

Mon cahier  
d'habiletés

# Win Skills

6<sup>e</sup>

Speaking  
Writing  
Listening  
Reading

The Statue of  
Liberty



3 000 F

# Win Skills



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## Identification

Année scolaire : .....

Nom / Prénom (s) : .....

Établissement : .....

Classe : .....

Nom de l'enseignant : .....

**SPECIMEN**

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# NOTE DE PRÉSENTATION

## À L'ÉLÈVE

Cher élève, **Mon cahier d'habiletés « Win Skills 6<sup>e</sup> »** 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 inscrives 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 « WinSkills »** 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

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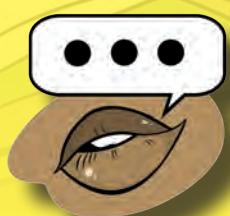


UNIT 1

# AT SCHOOL



- Speaking -



SPECIMEN

## LESSON 1

# NICE TO MEET YOU !



## LEARNING CONTEXT

(situation d'apprentissage)

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



## GOOD TO KNOW

### VOCABULARY CONTENT

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.
- Where are you from ?  
→ I am from Ghana.  
→ I'm from Ghana.

#### 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

## 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 each 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. I-o-H-e-l : Hello

4. o-T g-h-u : .....

2. G-i-r-e-t-e-n-g-s : .....

5. T-o k-h-s-a-e h-n-a-d-s : .....

3. i-H : .....

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.	<u>He</u> is my friend.
2. <u>Syntiche</u> is a student.	..... is a student.
3. <u>Wilfried and Syntiche</u> are in 6 <sup>e</sup> .	..... are in 6 <sup>e</sup> .
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) from Divo.

4. Dambélé ..... (is / are) a boy.

5. Where ..... (are / is) he from ?

6. We ..... (are / is) from N'douci.

## Session 3

### COMMUNICATION ACTIVITY (Situation d'évaluation) :

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

- complétez-la ;
- présentez-la au reste de la classe.

**John** : Good morning.

**You** : Good morning.

**John** : How are you ?

**You** : (1) ..... And you ?

**John** : Fine. (2) .....

**You** : (3) ..... ?

**John** : My name's John. And you ?

**You** : (4) ..... Where are you from ?

**John** : (5) ..... Ghana.

**You** : Nice to meet you.

**John** : (6) .....

**You** : (7) .....

**John** : Goodbye and see you soon.

## LESSON 2

# I DESCRIBE MY CLASSROOM



## LEARNING CONTEXT

(situation d'apprentissage)

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



## GOOD TO KNOW

### VOCABULARY CONTENT

School ; Chair ; Duster ; Door ; Classroom ; Window ; Board ; Desk ; Teacher ; Table ; Chalk ; Piece of chalk ; Student ; Pupil ; People ; Schoolbag ; 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 boards.

#### 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.

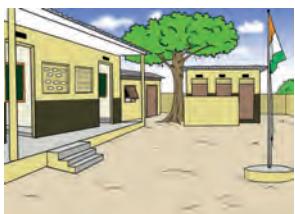


## MY DICTIONARY

**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



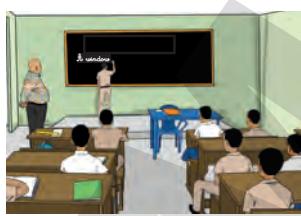
2. ....



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 ?

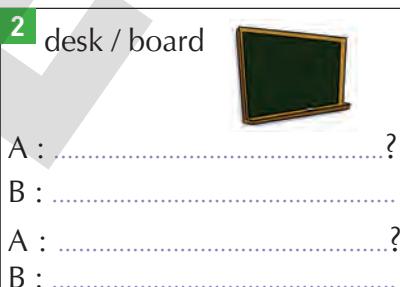
Student B : It is a chair. / It's a chair.

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

Do like in the example.



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



2 desk / board  
A : ..... ?  
B : ..... ?  
A : ..... ?  
B : ..... ?



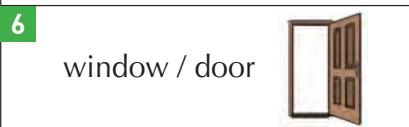
3 chair / duster  
A : ..... ?  
B : ..... ?  
A : ..... ?  
B : ..... ?



4 desk / classroom  
A : ..... ?  
B : ..... ?  
A : ..... ?  
B : ..... ?



5 door / window  
A : ..... ?  
B : ..... ?  
A : ..... ?  
B : ..... ?



6 window / door  
A : ..... ?  
B : ..... ?  
A : ..... ?  
B : ..... ?

## Session 2

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

school bench ; schoolbag ; teacher ;  
box of chalk ; pupils ; piece of chalk



1. schoolbag



2. ....



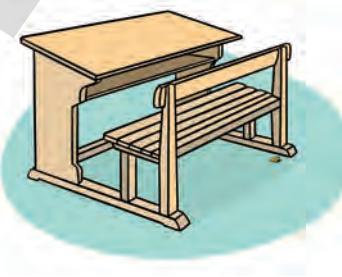
3. ....



4. ....



5. ....



6. ....

**Activity 2 :** Complete the passage below with the following words : teacher ; board ; pupils ; desk ; chalk ; school bench. Number 1 is an example.

In a classroom, the people we find are (1) **pupils** 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.



This is a duster.



..... is a school bench.



..... is a piece of chalk.



..... is a chair.



..... is a teacher.

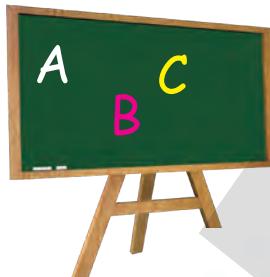
## Session 3

### COMMUNICATION ACTIVITY (Situation d'évaluation) :

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

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

1



John : ..... ?  
You : .....

2



John : ..... ?  
You : .....

3



John : ..... ?  
You : .....

4



John : ..... ?  
You : .....

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

## LESSON 3

WHERE IS MY  
PENCIL CASE ?LEARNING CONTEXT  
(situation d'apprentissage)

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



## GOOD TO KNOW

## VOCABULARY CONTENT

Copybook ; Ruler ; Eraser ; Pencil case ; 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's **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

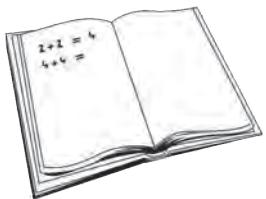
**Like** : comme

**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. ....



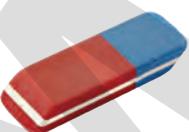
4. ....



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. / It 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 students are in the classroom.

- .....

## 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 partner, 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	Column B	Answers
1) 13	a) Seventeen	1- h
2) 14	b) Three	2- .....
3) 12	c) Two	3- .....
4) 11	d) Twenty	4- .....
5) 20	e) Eleven	5- .....
6) 2	f) Twelve	6- .....
7) 3	g) Fourteen	7- .....
8) 17	h) Thirteen	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 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 ;
- présentez-les au reste de la classe.



1

students

A : Where are the students ?

B : They're in the classroom.

A : How many students are there ?

B : There are four (4).



2

schoolbag

A : ..... ?

B : ..... ?

A : ..... ?

B : ..... ?



3

books

A : ..... ?

B : ..... ?

A : ..... ?

B : ..... ?



### Faisons le point...

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

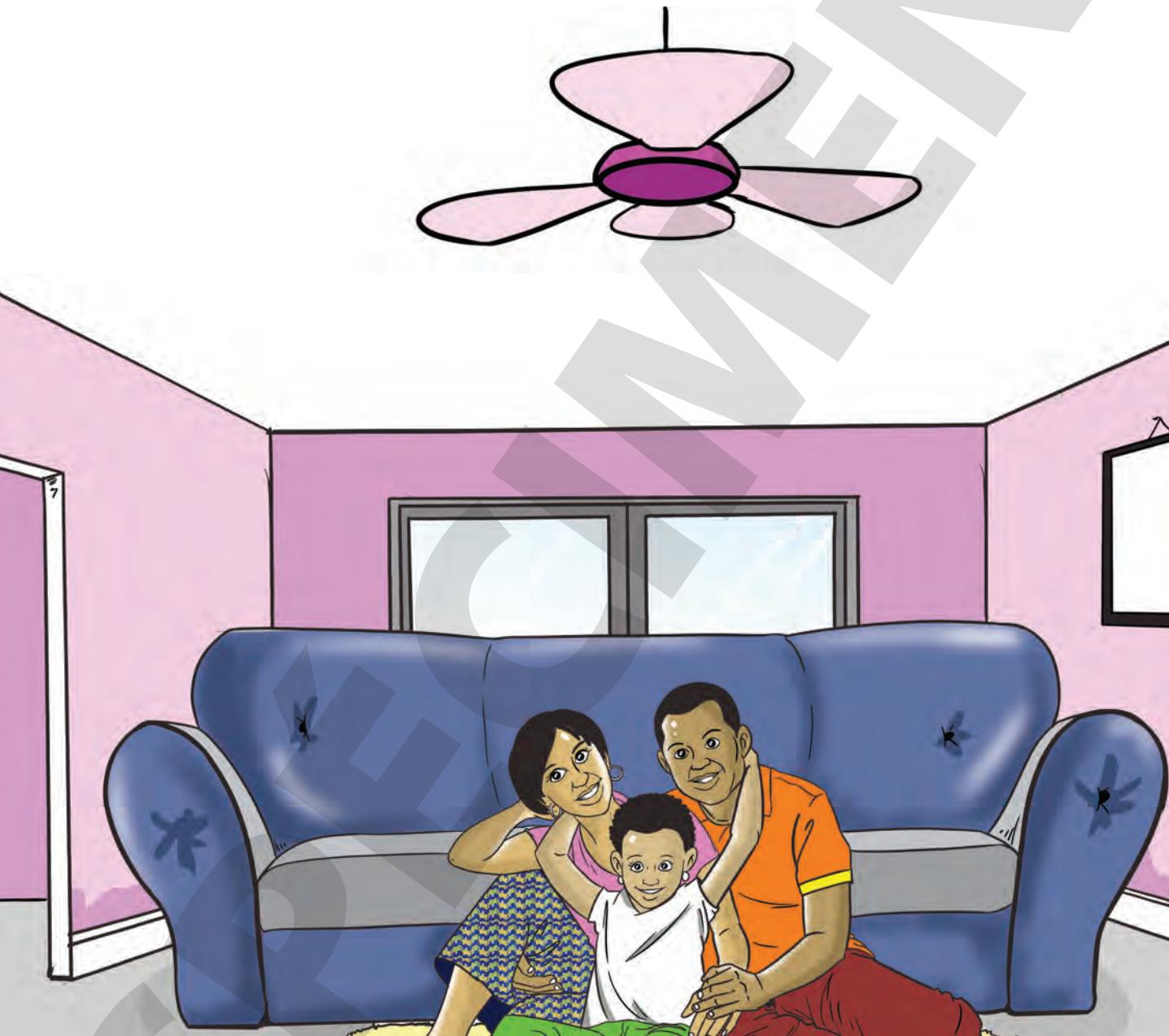
- **Suis l'exemple donné.**

#### J'ai appris à ...

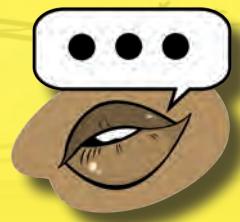
1.	<input checked="" type="radio"/> g	dire bonjour.	a.	Nice to meet you.
2.	<input type="radio"/>	dire "salut" !	b.	Goodbye.
3.	<input type="radio"/>	dire mon nom.	c.	One ; two ; three ; four ...
4.	<input type="radio"/>	dire que je suis ravi (e) de rencontrer quelqu'un.	d.	I am ; you are ; he / she 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 -



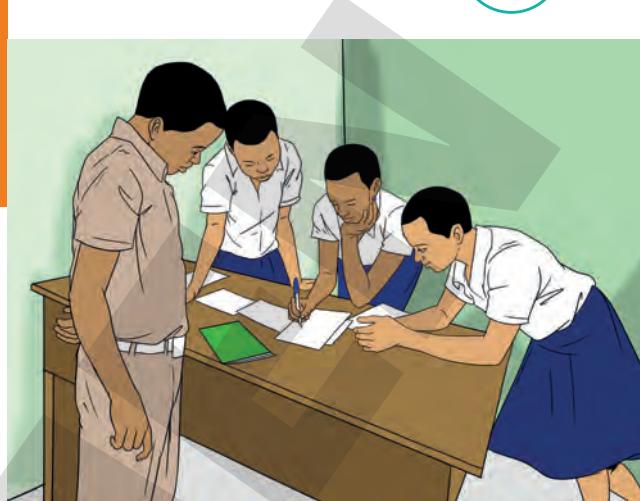
## LESSON 1

# MEET MY FAMILY MEMBERS



### LEARNING CONTEXT (situation d'apprentissage)

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



### GOOD TO KNOW

#### VOCABULARY CONTENT

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. / I'm 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

**Schoolyard** : cour d'école

**Again** : encore

**Gap** : espace

**About** : à propos (de)

**Both** : tous les deux

**Little** : petit

**To say** : dire

**To talk** : parler

**Also** : aussi ; de même

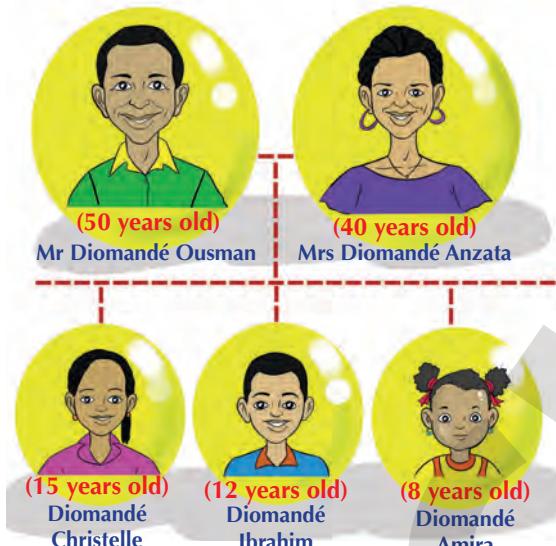
**But** : mais

**Own** : propre (à soi)

## 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 partner. Number 1 is an example.

1.

A : How old is Mr Diomandé ?

B : He is 50 years old (or, he is 50 / he's 50).

2.

A : ..... ?

B : She is 40 years old.

3.

A : How old is Christelle ?

B : ..... .

4.

A : ..... ?

B : Amira Diomandé is 8.

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

A : Good morning. My name is Ouréga.

B : Nice to meet you, Ouréga. (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 do you have ?

B : I have (5) .....

## 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* ; He 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 = <i>Twenty-one</i> | b) 45 = <i>Forty-five</i> | c) 28 = .....          |
| d) 77 = .....             | e) 56 = .....             | f) 43 = .....          |
| g) Twenty-nine = .....    | h) Eighty = .....         | i) Sixty-seven = ..... |
| j) Thirty-three = .....   | k) 100 = .....            | l) Ninety-five = ..... |

**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 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 votre échange. Complète-le avec ton voisin et présentez-le au reste de la classe.

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

**You (1) :** .....

**John :** How many brothers and sisters do you have ?

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

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

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

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

**You :** Goodbye !



## LESSON 2

# DISCOVER 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 pour qu'il les découvre. Ce dernier exprime son admiration.



### GOOD TO KNOW

#### VOCABULARY CONTENT

House ; Dining-room ; Living-room / Sitting-room ; Kitchen ; Toilets ; 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 <b>between</b> the boxes.	A : Where is the ball ? B : It is <b>near</b> the box.	A : Where is the ball ? B : It is <b>behind</b> the box.	A : Where is the ball ? B : It is <b>in front of</b> 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 : Put the letters into the correct order to form names of parts of a house.

Number 1 is an example.

1. I-o-i-T-e-s-t = Toilets

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 2 : Write the names of the different parts of the house under the pictures.

Number 1 is an example.



1. dining-room



2. ....



3. ....



4. ....



5. ....



6. ....

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

**Diomandé** : Hello Blé !

**Blé** : Hi Diomandé !

**Diomandé** : How many bedrooms (1) ..... 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. Thanks. (*there is no / there are no*). Thank you !

**Blé** : You are welcome.

## Session 2

### Activity 1 : 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 2 : Write the name of each item. Number 1 is an example.



1. a fan



2. ....



3. ....



4. ....



5. ....



6. ....



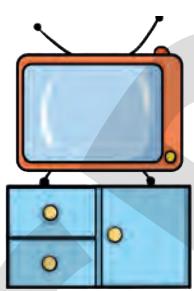
7. ....



8. ....

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

Number 1 is an example.



1



2



3

4

1. A : Where is the TV set ?

B : It is near the cupboard.

2. A : ..... ?

B : .....

3. A : ..... ?

B : .....

4. A : ..... ?

B : .....

## Session 3

### COMMUNICATION ACTIVITY (Situation d'évaluation) :

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



**You** : Hello, my friend ! You know what ? I have visited my favourite artist's house.

**Kwame** : Really ? How many rooms are there in that house ?

**You (1)** : .....

**Kwame** : Can you list them, please ?

**You (2)** : .....

**Kwame** : Where is the TV set ?

**You (3)** : It is .....

**Kwame** : OK, I see ! Is there an armchair ?

**You (4)** : .....

**Kwame** : Where is it ?

**You (5)** : ..... a cupboard.

**Kwame** : How many cupboards are there ?

**You (6)** : .....

**Kwame** : It is really a big house. Thanks and goodbye !

**You** : Bye !

# 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 en échangeant sur les ustensiles de cuisine.



### GOOD TO KNOW

#### VOCABULARY CONTENT

Utensil ; Saucepan ; Pot ; Frying pan ; Glass ; Knife ; To fry ; To cut ; To drink ; To boil ; To cook ; Spoon ; Ladle ; Plate ; Tea spoon ; Fridge ; Jug

#### LANGUAGE FUNCTIONS

##### 1. Describing ongoing actions

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

##### 2. Asking and answering questions about ongoing actions

- A : What **is** your sister **doing** ?      A : **Are** they **drinking** water ?  
 B : She **is cooking** the meal 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 kitchen utensil or appliance under its corresponding picture. Number 1 is an example.



1. a saucepan



2. ....



3. ....



4. ....



5. ....



6. ....

**Activity 2 :** Describe each picture below using the verbs between brackets in the present continuous. Number 1 is an example.



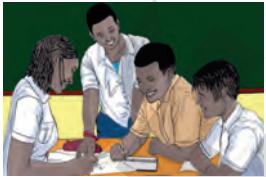
1. The water is **boiling**.  
(to boil)



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 Tohaly ..... the fridge. (to open)

## Session 2

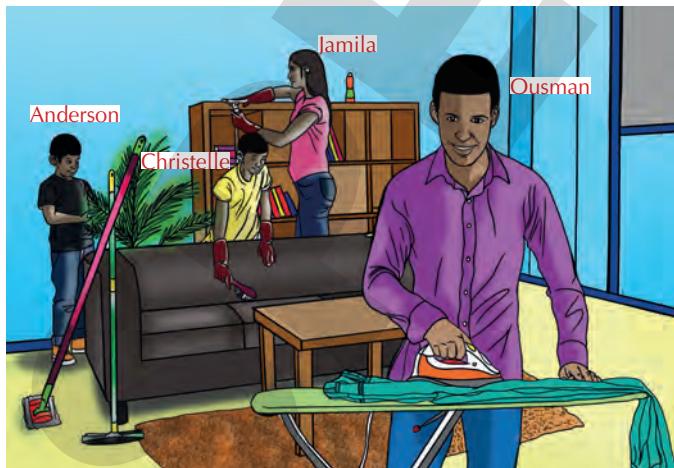
**Activity 1 :** Use the words or expressions from the box to identify the pictures below . Number 1 is an example.

to eat ; to drink ; a glass ; a spoon ; to fry ; a fork ; to cook ; to cut



**Activity 2 :** Ask and answer questions about each housework, then practise the dialogues with your partner. 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 / toilets ? / Is

→ Is she cleaning the toilets ?

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

→ ..... ?

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

→ ..... ?

B : am. / I / Yes,

→ ..... ?

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

→ ..... ?

B : they / aren't. / No,

→ ..... ?

## 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 suivante avec toi. Avec ton voisin, complétez-la et présentez-la au reste de la classe.

**Weah** : Hello, my friend !

**You (1)** : .....

**Weah (2)** : ..... doing ?

**You** : I'm washing utensils in the kitchen.

**Weah** : What kind of utensils are you washing ?

**You (3)** : .....

**Weah** : OK. What's your father doing ?

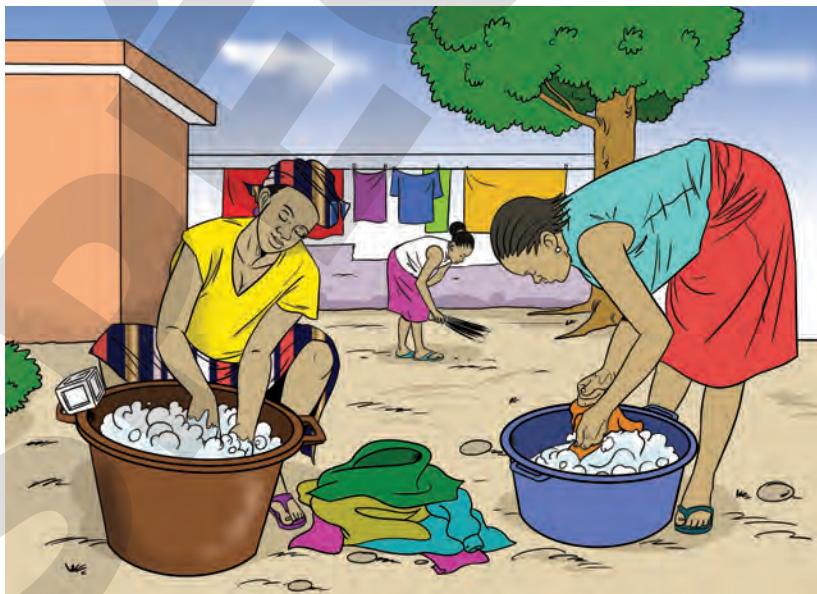
**You (4)** : .....

**Weah** : What are your sisters doing ?

**You (5)** : .....

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

**You** : Goodbye, my friend !





### Faisons le point...

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

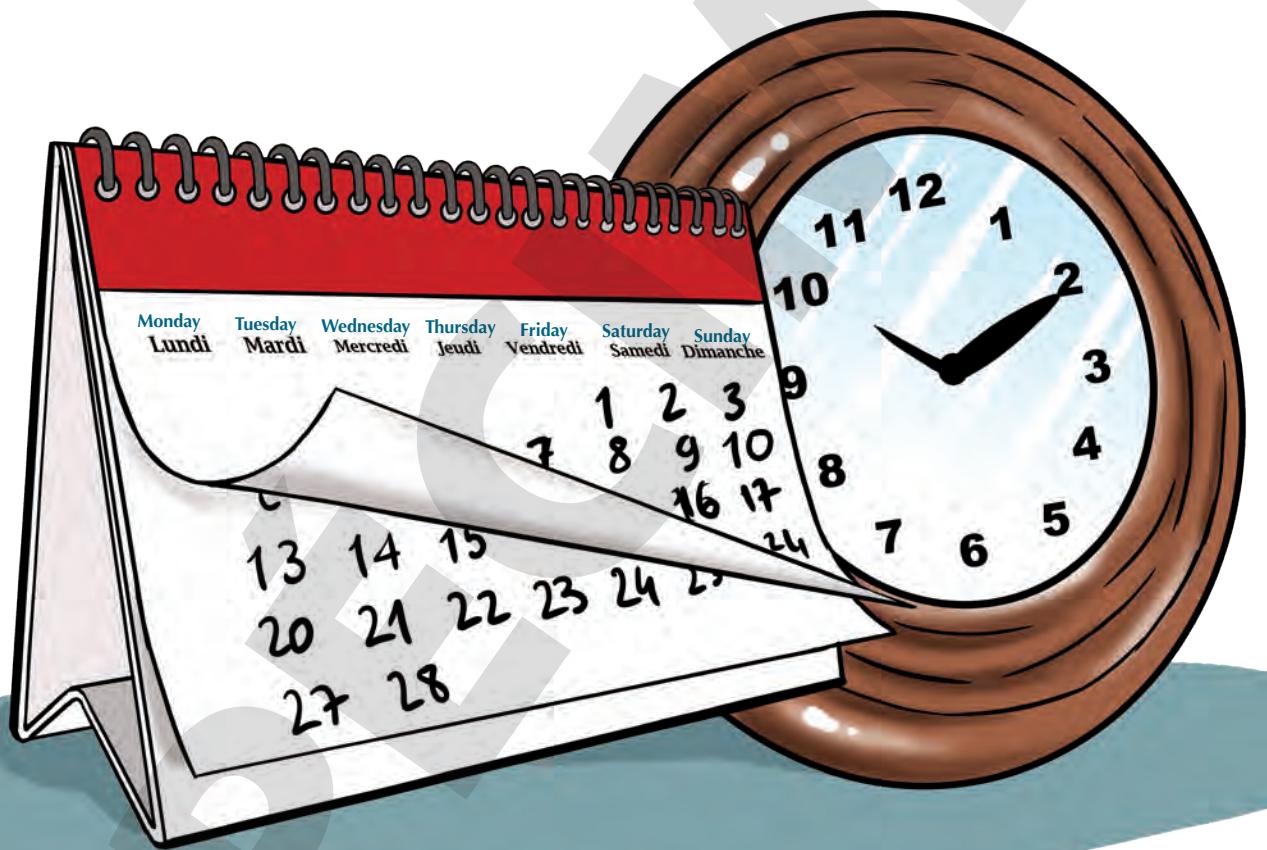
- **Suis l'exemple donné.**

#### J'ai appris à ...

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

UNIT 3

# TIME AND DATE



- Writing -



## LESSON 1

# WHEN IS YOUR BIRTHDAY ?



## LEARNING CONTEXT

(situation d'apprentissage)

C'est bientôt ton anniversaire. Tu envoies un texto à ton correspondant Nigérian pour l'informer de sa date précise et 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** : 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  Monday

2 

3 

4 

5 

6 

7 

**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 example.



1	January	7	.....
2	.....	8	.....
3	.....	9	.....
4	.....	10	.....
5	.....	11	.....
6	.....	12	.....

**Activity 2 : Circle (○) 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 1 is an example.

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 thirteenth of March, two thousand and eighteen
7. January 30th, 2005	.....

## Session 3

### COMMUNICATION ACTIVITY (Situation d'évaluation) :

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

#### 1. Complète la conversation avec les parties manquantes.

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

**You (1)** : .....

**Mensah** : OK. What month is it ?

**You (2)** : .....

**Mensah** : What's the year ?

**You (3)** : .....

**John** : I see ! So, your birthday is .....  
.....

**You** : Exactly.

**John** : Ok, I will be present.

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



## LESSON 2

## WHAT TIME IS IT ?

LEARNING CONTEXT  
(situation d'apprentissage)

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



## GOOD TO KNOW

## VOCABULARY CONTENT

- Daily activities** : Have breakfast / lunch / dinner ; To go to bed ; To go to school ; To do a 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 is ten o'clock / It's 10 o'clock.  
 in the moning. / It is ten (10) a.m.

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

To be (the present simple) + going to + infinitive

I	am		
You / We / They	are	going to	drink water.
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. To have lunch
2. To get up
3. To go to bed
4. A clock
5. To do some homework
6. A watch



c



e

A	1	2	3	4	5	6
B	f					



b



d



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 partner. Number 1 is an example.

1 	<i>What time is it ?</i> A) It's quarter past seven. B) It's seven O'clock. C) It's quarter to seven. <b>D) It's half past seven.</b>	3 	..... time ..... ? A) It's quarter past six. B) It's quarter to two. C) It's six O'clock. D) It's half past six.												
2 	..... is it ? A) It's quarter past two. B) It's quarter to two. C) It's two O'clock. D) It's half past two.	4 	..... it ? A) It's quarter past five. B) It's quarter to six. C) It's six O'clock. D) It's half past six.												
			<table border="1"> <tbody> <tr> <td>A</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>B</td> <td>D</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	A	1	2	3	4	5	B	D				
A	1	2	3	4	5										
B	D														

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 p.m (8:00 p.m / 6:00 a.m)*

2. The students go back home from school at ..... (6:00 a.m / 12:30 a.m).

3. In the morning, I leave home for school at ..... (7:00 a.m / 6:00 p.m).

4. Mummy cooks breakfast at ..... (5:30 a.m / 9:30 p.m).

5. After dinner, Grandpa watches TV from ..... (8:00 a.m to 10:00 a.m/  
8:00 p.m to 10:00 p.m)

6. I never go to bed before ..... (9:30 p.m/7:00 a.m) 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. Tu lui envoies un message WhatsApp. Dans ton message,

- cite tes activités quotidiennes et les heures auxquelles tu les fais ;

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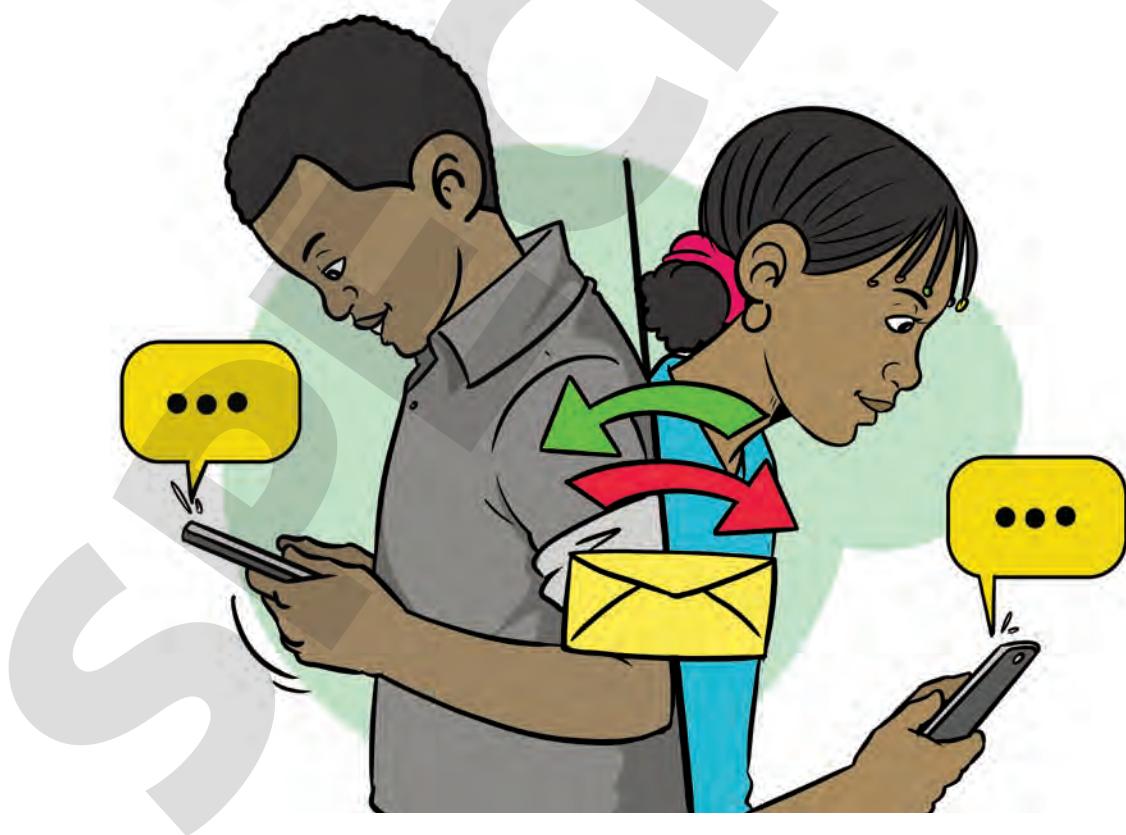
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- décris tes activités de la semaine prochaine.

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# LESSON 3

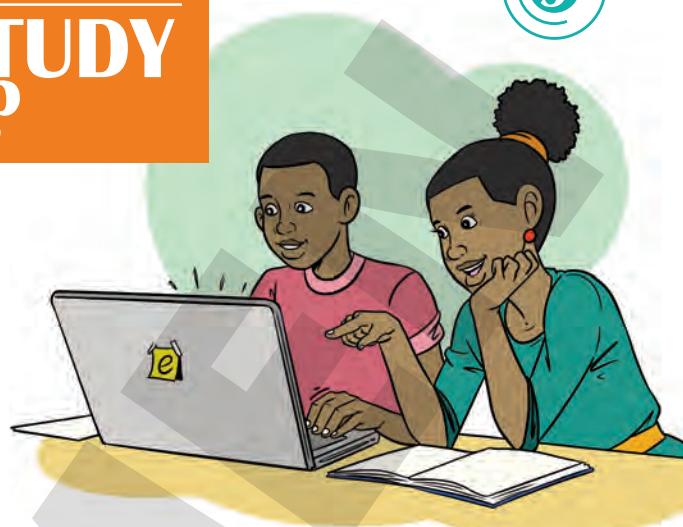
## WHAT DO YOU STUDY AT SCHOOL ?



### LEARNING CONTEXT

(situation d'apprentissage)

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



### GOOD TO KNOW

#### VOCABULARY CONTENT

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

**School holidays** : Christmas ; Independence day ; Easter ; Long holidays ; New year's 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** : lycée

**To spend** : dépenser

**Together** : ensemble

**To be late** : être en retard

**Usually** : généralement

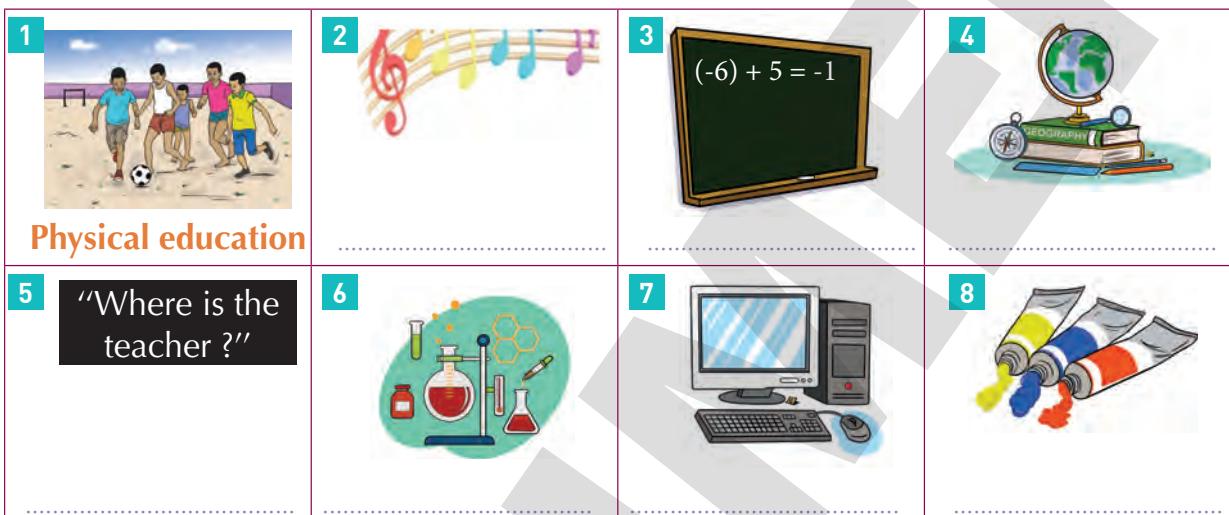
**Scrambled** : en désordre

**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



**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.

1. a) When has Sékongo got Physical Education ? (Monday ; Thursday)  
b) He has got Physical Education on Monday and Thursday.
2. a) ..... he got Biology ? (Tuesday ; Thursday)  
b) ..... Biology on .....
3. a) ..... History and Geography ? (Tuesday ; Thursday)  
b) He .....
4. 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	Box B	Answers
1. Christmas	a) 7th August	1
2. New Year's Day	b) 14th February	2
3. Independence Day	c) 25th December	3
4. St Valentine's Day	d) 1st January	4
5. April Fool's Day	e) The last Saturday of May	5
6. Mother's Day	f) 1st April	6

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

1. Every day, 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 / has got / in a week. / He / one time  
→ .....
3. a) How often do 6<sup>e</sup> students have English class in a week ?  
b) have / They / in a week. / English classes / three times  
→ .....
4. a) How often do you celebrate your anniversary in a year ?  
b) celebrate / once / anniversary / my / a year. / I  
→ .....
5. a) How often do your parents take you to your village ?  
b) me / My parents / take / to my / village. / never  
→ .....

## Session 3

### COMMUNICATION ACTIVITY (Situation d'évaluation) :

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

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

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

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



### Faisons le point...

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

- **Suis l'exemple donné.**

### J'ai appris à ...

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

# JOBS AND OCCUPATIONS



- Writing -



## LESSON 1

# WHAT ARE YOUR FAMILY MEMBERS' JOBS ?



## LEARNING CONTEXT

(situation d'apprentissage)

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



## GOOD TO KNOW

### VOCABULARY CONTENT

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 possessives

*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

**To catch** : attraper

**To cut** : couper

**To sell** : vendre

**Pipe** : tuyau

**Gardener** : jardinier

**Dog** : chien

**Tail** : queue

## 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.

 I-U-S-M-I-C-A-N <b>MUSICIAN</b>	 R-T-E-P-A-I-N 	 A-W-E-R-T-I 	 L-U-M-P-B-R-E 
 M-I-R-A-F-N-E 	 C-E-A-T-H-E-R 	 A-R-M-E-R-F 	 R-U-T-C-H-E-B 

**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

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

### Column B

- a) musician
- b) painter
- c) teacher
- d) plumber
- e) waiter
- f) fireman
- g) farmer
- h) butcher

A	1	2	3	4	5	6	7	8
B	d							

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

1) A : What does your father do ?

B : **He is a teacher. / He's a teacher.** (teacher)

2) A : What is your mother's job ?

B : ..... (waitress)

3) A : What does your uncle do ?

B : ..... (farmer)

4) A : What is your cousin's job ?

B : ..... (fireman)

5) A : What does your aunt do ?

B : ..... (teacher)

6) A : What does Mr Thès do ?

B : ..... (plumber)

# 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.



M-A-N-M-A-I-L

MAILMAN



R-Y-L-O-R V-E-R-D-R-I



R-M-A-N-F-I-S-H-E



T-O-R-D-O-C



N-A-R-I-A-N-V-E-T-E-R-I



R-I-S-T-F-L-O

**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. *Her* job is interesting.

2. We are brothers. ..... parents live in village.

3. This man is a butcher. ..... name is Zokou.

4. There are two policemen in the street. ..... car is yellow.

5. Liza and you attend the same school. ..... school is near your home.

6. I am a new student. ..... English teacher is Mr Zephirin.

7. I'm a watchman. This is my dog. ..... name is Milou.

8. Grandmother is a cook. ..... food is delicious.

# Session 3

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

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



## LESSON 2

# MY FATHER WORKS WITH A HOE



### 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 ; Board ; 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 ; Trowel

#### 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 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

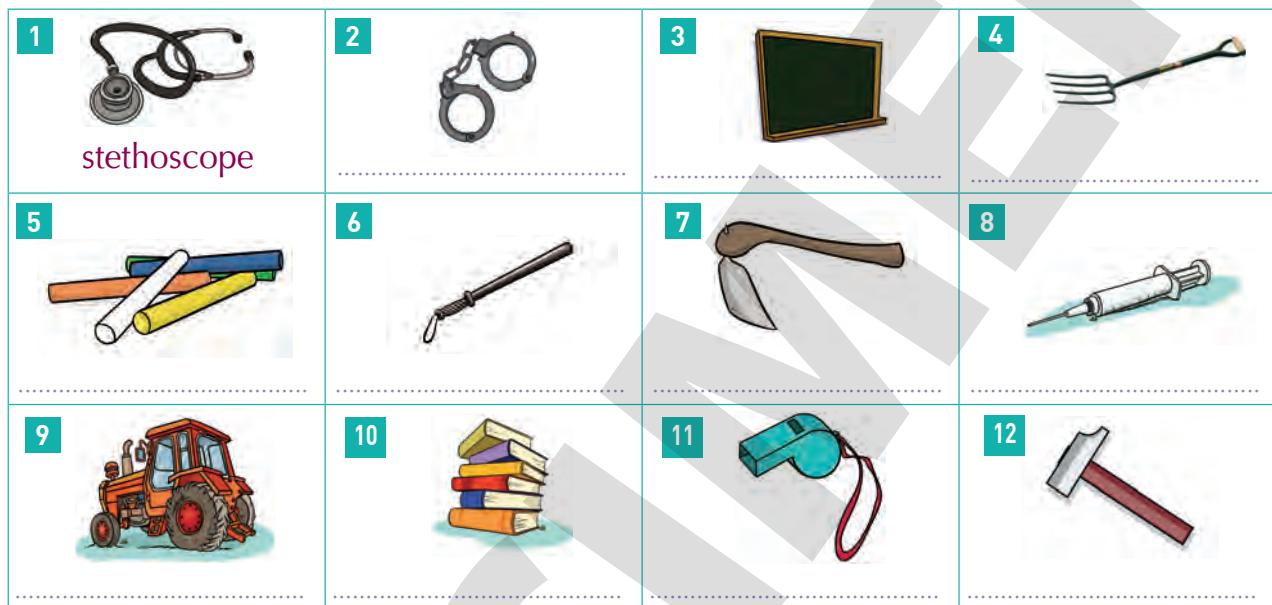
**To escape** : s'échapper, s'évader

**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 ; board ; books ; hammer ; fork ; handcuffs ; hoe ; chalk ;  
stethoscope ; syringe ; tractor ; whistle



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

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

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

- |  |   |
|--|---|
| 1. The musician / guitar<br>A : <i>Whose guitar is it ?</i><br>B : <i>It is the musician's guitar. / It's the musician's</i> | 2. The students / books<br>A : ..... ?<br>B : .....         |
| 3. My grandparents / hoes<br>A : ..... ?<br>B : .....  | 4. These policewomen / whistles<br>A : ..... ?<br>B : ..... |
| 5. The policeman / handcuffs<br>A : ..... ?<br>B : .....   | 6. The farmer / tractor<br>A : ..... ?<br>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 ?*    b) *He gives injections to sick persons.*
2. a) What does a musician do with a guitar ?  
b) .....
3. a) What do farmers do with hoes ?  
b) .....
4. a) What do policemen do with whistles ?  
b) .....
5. a) What does a teacher do with a piece of chalk ?  
b) .....

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

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

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

**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 : .....

## Session 3

### COMMUNICATION ACTIVITY (Situation d'évaluation) :

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

Dans ta production,

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

Présente ta production à la classe.

**LESSON 3**

# MY SISTER WORKS IN A HOSPITAL

**LEARNING CONTEXT**

(situation d'apprentissage)

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

**GOOD TO KNOW****VOCABULARY CONTENT**

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

**LANGUAGE FUNCTION****Asking and answering questions about workplaces**

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

**Above** : ci-dessus

**Item** : article

**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 (scientifique)

**Building** : bâtiment

**Nearby** : à proximité, tout près

## Session 1

**Activity 1 :** Write the following names of workplaces under each corresponding picture.  
Number 1 is an example.

office ; restaurant ; hospital ; shop ; police station ; laboratory ; school ; farm



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

My name is Kelly. 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<sup>e</sup>, for example, are in building D. The Educators' (2) ..... is not very far from us. In my school, you have many commodities such as a big (3) ..... , where we have lunch. When students are sick, they go to the nearby (4) ..... . It is equipped with a brand new (5) ..... for medical tests. Sometimes, the Police visits us, because the (6) ..... is next to our school. Mister Konan, my Educator, is also a farmer. He invites me to help him on his (7) ..... on Sundays. I love him.

**Activity 3 : Ask and answer questions about the workplaces.** Number 1 is an example.

1. Doctor

A : Where does a doctor work ?

B : He works in a hospital.

4. Scientist

A : ..... ?

B : .....

5. Cook

A : ..... ?

B : .....

2. Farmer

A : ..... ?

B : .....

3. Secretary

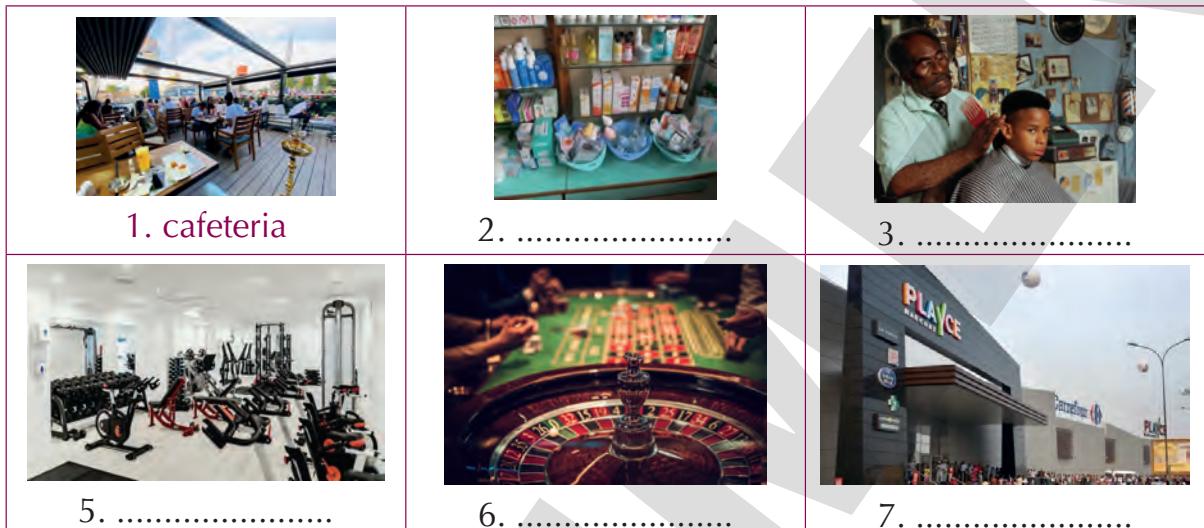
A : ..... ?

B : .....

## Session 2

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

*mall ; drugstore ; cafeteria ; casino ; gym ; barber's shop*



**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 workplaces related to professions in the box. Do like in the example below.

*doctor ; policeman ; farmer ; teacher ; barber ; scientist*

A : Does a barber work in a drugstore ? .....

B : No, he doesn't. He works in a barber's shop. .....

## Session 3

### COMMUNICATION ACTIVITY (Situation d'évaluation) :

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

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

Lis ta production au reste de la classe.



### Faisons le point...

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

- **Suis l'exemple donné.**

### J'ai appris à ...

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

UNIT 5

# CLOTHES AND COLOURS



- Listening -



## LESSON 1

# SHE IS WEARING A SKIRT



## LEARNING CONTEXT (situation d'apprentissage)

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



## GOOD TO KNOW

### VOCABULARY CONTENT

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

**Cloth** : un tissu

**Hot** : chaud (e)

**Sunshine** : ensoleillement

**Present** : cadeau

## 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. .....

**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

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

2. S-i-r-k-t = .....

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

**Activity 3** : With your partner, ask and answer 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.

2. teacher / a suit

A : ..... ?

B : .....

3. boy students / a khaki uniform

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 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 partner, look at the pictures below, then ask and answer questions about what the 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 suivantes.

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

How many items of clothing are mentioned in the conversation ?

- a- five      b- six      c- seven

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

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



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

A : Hello, my friend !

B : (1) .....

A : What are you wearing for the party ?

B : (2) .....

A : What's your father wearing for the party ?

B : (3) .....

A : What clothes are girl students wearing for school ?

B : (4) .....

A : What clothes are boy students wearing for school ?

B : (5) .....

## LESSON 2

# THE BLUE SHIRT FITS YOU WELL

**LEARNING CONTEXT**

(situation d'apprentissage)

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



## GOOD TO KNOW

### VOCABULARY CONTENT

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)

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

**About** : à propos de

**To recognize** : reconnaître

## 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
3. d-R-e : .....
5. k-l-a-c-B : .....
7. g-O-r-a-n-e : .....

2. e-l-B-u : .....
4. n-e-G-r-e : .....
6. k-n-i-P : .....
8. 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. black
- c. pink
- d. blue
- e. green
- f. orange

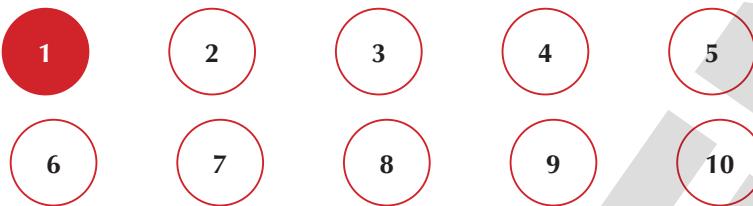
A	1	2	3	4	5	6
B	b					

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

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

## 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 partner. Number 1 is an example.

1. Aya / like / brown

A : What colour does Aya like ?

B : She likes brown.

2. Mary / dislike / indigo

A : ..... ?

B : .....

3. You / like / yellow

A : ..... ?

B : .....

4. Girls / like / beige

A : ..... ?

B : .....

5. Claude / dislike / purple

A : ..... ?

B : .....

6. They / like / kakhi

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 every day, 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 6<sup>e</sup> de ton école. Le gagnant recevra une carte de crédit pour des achats dans un supermarché. Écoute la bande audio et réalise les activités ci-dessous.

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

The dialogues are about .....

#### B. Listen again and circle the correct answers to the questions.

**Number 1 is an example.**

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

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

A : Hi, my friend !

B : (1) .....

A : What colour do you like ?

B : (2) .....

A : What colour don't you like ?

B : (3) .....

A : What colour is your school uniform ?

B : (4) .....

A : What colour are your favourite clothes ?

B : (5) .....

## LESSON 3

# HOW MUCH IS THE CAP ?

**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 as an example.

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 fifty = .....

3) 450 = .....

4) 775 = .....

5) 885 = .....

6) Six hundred and fifty-five = .....

7) One thousand, five hundred and twenty = .....

8) Four thousand, six hundred and sixty-five = .....

9) 25 = .....

10) Ten thousand, nine hundred and eighty = .....

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

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

## 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. 21,000
2. 85,000
3. 32,500
4. 67,000
5. 75,200
6. 3,250

### Column B

- a. eighty-five thousand
- b. three thousand, two hundred and fifty
- c. seventy-five thousand, two hundred
- d. sixty-seven thousand
- e. thirty-two thousand, five hundred
- f. twenty-one thousand

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

**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 :** Wow ! 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 pour un emploi de gérant dans un magasin d'habits dont les clients sont en majorité des anglophones. Pour mieux préparer ton entretien d'embauche qui se fera en Anglais, tu écoutes une annonce publicitaire sur un célèbre magasin Ghanéen d'habits du nom d'"Accra Fashion". Réalise les tâches ci-dessous.

**A. Listen to the podcast and 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. Listen again and write the price of each item of clothing. Number 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 present it to the class.**

A : Good morning.

B : (1) .....

A : How much is the blouse ?

B : (2) .....

A : How much are the trousers ?

B : (3) .....

A : I can't see well. What colour is the shirt ?

B : (4) .....

A : Ok ! How much is it ?

B : (5) .....

A : Wow ! How much is that beautiful dress ?

B : (6) .....



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

UNIT 6

# FOOD AND DRINKS



- Listening -



## LESSON 1

# WHAT FOOD AND DRINKS DO YOU LIKE ?

**LEARNING CONTEXT**

(situation d'apprentissage)

Les élèves de 6<sup>e</sup> du Collège Noholiet d'Adjamené sont invités à une réception à l'Ambassade des États-Unis. Ils écoutent le chef cuisinier leur citer les différents plats et boissons disponibles afin de faire leur choix.



## GOOD TO KNOW

### VOCABULARY CONTENT

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

**Embassy** : Ambassade

**Waiter** : serveur de bar ou restaurant

**Peanut** : arachide

**Fried** : grillé (e)

**Pounded** : pilé (e)

**Instead of** : au lieu de

**Wonderful** : merveilleux

**Fond of** : (être) friand de ; prendre goût à...

**To need** : avoir besoin de

**To worry** : s'inquiéter

# Session 1

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

*sugar ; porridge ; butter ; eggs ; milk ; tea ; coffee ; bread*



**Activity 2** : Listen to the teacher and write the names of some food items you hear. Number 1 is an example.

1. Bread                          2. ....  
4. .....                          5. ....  
                                        6. ....

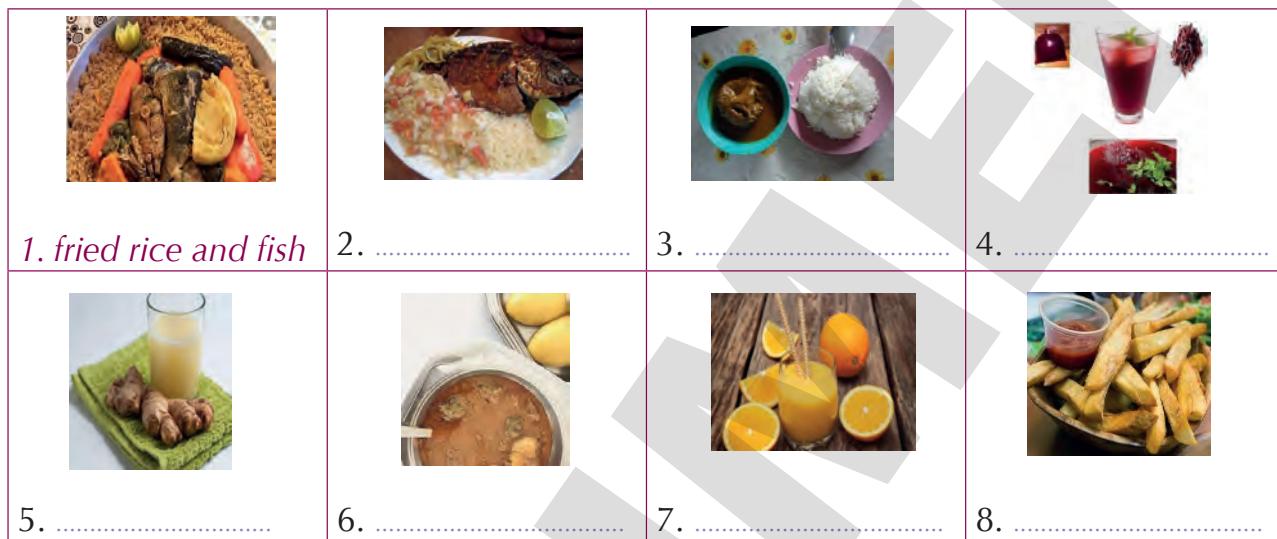
**Activity 3** : With your partner, ask and answer questions using adverbs of frequency. Then practise the dialogues with your partner. Number 1 is an example.

1. You / eat chicken (rarely)  
A : How often do you eat chicken ?  
B : I rarely eat chicken.
  2. Bété people / eat rice (always)  
A : ..... ?  
B : .....
  3. Adoukrou people / eat attiéké (usually)  
A : ..... ?  
B : .....
  4. Children / drink milk (often)  
A : ..... ?  
B : .....

## Session 2

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

rice and palm nut soup ; attiéqué and fried fish ; fried yam and chicken ; ginger juice ; sorrel juice ; pounded plantain and peanut soup ; fried rice and fish ; orange juice



**Activity 2 :** Match each meal with its definitions. 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) .....

## Session 3

### COMMUNICATION ACTIVITY (Situation d'évaluation) :

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

#### A. Circle the letters of the meals you hear ;

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

#### B. Underline the names of drinks mentioned ;

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

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

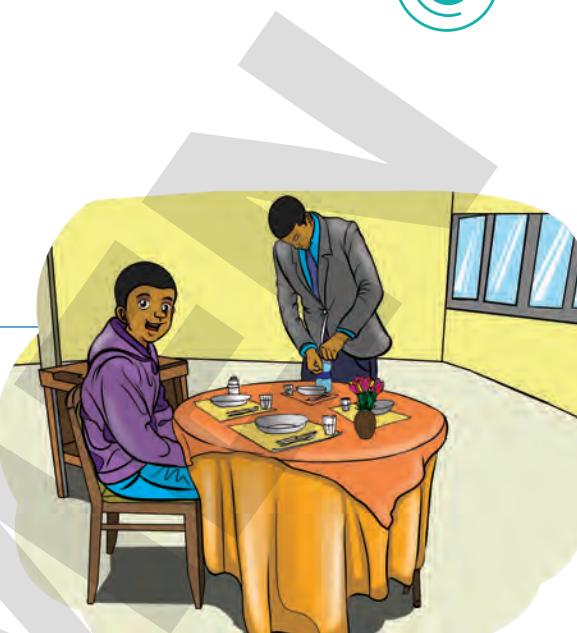
## LESSON 2

# LET'S TALK ABOUT FRUITS AND VEGETABLES



## LEARNING CONTEXT (situation d'apprentissage)

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



## GOOD TO KNOW

### VOCABULARY CONTENT

- Fruits** : Pineapple ; Apple ; Papaya ; Pawpaw ; Coconut ; Avocado ; Mango ; Banana ; Orange
- Vegetables** : Tomato ; Pepper ; Onion ; Garlic ; Aubergine ; 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

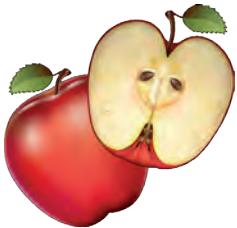
**Cheap** : pas cher / pas chère

# Session 1

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



## 1. *pineapple*



2. ..... 3. ..... 4. ....



3.



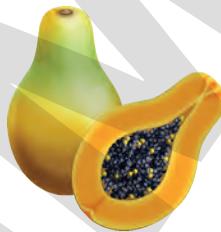
4. ....



5. ....



6. ..... 7. ..... 8. ....



7. \_\_\_\_\_ | 8. \_\_\_\_\_



8. ....

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

## 1. banana

2. ....

3. ....

4.

5.

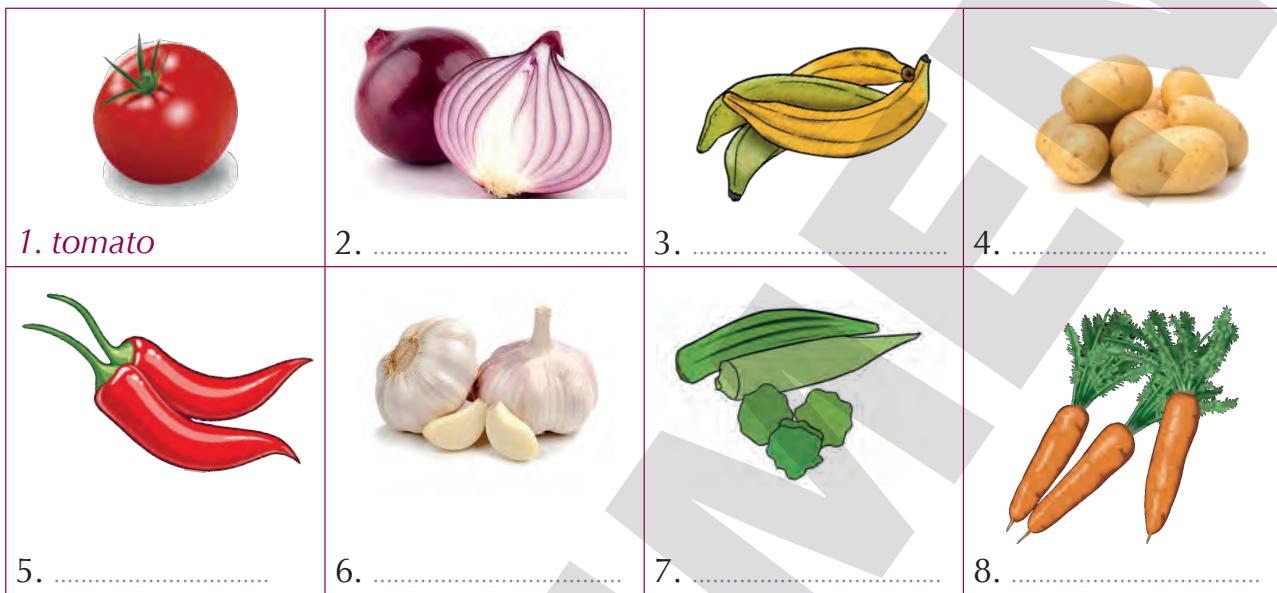
6. ....

**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.



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

- |                  |                |              |             |             |
|------------------|----------------|--------------|-------------|-------------|
| 1. <u>carrot</u> | 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.

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

## Session 3

### COMMUNICATION ACTIVITY (Situation d'évaluation) :

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

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

**Number 1 is an example.**

Fruits : 1- avocado ; ..... ; ..... ; ..... ; .....

Vegetables : 1- ..... ; ..... ; ..... ; ..... ; .....

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

**Number 1 is an example.**

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

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

**Number 1 is an example.**

**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) **fruits** . Can you buy some for me ? They are too expensive at Accra markets.

**Yéo** : Sure. What type of fruits do you want ?

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

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

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

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

## LESSON 3

# COOKING AN OMELETTE



### LEARNING CONTEXT

(situation d'apprentissage)

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



## GOOD TO KNOW

### VOCABULARY CONTENT

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 FUNCTIONS

- 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

**BBC** : British Broadcasting Corporations  
(une radio britannique)

**Cooking pot** : marmite

**Sticky** : collant, gluant

## Session 1

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

1. pepper / chilli	2. ....	3. ....
4. ....	5. ....	6. ....

**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

Here 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



**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 making 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, tu décides d'écouter une émission sur BBC, portant sur la préparation d'un plat Japonais. Pendant que tu écoutes l'émission, fais toutes les activités suivantes.

#### A. Listen and complete the sentence below.

The name of the food is : .....

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

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

1. What is the most important element when making Sumeshi ?

.....

2. Do we add salt to the sauce ?

.....

3. How should the rice be ?

.....

#### C. Complete the passage below with the missing words.

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

## TAKE CARE OF YOUR BODY !



## LEARNING CONTEXT

(situation d'apprentissage)

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



## GOOD TO KNOW

## VOCABULARY CONTENT

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 OBLIGATIONS

## 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

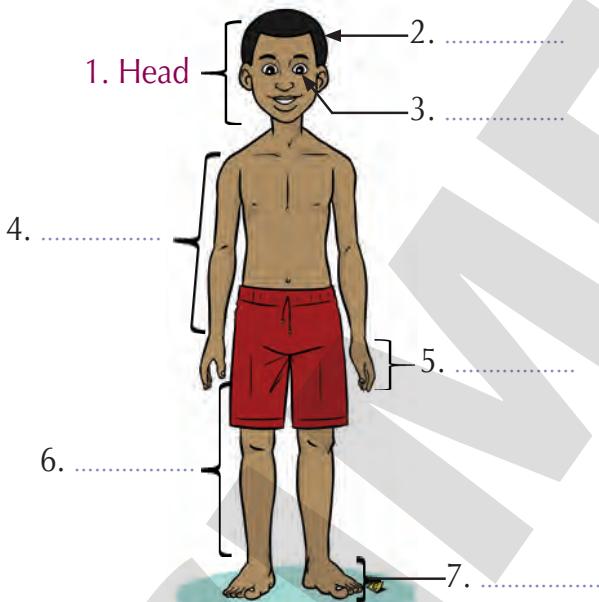
**Acute** : aigu / aiguë  
**Nearly** : environ / proximité  
**To bite** : piquer / mordre  
**Illness** : maladie

**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 the 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 obligations. Number 1 is an example.

1. must / a / You / shower. / take

→ You must take a shower.

2. must / Your / clean. / be / clothes

→

3. have / mustn't / bad hygiene. / You / a

→

4. wash / hands. / Students / their / must

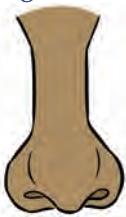
→

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  
2. To shampoo : .....  
3. To cut : .....  
4. To pick : .....  
5. To brush : .....

**Activity 3 :** With your 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 / to stay healthy

A : ..... ?

B : ..... (*not to 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>

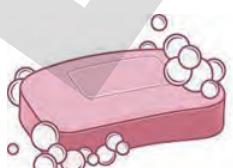
B. Use the underlined words and phrases from the text to name the pictures below. Number 1 is an example.



1. microbes



3. ....



2. ....



4. ....

C. As you read the text again, tick (✓) the correct answers 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

# WE SHOULD PREVENT DISEASES



## LEARNING CONTEXT

(situation d'apprentissage)

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



## 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 : dustbin ; garbage ; stagnant water ; to empty the dustbin ; to clean the floor ; to collect rubbish. Number 1 is an example.



1. dustbin



2. ....



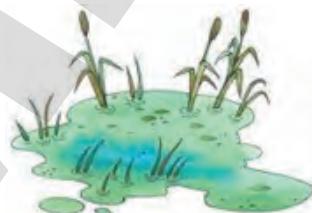
3. ....



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) Mosquitoes always bite 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.

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

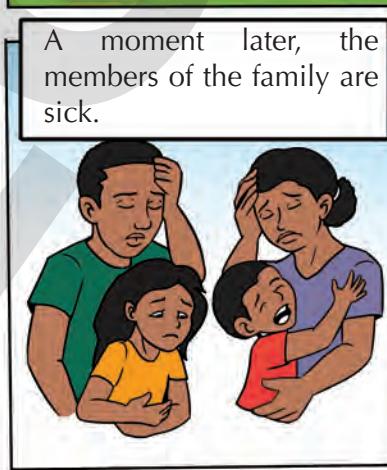
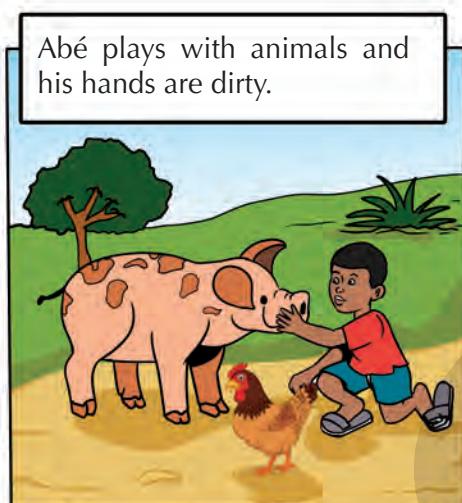
## Session 3

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

### A. Read the comic strip quickly, and tick (✓) the correct main idea.

1. Abé's family eats a poison.

2. Dirty hands can cause illnesses.



**B. The words in Box A are from the comic strip. As you read it, match them with their synonyms or definitions in Box B. 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	3. ....

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

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

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

## LESSON 3

# WE HAVE TO DRINK CLEAN WATER

**LEARNING CONTEXT**

(Situation d'apprentissage)

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



## GOOD TO KNOW

### VOCABULARY CONTENT

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 FUNCTIONS

#### 1. EXPRESSING OBLIGATIONS

##### 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

**To train** : entraîner

**To dig** : creuser

**Healthier** : sain ; bonne santé

**Bed linen** : drap de lit

**To avoid** : éviter

**Writer** : écrivain(e) / auteur(e)

**Statement** : proposition / déclaration

**Brand** : marque

## Session 1

**Activity 1 :** Use the following 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 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. a river	1. ....
2. ....	2. ....
3. ....	3. ....
4. ....	4. ....

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

1. You must drink tap water.

→ You have to drink tap water.

2. People must protect water sources.

→ .....

3. Yao must dig a well.

→ .....

4. Emelle must cook with clean water.

→ .....

5. Villagers must fetch water from the river.

→ .....

## Session 2

**Activity 1 :** Use the following phrases to identify the pictures below : mineral water ; to filter water ; to urinate ; to throw rubbish ; to spray pesticides ; 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 : defecate ; throw ; urinate ; filter ; spray. Number 1 is an example.

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

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

1. saucepan ? / Can / boil / I / water / in the

A : Can I boil water in the saucepan ?      B : Yes, of course.

2. urinate / here ? / Can / people

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

3. rubbish / river ? / Bolou / throw / in the / Can

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

4. material ? / Can / filter / water / this / I / with

A : ..... B : Yes, you can !

## 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 ta région, prévu par le Club d'Anglais de ton école pour la semaine prochaine. Ci-dessous, se trouvent les consignes de lecture de la brochure.

#### A. As you read the text quickly, 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.

<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 in Box B. One word in Box B is not concerned. Example : 1- d

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

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

**Number 1 is a example.**

1. Water is important for people. **1-T (L1)**
2. Water pollution is not possible when people urinate in water sources.....
3. Soil erosion is a cause of water pollution.....
4. Water pollution can have only one consequence.....

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

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

B : (1) .....

A : Can you list some natural sources of water ?

B : (2) .....

A : Can you list some manmade sources of water ?

B : (3) .....

A : What actions can cause water pollution ?

B : (4) .....

A : What 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 dusbin.
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 ?

UNIT 8

# SPORTS AND GAMES



- Reading -



# LESSON 1

# PRACTISE SPORTS TO KEEP FIT !



## LEARNING CONTEXT

(situation d'apprentissage)

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



## GOOD TO KNOW

### VOCABULARY CONTENT

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** : Fill in the table below with information about yourself. Then with a partner, take turns to practise a conversation like in the example.

For the table, use the signs :

✓ = practise

X = don't practise

**Example : A : What sports do you practise ?**

**B : I practise wrestling and gymnastics.**

**A : What sports don't you practise ?**

**B : I don't practise jogging.**

Sports	Swimming	Handball	Wrestling	Jogging	Tennis	Gymnastics	Cycling	Volleyball
You								

**Activity 3 : Observe the pictures and answer the questions, then practise the dialogues with your partner.** 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 does Alain 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*. Do like in the examples.

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 practise ? (high jump)

B : I can practise high jump.

2. A : Can Fatou practise boxing ?



B : No, she can't.

3. A : Can you practise javelin throw ?



B : Yes, I can.

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

B : .....

5. A : Can Séry practise karate ?



B : .....

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

B : .....

7. A : Can you play golf ?



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 faire des recherches. Là-bas, tu découvres un texte sur le sport préféré de Ben, un élève vivant à Londres. Tu décides de l'exploiter. Ci-dessous se trouvent les consignes de l'exploitation.

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

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

→.....

#### Text :

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

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

#### B. Match the words in colour 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 information 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) : .....

## LESSON 2

# MY FAVOURITE SPORT IS FOOTBALL



## LEARNING CONTEXT

(situation d'apprentissage)

Pendant le cours d'Anglais au Lycée Moderne de Toulépleu, les élèves de 6e lisent un texte relatif à la dernière coupe d'Afrique des Nations, aux fins de mieux comprendre l'univers du football.



## GOOD TO KNOW

### VOCABULARY CONTENT

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 purposes

For + verb + ing

To + infinitive + object

I use water **for washing** my clothes.

I do sports **to keep** fit.

#### 2. Expressing past actions (regular and irregular verbs)

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

## MY DICTIONARY

**Purpose** : but

**Rule** : règle

**Penalty shootouts** : tirs au but

**To allow** : permettre

**Tournament** : tournoi

**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.

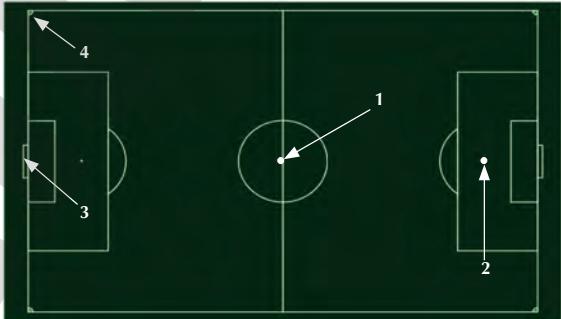
*the goal ; the penalty spot ; the center spot ; the corner arc*

1. ....

2. ....

3. ....

4. ....



**Activity 3 :** Use the the prepositions between brackets to write sentences expressing purposes. 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 identify the pictures below : a football player ; a referee ; a coach ; a team ; to shoot ; to tackle ; a goalkeeper ; to throw in. Number 1 is an example.



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 (the 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 de ton école, le Président demande aux élèves de 6<sup>e</sup> de lire un texte sur le football en vue d'en discuter. Faisant partie de ce groupe d'élèves, pendant que tu lis le texte, exécute les consignes suivantes :

#### A- Give the objective of a football match.

##### Text :

A football match is 90 minutes long with a 15-minutes break in the middle. There are eleven players in a **team** composed of **strikers**, midfielders, defenders, a **goalkeeper** and a **coach**. The objective of the game is to score more goals than the opponent. Football can be played on a natural or artificial **pitch**. The pitch must be rectangular, with the dimensions of 90-120 metres long, by 45-90 metres wide.

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

#### B. Use the words in red 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. Complete the information below about the rules of football. Number 1 is an example.

##### Sport (1) : 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 and read it to your friends.

My favourite **team** is (1) ..... . The last match they played was against (2) ..... . They (3) ..... with a score of (4) ..... . My favourite striker is (5) ..... . And my favourite goalkeeper is (6) .....

## LESSON 3

# WE WILL PLAY SCRABBLE ON SUNDAY



## LEARNING CONTEXT

(situation d'apprentissage)

Lors d'une compétition de lecture organisée au Lycée Moderne de Guiglo par l'Ambassade de Grande-Bretagne, les élèves de 6e sont appelés à exploiter un texte traitant de l'importance de la pratique du sport en vue d'en débattre.



## GOOD TO KNOW

## VOCABULARY CONTENT

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"> <li>- She <b>will play</b> football.</li> <li>- Naminata <b>will win</b> the competition.</li> </ul>	<ul style="list-style-type: none"> <li>- He <b>will not (won't) play</b> football.</li> <li>- Adou and his friends <b>will not (won't) play</b> marbles.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Will they play</b> football tomorrow ?</li> <li>- <b>Will you play</b> leapfrog tomorrow ?</li> </ul>

## 2. Expressing suggestions with ...

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

## MY DICTIONARY

**Smart** : élégant (e)  
**Thus** : ainsi

**Laziness** : paresse  
**To leap** : sauter

**Back** : dos

## Session 1

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



1. awalé



2. ....



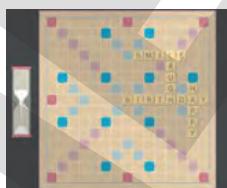
3. ....



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	S						
3	D						
4	C						
5	V						

**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-seek. 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. Number 1 is an example.

Box A	Box B	Answers
1. Hide-and-seek	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 covers 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 in which children play with small balls of coloured glass.	5. ....

**Activity 3 :** Rewrite the sentences to make suggestions 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-seek.

→ .....

## 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 relatifs aux jeux sur Internet, en vue de choisir les meilleurs jeux possibles pour la circonstance. Ci-dessous se trouvent deux de ces textes. Pendant que tu les lis, réalise les tâches y afférentes.

#### A. Write the correct answer to the question :

What are the games described in text A and text B ?

- a. Leapfrog and draughts.
- b. Hide-and-seek and crossword puzzle.

Answer : .....

#### Text A :

There is no **player** limit for this **game**. One player closes his / her eyes and counts from 1 to 50. Other players hide. Then he / she opens his / her eyes and he / she tries to **find** the other players.

#### Text B :

You need a pencil or a pen for this game. You must **fill** the grids with letters by using **clues**. When you finish, you can read the words across and down.

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

#### B. Match the words in red in the texts in Box A with their synonyms in Box B. One option 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. look	5- .....
	f. amusement	

**C. 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 need words in the game of Text B : .....

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

**A :** Hello ! What are the games you know ?

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

**A :** What's your favourite game ?

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

**A :** Can you suggest a game to play now with a pen or a pencil ?

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

**A :** What game will you play tomorrow with your friends ?

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





### Faisons le point...

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

- **Suis l'exemple donné.**

#### J'ai appris à ...

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

	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	blesser
45	keep	kept	kept	garder
46	know	knew	known	connaître / savoir
47	learn	learnt	learnt	apprendre
48	leave	left	left	laisser / quitter / partir
49	lend	lent	lent	prêter
50	let	let	let	permettre / louer / laisser
51	light	lit / lighted	lit / lighted	allumer
52	lose	lost	lost	perdre
53	make	made	made	fabriquer
54	meet	met	met	rencontrer
55	pay	paid	paid	payer
56	prove	proved	proven / proved	prouver
57	put	put	put	mettre
58	quit	quit	quit	quitter
59	read	read	read	lire
60	ride	rode	ridden	monter (vélo, cheval)
61	ring	rang	rung	sonner / téléphoner
62	rise	rose	risen	lever
63	run	ran	run	courir
64	say	said	said	dire
65	see	saw	seen	voir
66	sell	sold	sold	vendre
67	send	sent	sent	envoyer
68	shake	shook	shaken	secouer
69	shoot	shot	shot	tirer / fusiller
70	show	Showed	shown	montrer
71	shut	shut	shut	fermer
72	sing	sang	sung	chanter
73	sit	sat	sat	s'asseoir
74	sleep	slept	slept	dormir
75	slide	slid	slid	glisser
76	speak	spoke	spoken	parler
77	spell	spelt	spelt	épeler / orthographier
78	spend	spent	spent	dépenser / passer du temps
79	spread	spread	spread	répandre
80	stand	stood	stood	être debout
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

SPECIMEN

# **PICTURES FOR STUDENTS' COPYBOOKS**

**SPEECH**

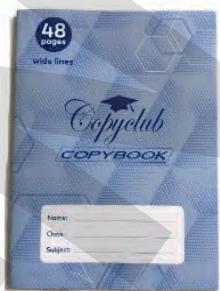
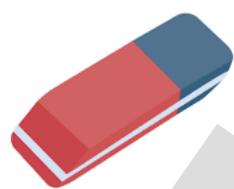
**ENGLISH**

SPECIMEN

# UNIT 1 : AT SCHOOL



SPECIMEN



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# UNIT 2 : AT HOME



SPECIMEN



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# UNIT 3 : TIME AND DATE



# UNIT 4 : JOBS AND OCCUPATIONS

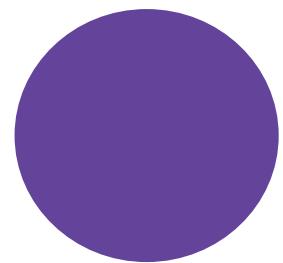
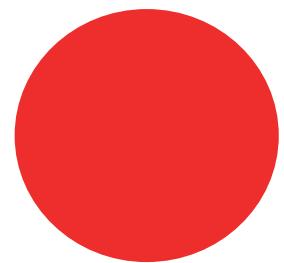
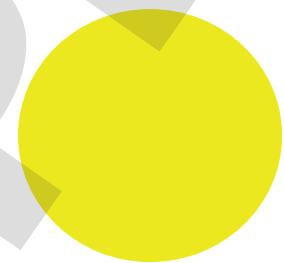


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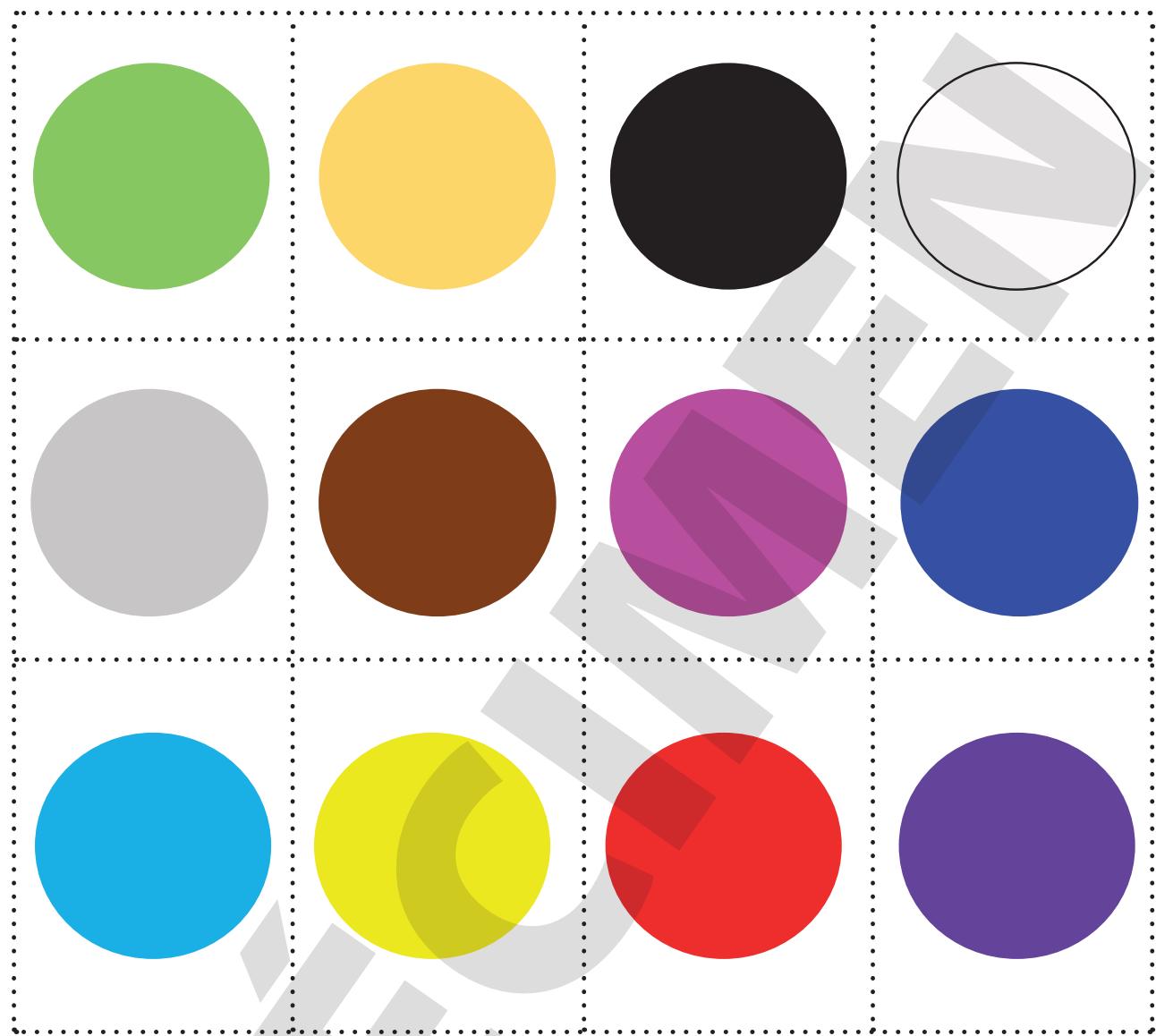


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# UNIT 5 : CLOTHES AND COLOURS



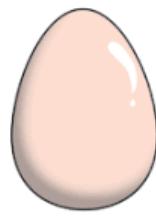
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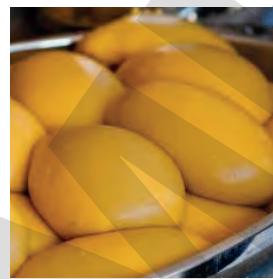
SPEECH

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# UNIT 6 : FOOD AND DRINKS



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# UNIT 7 : HEALTH AND ENVIRONMENT

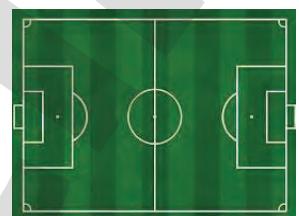
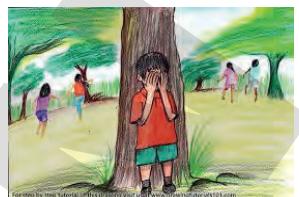


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# UNIT 8 : SPORTS AND GAMES



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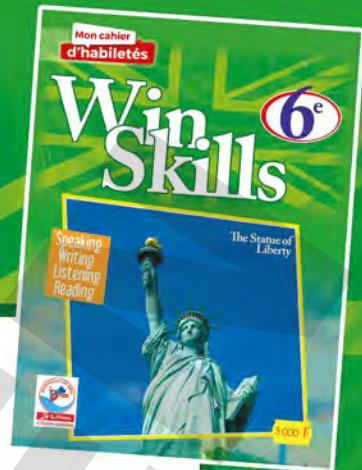
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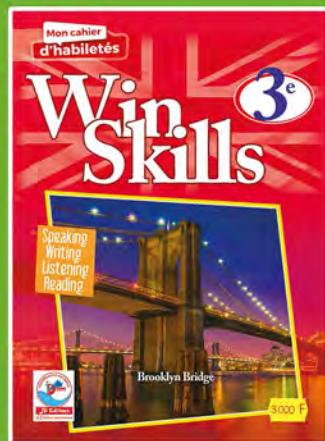
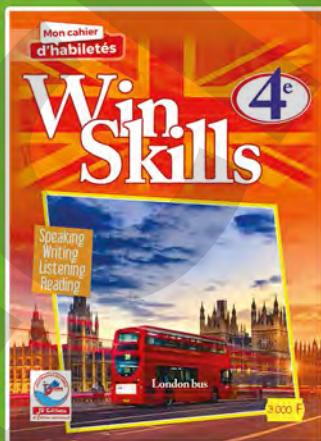
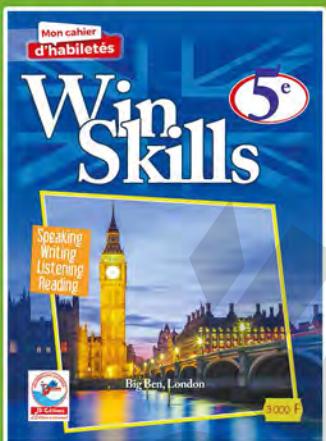


Un outil didactique qui se recommande par la richesse de son contenu.

Chaque unité offre la structure suivante :

- *Good to know*
- *Practice activities*
- *Let's recap*

## Nos cahiers d'habiletés



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Scannez  
moi !

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