Q

[kju:]

R

[ɑ:]

S

[es]

T

[ti:]

U

[ju:]

V

[vi:]

W

['dʌbəlju:]

X

[eks]

Y

[waɪ]

Z

[zed/zi:]

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
41	hide	hid	hidden	cacher

42	hit	hit	hit	taper / appuyer
43	hold	held	held	tenir
44	hurt	hurt	hurt	blessé
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
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

SPÉCIMEN



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