

GO FOR ENGLISH

5^e



58, rue Jean-Bleuzen, 92178 VANVES Cedex

Illustrations : Isabelle Calin
Maquette : SG Création
Réalisation : SG Production
Photogravure : SG Production

Crédit photographique : p. 23, M. Powell/ALLSPORT ; p. 24, G. Kufner/TRIP ; p. 29, Courtesy of Stern's Record ; p. 59, B. Turner/TRIP (gauche et centre), D. Saunders/TRIP (droite) ; p. 60, B. Gadsby/TRIP (Notre-Dame), C. Rennie/TRIP (Tour Eiffel), A. Tovy/TRIP (Champs Élysées), H. Rogers/TRIP (Louvre), B. Turner/TRIP (Arc de Triomphe).

© Macmillan Education Ltd / EDICEF, 2000

Tous droits de reproduction, de traduction et d'adaptation réservés pour tous pays.

Le Code de la propriété intellectuelle n'autorisant, aux termes des articles L. 122-4 et L. 122-5, d'une part, que les « copies ou reproductions strictement réservées à l'usage privé du copiste et non destinées à une utilisation collective » et, d'autre part, que les analyses et les courtes citations dans un but d'exemple et d'illustration, « toute représentation ou reproduction intégrale ou partielle, faite sans le consentement de l'auteur ou de ses ayants droit ou ayants cause, est illicite ».

Cette représentation ou reproduction, par quelque procédé que ce soit, sans autorisation de l'éditeur ou du Centre français d'exploitation du droit de copie (20, rue des Grands-Augustins, 75006 Paris), constituerait donc une contrefaçon sanctionnée par les articles 425 et suivants du Code pénal.

Publié par Macmillan Education Ltd, London and Basingstoke et Edicef, Paris
ISBN Macmillan : 0-333-93268-4
ISBN EDICEF : 2-84-129707-1

INTRODUCTION

Go for English combines the best features of traditional methodology with imaginative new techniques of language learning, to develop students' communicative skills. The British authors, who have international experience, have worked closely with African colleagues to produce this course for the First Cycle in Secondary Schools.

To the teachers

The themes of this course focus on the experiences of your students both inside and outside school, with links across the curriculum and reference to everyday life.

The four skills – listening, reading, speaking and writing – are taught in depth, and are clearly defined and well integrated throughout the course. The targets for the lessons are given at the start of each lesson to help students focus their learning more efficiently.

Beautifully illustrated in full colour, the Student's Book presents a rich variety of activities and exercises to sustain the students' interest. Pair work and group work provide many opportunities for genuine communicative interactions.

All written activities are found in the Workbook which is an integral part of the course and must be used in conjunction with the Student's Book. While a large number of activities ensure that all students achieve a good mastery of written English, a variety of more challenging activities offer the more able students a chance to further their written skill.

The grading of language is steady and thorough, with constant revision of structures and vocabulary.

Each of the 15 units contains three lessons introducing new material and one lesson of revision and consolidation called 'Check'.

Units 5, 10 and 15 include two additional pages of exercises, to ensure that all new material is thoroughly assimilated.

A Grammar survey and English-French vocabulary at the end of the book enable students to review easily new grammatical points and vocabulary taught in class.

The *Teacher's Book* provides you with all you need to make your lessons a success. It gives aims and language targets for each lesson, with suggestions for the classroom management of each exercise.

To the parents

This course is an important investment in your child's future. It has been written and published by people with experience in teaching English in your country as well as in many other countries, who understand and appreciate the importance of your child's education. We believe it provides a firm foundation for future success.

To the students

Learning a new language is not easy but it can be interesting and fun. This course will help you to communicate in English. It will also help you to pass your examinations in the future. Enjoy it!

THE AUTHORS

CONTENTS

	Functions	Grammar	Vocabulary	
1 Growing up				pages 6 to 9
Lesson 1 Ordinary babies	Talking about babies	Time clauses	Weight; height	
Lesson 2 Twins	Expressing similarities Describing people	As... as The same height as	Vocabulary related to growing up	
Lesson 3 Acquiring skills	Talking about games and musical instruments	Can / can't Play a sport Play an instrument	Time expressions Physical description Musical instruments	
Check 1				
2 Education				pages 10 to 13
Lesson 1 Schools in England	Talking about school systems	Present simple (revision)	Vocabulary related to school	
Lesson 2 School results	Talking about exams, and school results	Ordinals	To be good / bad at To take / pass / fail an exam	
Lesson 3 English school girls	Letter writing	Future with 'I am going to'	Leisure activities	
Check 2				
3 The world of work				pages 14 to 17
Lesson 1 Occupations	Talking about various jobs	Relative clauses with 'who'	Names of jobs	
Lesson 2 Local jobs	Describing various activities	There is / there are Relative clauses (continued)	Compound nouns Names of jobs To need Names of tools	
Lesson 3 Small jobs	Describing a small job	To work as Like + gerund		
Check 3				
4 African stories				pages 18 to 21
Lesson 1 The clever crow	Story-telling in the present tense Expressing feelings Expressing reason	Present simple tense	Expressions of feelings and emotions	
Lesson 2 A traditional story	Expressing reason	Why / because Comparatives	Could / couldn't	
Lesson 3 False teeth	Expressing reason	Why / because Infinitive clauses		
Check 4				
5 Games and sports				pages 22 to 25
Lesson 1 Games	Talking about games		Names of games and sports equipment Vocabulary related to games Vocabulary related to sports	
Lesson 2 Sports	Describing a sportsman Talking about sports achievements	Past simple (regular & irregular)		
Lesson 3 Winners and losers	Expressing feelings Talking about sports	Superlatives	Vocabulary related to sports	
Check 5				
Consolidation 1				pages 26 to 27
6 Leisure time				pages 28 to 31
Lesson 1 What shall we do tonight?	Asking for suggestions Making a suggestion Accepting or refusing a suggestion	Would you like to...? Shall we...? Imperative plural What about + gerund	Vocabulary related to leisure time	
Lesson 2 An international star: Youssou Ndour	Reading about someone's life and career	Gerund used with prepositions	Vocabulary related to music	
Lesson 3 What's on?	Discussing what to do for entertainment		Vocabulary related to the cinema	
Check 6				
7 Celebrations				pages 32 to 35
Lesson 1 A Scottish wedding	Planning and describing a wedding	Present continuous tense	Vocabulary related to weddings	
Lesson 2 A birthday party	Describing a birthday party	Ordinal numbers Verbs + direct & indirect objects	Vocabulary related to birthdays	
Lesson 3 Let's celebrate!	Saying dates Writing an invitation	Cardinal numbers		
Check 7				
8 Air travel				pages 36 to 39
Lesson 1 In the past	Describing a journey, and ways of travelling	Superlatives (revision)	Vocabulary related to travel	
Lesson 2 Today	Talking about air travel	Present continuous	Vocabulary related to air travel	
Lesson 3 Which flight?	Telling the time Giving time	Prepositions of time	Early/late / on time	
Check 8				

9 The environment				pages 40 to 43
Lesson 1 Wonderful water	Talking about the importance and uses of water	Gerunds with the preposition 'for'	Vocabulary related to water	
Lesson 2 Where does water come from?	Reading about the different sources of water	Infinitive of purpose Can / must	Vocabulary related to water	
Lesson 3 Precious water	Talking about risks of water pollution	Gerunds with prepositions 'after' & 'before'	Vocabulary related to water pollution	
Check 9		Past simple		
10 Danger				pages 44 to 47
Lesson 1 Be careful!	Expressing conditions & talking about danger	If + present tense, with future in main clause Negative 'won't'	Vocabulary related to danger and accidents	
Lesson 2 The locusts are back!	Comparing locusts and grasshoppers	If + present tense, with future in main clause	Vocabulary related to insects	
Lesson 3 Help! Fire!	Giving and following safety instructions	Imperative	Vocabulary related to safety measures	
Check 10				
Consolidation 2				pages 48 to 49
11 Comparisons				pages 50 to 53
Lesson 1 The blind men and the elephant	Making comparisons	What is it like? It's like a ... Possessive adjective 'its'	Descriptive words	
Lesson 2 What is it like?	Making comparisons	As ... as ...		
Lesson 3 What is it?	Describing objects using comparisons	Reported speech		
Check 11				
12 Transport				pages 54 to 57
Lesson 1 The history of bicycles	Speaking about means of transport	Prefixes uni / bi / tri	Types of cycles	
Lesson 2 Riding your bicycle	Describing cycles Giving and following safety rules for riding a bicycle	Should / shouldn't	Vocabulary related to bicycles and riding a bike	
Lesson 3 Cars	Describing a car, and naming the various parts of a car		Different types of vehicles Names of parts of a car	
Check 12				
13 Holidays				pages 58 to 61
Lesson 1 Packing	Talking about packing a suitcase	Present perfect	Vocabulary related to packing suitcases	
Lesson 2 A visit to London	Describing a visit to a foreign country	Present perfect in a question Answer 'Yes, he has; No, he hasn't'	Names of tourist attractions in London	
Lesson 3 Writing home	Letter writing	Present perfect vs past simple	Names of tourist attractions in Paris	
Check 13				
14 Mysteries, mysteries				pages 62 to 65
Lesson 1 Mysterious discoveries in England	Reading about some mysterious discoveries	... (time) ago Expressions of height and weight Made of...	Vocabulary related to discoveries	
Lesson 2 Diary of a discovery	Reading about a series of events		Vocabulary related to objects and what they are made of	
Lesson 3 The mystery of Ancient Egypt	Telling a story	Past tenses	Expressions of dates (early + month)	
Check 14				
15 Long ago and far away				pages 66 to 69
Lesson 1 A story from China	Understanding and telling stories	Past tenses Indirect speech Personal pronouns	Vocabulary related to love and marriage	
Lesson 2 A great African traveller	Describing travels in the past	Conjunctions of time Use of prepositions of time and place	Vocabulary related to travelling	
Lesson 3 The trip of my dreams	Telling the trip of one's dreams			
Check 15				
Consolidation 3				pages 70 to 71
Grammaire				pages 72 to 76
Verbes irréguliers				page 76
Lexique				pages 77 to 80

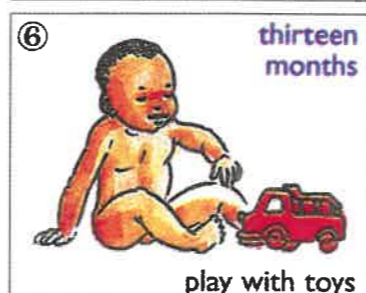
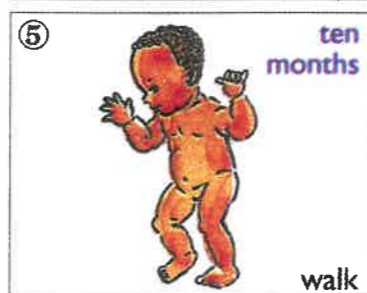
LESSON 1 Ordinary babies

Time expressions
Time clause
Vocabulary related to growing up

Tidiane is an ordinary baby. This is how he grows up.

1 Listening and speaking

Look, listen and repeat.



2 Reading

Look at picture 5 and study this question and the two forms of answers below.

- When do babies walk?
- Babies usually walk when they are ten months old. or Babies usually walk at ten months.

3 Speaking

Look at the pictures in exercise 1 and answer your teacher's questions, like this.

- When do babies sit?
- Babies sit when they are three months old. or Babies sit at three months.

4 Listening and writing

See Workbook, page 4.

5 Speaking

Study the information and with your partner ask and answer questions, like this.

- When do children walk?
- Children walk when they are ten months old. or Children walk at ten months.



LESSON 2 Twins

Expressing similarities
Describing someone

1 Reading and speaking

Look at the picture; then read the text and answer your teacher's questions.



Ousseynou and Assane are twin brothers. Assane is 1.40 m. Ousseynou is as tall as his twin brother. He is 1.40 m too. They are the same height. They have black, curly hair and brown eyes. They are both ten years old. They look exactly the same. They are identical twins!

2 Listening and speaking

a. Look, listen and repeat.



b. Now, look at these two English twins: Emma and Jane. They are not identical twins. Listen to your teacher. Which one is Jane? Which one is Emma? Tell your teacher.



3 Writing

See Workbook, page 5.

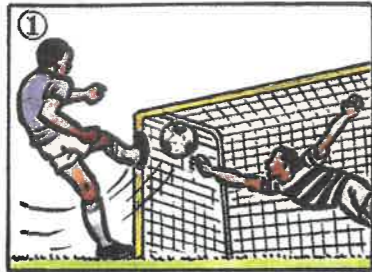
LESSON 3

Acquiring skills



1 Speaking

Look, listen and repeat. Then answer your teacher's questions.



Ousseynou can play football.



Assane can't play football.



Assane can swim.



Ousseynou can't swim.



I can play the drums.



So can I. We can both play the drum.

2 Listening and speaking

Listen and repeat. Look and learn.



3 Speaking

What can you and your partner do? Find out. Ask and answer questions like this.



- Can you swim?
- So can I.
- Can you play football?
- Neither can I.

- Yes, I can.
- No, I can't.



4 Speaking and writing

See Workbook, page 6.

1 Saying what children do at different ages

Look at the pictures and describe them to your class.



six weeks



three years



thirteen months



four months



six years



nine months

2 Asking people what they can or cannot do

Ask your partner what instrument(s) he/she can play. Ask your partner what he/she can do. Then change over.

3 Comparing

Look at these twin sisters. Compare them.



NOW I CAN

- Talk about what babies can do.
- Use expressions of time and time clauses.
- Express similarity.
- Talk about abilities: *I can play the piano.*



Vocabulary related to school
Present simple (revision)
Ordinals

1 Reading and speaking

Look at the table and answer your teacher's questions.

		Our school system		English school				
		Year	Age	Year	Age			
SECONDARY SCHOOL	2nd cycle	1 ^{re}	BAC	18	Upper sixth	13	A Levels	17
		1 ^{re}		17	Lower sixth	12		16
		2 ^{nde}		16	11	GCSE	15	
	1st cycle	3 ^e	BEPC	15	10		14	
		4 ^e		14	9		13	
		5 ^e		13	8		12	
	6 ^e		12	7		11		
PRIMARY SCHOOL		CM2	CEPE	11	6		10	
		CM1		10	5		9	
		CE2		9	4		8	
		CE1		8	3		7	
		CP2		7	2		6	
		CPI		6	1		5	

SECONDARY

PRIMARY

2 Reading and speaking

a. Read the text.

My name is Darren. I am 13 years old and I go to Onslow School. It is a Secondary School. I am in Year 9. My sister Carol is 8 years old. She goes to a Primary School and she is now in Year 4. In England, school is compulsory from the age of 5 to the age of 16, so I must stay at school for three more years until I am 16.

b. Name a friend, brother or sister. With your partner ask and answer questions, like this:

- Where does your friend go to school?
- Which Year is he/she in?
- Where does your brother/sister go to school?
- Which Year is he/she in?



3 Writing See Workbook, page 8.

10



To be good at/
bad at (revision)
To take/pass/fail
an exam

1 Reading

a. Study the table.

Students	ENGLISH		MATHS		FRENCH	
	Mark/20	Rank	Mark/20	Rank	Mark/20	Rank
1 Martin	12	Fourth	15	Second	4	Seventh
2 Laura	14		8		12	
3 Stephen	11		14		15	
4 Emily	13		13		17	
5 Peter	6		16		11	
6 Carol	15		6		14	
7 John	5		12		10	

b. Read and study the following sentences.

Carol is good at English. Martin is bad at French.

2 Writing See Workbook, page 10.

3 Speaking

Tell your partner which subjects you are good at, and which ones you are bad at.

Example: I am good at science, but I am bad at French.

4 Reading

Look at the pictures, then read the text and answer your teacher's questions.

Stephen and Tom took their GCSE examination last year.



Stephen passed and was very happy.



But Tom failed and was very sad.

This year, Stephen is in Year 12 but Tom must retake his exam.

11



English school girls

1 Listening

Listen to your teacher and say what kind of student Ruth Lawrence is.

2 Listening and writing



Listen again and answer the questions in your Workbook, page 12.

3 Reading

Carol wants a pen-friend.
Read her letter.



27 Park Street
Hatfield,
Hertfordshire AL9 5HB
England

April 27th

Dear Pen Friend,

My name is Carol Denton and I'm 13 years old. I live in Hatfield with my parents. I've got one sister. Her name is Susan and she's 9. My father is a teacher and my mother is a housewife. I am not very tall. I'm 150 cm. and I weigh 42 kilos. I've got brown hair and blue eyes. I'm a happy person.

I go to Hatfield Girls' School. Susan goes to Howe Dell Primary School. There are about 600 students in my school and 25 students in my class.

I study English, mathematics, science, geography and physical education. I also learn French and cookery. In a few weeks we are going to visit Boulogne in France, and I'm going to speak French all the time.

Next year I am going to take music. I love pop music and dancing. I like Michael Jackson best and I am going to buy his new record this week. I also like swimming and television. Do you watch television? What is your favourite programme? My favourite is "Top of the Pops".

Write soon,
Best wishes

Carol

4 Writing



See Workbook, page 12.

5 Speaking and writing



a. See Workbook, page 13.

b. Report back to the class.

1 Describing the English school system

- Describe the English system of education.
- Name the two English secondary school examinations.

2 Talking about school results

Study this table and talk with your partner about the students' results.

	English / 20	Maths / 20	French / 20
Peter Adams	18	7	12
Patrick Brooks	13	11	16
Fiona Berkeley	9	17	14

3 Talking about exam results

Tell the class who passed and who failed their GCSE exam.

English GCSE results					
Andrew	✓	Richard	✗	Myriam	✓
Christopher	✗	Karen	✓	Laura	✗

✓ = pass ✗ = fail

4 Giving information about yourself

With your partner, talk about yourself mentioning the following:

- Your age, height and weight.
- The name of your primary school.
- Your favourite subjects at school.

NOW I CAN

- Talk about school systems.
- Use good at and bad at.
- Talk about school results.
- Talk about examinations.
- Talk about academic excellence.
- Write a letter to a friend, talking about myself.

LESSON 1

Occupations

Names of jobs
Relative clauses
with 'who'
Present simple
(revision)

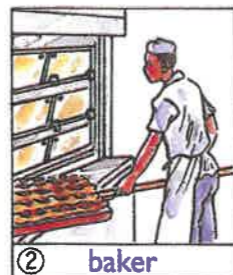
1 Writing See Workbook, page 15.

2 Speaking

a. Listen and repeat.



① tailor
makes clothes



② baker
makes bread



③ pilot
flies a plane



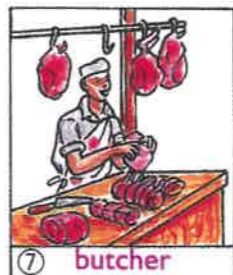
④ shop assistant
works in a shop



⑤ waitress
works in a restaurant



⑥ carpenter
makes furniture



⑦ butcher
sells meat



⑧ mechanic
repairs cars



⑨ greengrocer
sells fruit and vegetables



⑩ taxi driver
drives a taxi

b. With your partner ask and answer questions, like this. Then change over.

What does a greengrocer do?

He/she sells fruit and vegetables.

c. Study this sentence.

A greengrocer is somebody who sells fruit and vegetables.

d. Now, ask your partner questions, like this. Then change over.

What is a greengrocer?

He/she is somebody who sells fruit and vegetables.

3 Listening

Listen to your teacher and repeat the poem.

4 Writing See Workbook, page 15.

LESSON 2

Local jobs

Names of jobs
Compound nouns

1 Speaking

What are the people in the picture doing? Tell the class.



2 Reading and writing

Read the text and find the jobs that match the descriptions. Then, write them down in your Workbook, page 17.

Example: someone who sells water = a water-seller.

- | | |
|---------------------------------------|---------------------------------|
| 1 someone who makes clothes for women | 5 someone who does women's hair |
| 2 someone who sells charcoal | 6 someone who makes posters |
| 3 someone who cuts men's hair | 7 someone who makes shoes |
| 4 someone who makes furniture | |

In the streets of Médina in Dakar, you can see lots of people at work. Some people work in their homes, some in small shops and some work at the sides of the roads.

In one street there is a carpenter who makes tables for bar-football. In another there is a poster artist. He makes pictures which advertise people's jobs. There are shops for photographers, hairdressers, tailors and shoemakers. You can see barbers, charcoal-sellers and water-sellers.

Many women cook food to sell: akara, rice or grilled cassava. Some families have a restaurant. They have a few tables and chairs and they cook the food in the street. In the streets of Médina there are always things you can do. You can buy dresses, shoes, charcoal or water. You can buy food. Or you can just look at the busy life of the streets.

3 Listening and writing See Workbook, page 17.

4 Speaking

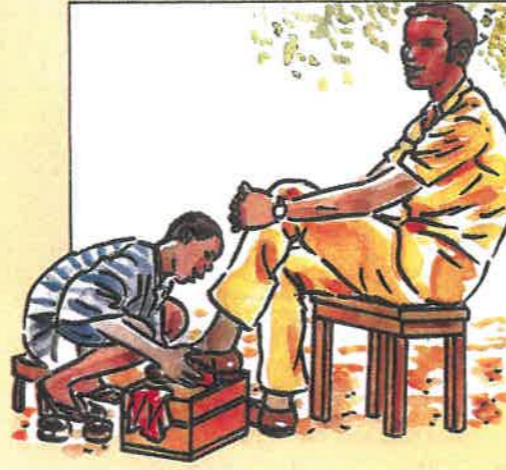
Now practise the completed dialogue with your partner.

5 Writing See Workbook, page 18.

1 Reading

Read the text.

My name is Samba. I'm thirteen years old and I work as a shoe cleaner during the school holidays and on Saturdays. I start work at 7.30 in the morning and I usually finish at 6 o'clock in the evening. I'm very busy between 7.30 a.m. and 9.00 a.m. when people go to work and also at lunch-time. I get about 50 CFA for every pair of shoes that I clean. I usually get about 20 customers a day. I sit on a stool and my customers sit on a small bench. To clean shoes I need some shoe polish, a brush and a piece of cloth and also a wooden box. That's all! I enjoy my job and I like earning money.



2 Writing

See Workbook, page 19.

3 Speaking

a. Look, listen and repeat.

- | | | | |
|------------|----------|---------|----------------|
| nail files | scissors | bottle | bucket |
| sponge | soap | leather | glue |
| hammer | needles | thread | sewing machine |

b. Look at the drawings and the list of small jobs. With your partner ask and answer questions like this; then change over.

What does a nail cutter need to do his job?

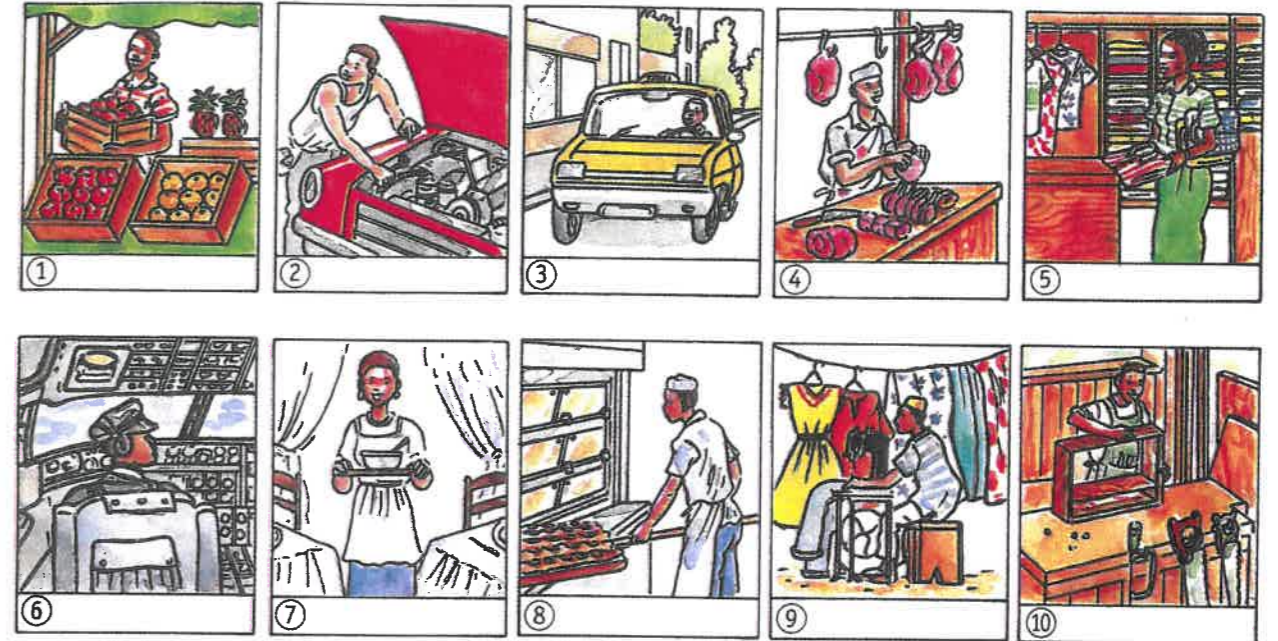
He/she needs nail files, small scissors, water and small bottles.

- Nail cutter
- Car washer
- Shoe cleaner
- Shoe repairer
- Clothes mender



1 Talking about people's jobs

a. What are these people? Tell your partner.



b. Explain to your partner what these people do.

2 Naming tools

What tools do these people need? Tell your partner.

A carpenter – a tailor – a car washer – a shoe cleaner – a student

3 Guessing people's jobs

Choose a job. Tell your partner the names of the tools this person needs to do his/her job. Your partner must guess the job. Then change over.

NOW I CAN

- Describe someone's job.
- Name some occupations.
- Name some small jobs young people do and the tools they need.
- Use the verb to need.

LESSON 1

The clever crow

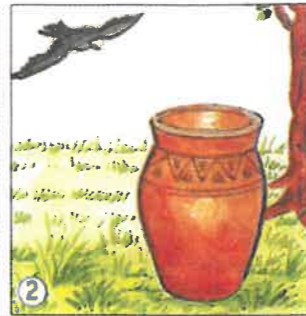
Story-telling using the present simple tense
Expressing feelings

1 Listening

Listen to your teacher. Look and learn.



1 A crow wants to drink.



2 It sees a pot under a tree.



3 It looks inside the pot.



4 It cannot reach the water.



5 It sees a lot of stones.



6 It puts some stones in the pot.



7 It fills the pot with stones.



8 It can reach the water.



9 It drinks the water.

2 Writing

See Workbook, page 20.

3 Speaking

a. Look at your teacher. Listen and repeat.



b. Answer your teacher's questions, like this.

The first boy is ...

4 Listening and writing

See Workbook, page 20.

LESSON 2

A traditional story

Expressing reason
Why / because
Could/couldn't

1 Speaking

Look at the pictures. What is the story about? Guess and tell your teacher.



2 Reading

Read and then answer your teacher's questions.

Why the sky is far away (A Bini story)

A long time ago, the sky was very close to the earth. In those days the sky was friendly to the people. When they were hungry, they cut off a small piece of the sky and ate it. The people were happy because they did not need to grow food.

But soon they became greedy. They cut off bigger and bigger pieces of the sky. They ate some pieces, and they threw the rest away. The sky did not like this, and he became angry. He said, 'Cut off smaller pieces, and don't throw anything away.'

For a short time everyone tried to cut off smaller pieces. But one day a greedy woman cut off a very big piece. 'This piece is too big for me,' she said to her husband. 'Can't you eat the rest?' But it was too big. Then all the people in the village tried to finish the piece. But they couldn't. So finally they threw the rest away.

The sky became angrier and angrier. 'You're too greedy,' he shouted, and he moved high above the earth. Then the people became very hungry. They had to grow their own food because they couldn't reach the sky.

3 Writing

See Workbook, page 22.

False teeth



Expressing
reason
Why / because
Infinitive clause

1 Speaking

Look at the picture and answer your teacher's questions.



2 Reading

Read the story about Mamadou and Hamidou and answer these questions.

1. Why is Mamadou rich?
2. Why does Hamidou smile a lot?
3. Why does Mamadou smile a lot?

False teeth

My name is Hamidou. I live in Sédhim. I have a canoe. Sometimes I go fishing with a net, but I also carry people and goods across the river. I like my job and I always have a happy smile on my face. One day Mamadou came to see me. Mamadou has a big shop in Sandiniéry and a small shop on my side of the river. He needs to cross the river all the time. He is the richest man in the village. He has false teeth with gold in them, so he smiles all the time.

'I need to go to Sandiniéry,' he said. 'Can you take me now?' 'Yes,' I said. 'Get in.' In the middle of the river Mamadou became sick. He opened his big mouth. 'Ooooooh,' he said. And his teeth fell out of his mouth, into the river. He looked very funny. I started to laugh. 'My

teeth!' he shouted, 'Get my teeth! I need to have them.' We tried to see his teeth in the water, but the water was too brown.

'Use your net,' he said. 'Try to catch my teeth in your net.' I threw my net into the water. Then I pulled it in. Nothing. I tried and tried. Then at last I caught something. But it wasn't Mamadou's teeth. It was a big fish with a big mouth.

When we got to Sandiniéry, Mamadou didn't want to go to his shop. So we made a fire and we cooked the fish. When I cut the fish with my knife, we saw something shiny. It was Mamadou's false teeth! He put them in his mouth.

'Do you want some fish?' I asked. He said nothing, so I ate the fish. I had a big smile on my face, but Mamadou didn't open his mouth.

3 Reading

Study this table.

We	tried	to	see his teeth.
He	came	to	see me.
He	didn't want	to	smile a lot.

4 Speaking

a. Put the sentences in the correct order to make a dialogue. Finish with Hamidou: 'It costs 150 CFA.'

Hamidou

Tomorrow is okay.
When do you want to go?
It costs 150 CFA.

Mamadou

How much does it cost?
I want to go to Sandiniéry in your canoe.
Tomorrow.

b. Now practise the dialogue in pairs.

CHECK 4

1 Expressing feeling and emotions

Look at these pictures.
How do the people feel?
Tell the class.



2 Telling a story

Look at the pictures and tell the story to your partner.



3 Asking for and giving reasons

Find the right reason (a or b) for each sentence (1 – 8). Tell the class, using 'because'.

- 1 The crow fills the pot with stones.
 - a. It cannot reach the water.
 - b. It likes eating stones.
- 2 The sky moved very high.
 - a. It wanted to protect the people.
 - b. It was very angry with the people.
- 3 The villagers were happy.
 - a. They did not have to grow food.
 - b. They had many friends.
- 4 Mamadou was unhappy.
 - a. He failed his school exam.
 - b. He lost his false teeth.
- 5 Mamadou couldn't eat the fish.
 - a. He did not like fish.
 - b. He did not have his teeth.
- 6 The teacher is angry with Abdou.
 - a. Abdou is not listening in class.
 - b. Abdou is wearing his uniform.
- 7 Samba cleans shoes at weekends.
 - a. He does not like dirty shoes.
 - b. He wants to earn some money.
- 8 Amadou plays football after school.
 - a. He is good at sport.
 - b. He is good at music.

NOW I CAN

- Express feelings using the following adjectives: hungry, angry, unhappy, friendly, greedy.
- Ask for and give the reason for something using why and because.
- Tell a story.

1 Speaking

Look and match the pictures with the names of the sports in the box.

football cricket rugby table tennis volleyball tennis
 basketball hockey golf badminton baseball handball



2 Reading and speaking

a. Read the text.

For most ball games you need boots or trainers. To play tennis, squash and badminton, you need a racket but to play baseball and table tennis, you need a bat. For golf, you need clubs. When you play tennis, volleyball and badminton there is a net across the middle of the court. When you play football and handball there is a net around each goal at either end of the playing area. The playing area for football, rugby, hockey and cricket is called a pitch; but for tennis, volleyball and badminton it is called a court. For golf, the very large playing area is a course. Table tennis, tennis and golf are games played by individuals; other games, such as football, are team games. Each team has a captain. The person who trains the team is called a manager or a coach. In football and rugby the person who makes sure that all players follow the rules of the games is called a referee but in tennis, cricket and baseball it is an umpire.

b. Answer your teacher's questions.

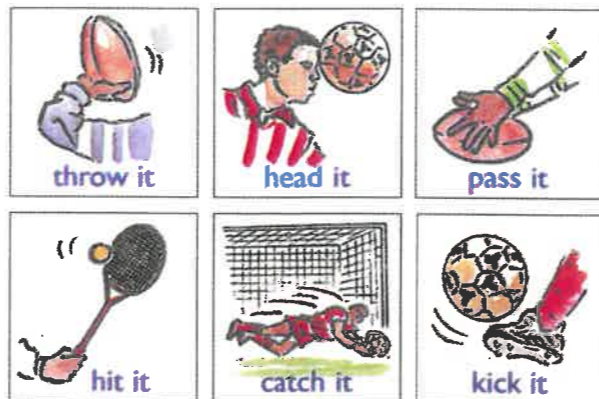
3 Reading and writing

See Workbook, page 24.

4 Listening

Look, listen and repeat.

Things you can do with a ball ▶



5 Writing

See Workbook, page 24.

1 Reading and speaking

a. Read and answer your teacher's questions.

Carl Lewis
 Born: 1/07/1961
 Height: 1.88 m
 Weight: 80 kg
 Long Jump World Champion in 1983, 1987
 Second in 1991
 Olympic Champion in 1984, 1988 and 1992
 Olympic record: 8.87 m



b. Read the text and answer the questions.

1. Who broke the world record in long jump in 1968?
2. How long did he hold the record?
3. What did Mike Powell do in 1993?

In 1968 a young American man called Robert Beamon jumped 8.90 m at the long jump competition in Mexico. He broke the world record! He held that record until 1993 when another young American, Mike Powell, broke the world record with a jump of 8.95 m.

2 Speaking

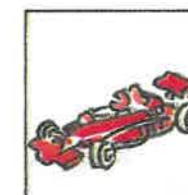
Look, listen and repeat.



windsurfing



bowls



motor racing



horse riding

3 Writing

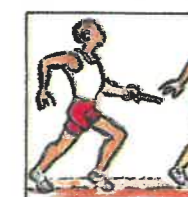
See Workbook, page 27.

4 Speaking

Study the questions below and then answer them with your partner.



shot putting



relay



hurdling

- Are there any games or sports that you like watching but you don't play?
- Are there any sports or games that you are good at?
- Are there any that you don't like?
- Are there any that are not played in your country?
- Which game or sport is the most popular in your country?
- Which game or sport is the most dangerous in your opinion?
- Which game or sport requires the most strength?
- Are there any sports or games that women don't play in your country?

Winners and losers



Expressing feelings
More vocabulary related to sports
Adverbs ending in 'ly'

1 Reading and speaking

Read the text and answer the question: What makes this player a top footballer? Tell the class.

I was born in a part of the city which was one of the hardest and toughest. This is something that never leaves you. But it makes you develop a tough attitude. This tough attitude now helps me in my life as a footballer. For me, a ball is never lost. I always want to play better. I always try to do my best because I always want to win!



2 Reading

Read the text and answer the questions:

1. What was the score at the end of the match?
2. Why did some fans refuse to eat after the match?

We lost!

Our team lost the final by two goals to one. The players and the fans were very sad. Many of them burst into tears when the referee blew his whistle at the end of the game. The coach and the captain tried to comfort the players but the defeat was too hard to accept. Many supporters walked silently out of the stadium. Some did not eat that day. They could not stand the loss.

We were unlucky. At half-time our team was leading by one goal to nil, but then our best player got injured and later we missed a penalty shot. Our goalkeeper said that he saw two big swarms of bees which no one else saw. That's when our opponents scored their goals and that's why they won easily. He also said that our opponents played with the help of a strong spirit. Unfortunately, I am not sure that is true.

3 Reading and speaking

Read the text again and find the words ending in -ly.
For example: silently = silent + ly; easily = easy + ly.

4 Writing See Workbook, page 29.

5 Reading and speaking

Read the text and imagine that you are a radio reporter. Describe the scene to the class.

The most memorable lap of honour

The most beautiful 10,000 m lap of honour run on the track of the Barcelona Olympic Stadium was the lap of honour which Dearatu Fulu, the winner of the race, jogged with her runner-up. It was a magnificent and powerful symbol of peace and fraternity for the whole world to see. There were two women – one black Ethiopian and one white South African – holding hands in front of thousands of amazed spectators who stood up to cheer and applaud this fantastic event.

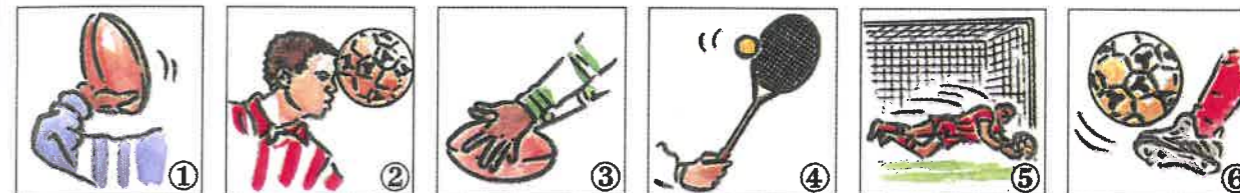
1 Identifying sports, games and equipment

Work with your partner.

- Name a sport where you cannot touch the ball with your hands.
- Name a sport where you cannot touch the ball with your foot.
- Name three sports that use a net or nets.
- Name two sports where you hit the ball with a racket.
- Name two sports with one player on each side of the court.
- Name three team sports.
- Which sport is played with eleven players in each team?
- Which sport is played with five players in each team?
- Which sport is played with six players in each team?
- Which sport is played with thirteen or fifteen players in each team?

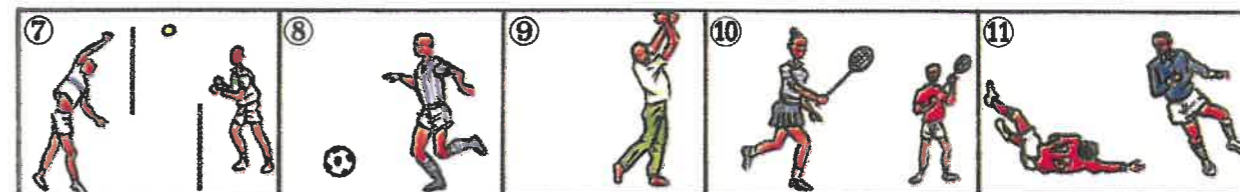
2 Identifying sports actions

Look at the pictures and tell your teacher what the actions are.



3 Identifying sports equipment

Look at the pictures below, and tell your partner what is missing in each one of them.



4 Talking about sports

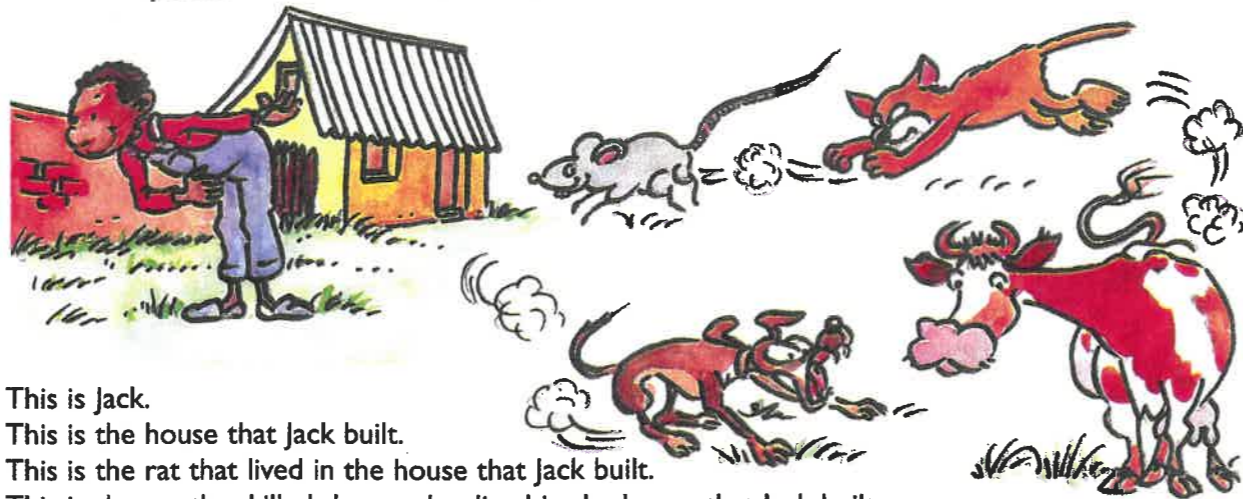
Work with your partner. Choose a sport. Your partner asks you questions about your equipment and what action(s) you do. He/she must guess your sport. Then change over.

NOW I CAN

- Name some sports.
- Identify sports equipment.
- Describe some sports actions.
- Describe a sportsman.

1 Speaking

Learn this poem: This is the house that Jack built.



This is Jack.
 This is the house that Jack built.
 This is the rat that lived in the house that Jack built.
 This is the cat that killed the rat that lived in the house that Jack built.
 This is the dog that chased the cat that killed the rat that lived in the house that Jack built.
 This is the cow that kicked the dog that chased the cat that killed the rat that lived in the house that Jack built.

2 Working it out

Solve this problem. Think about it! Tell the class.

A very fat woman and two very thin women have to cross a river in a boat that can carry only 90 kilograms. The fat woman weighs 90 kilograms, and the two very thin women weigh 45 kilograms each. How can they cross?

3 Speaking

Work with a partner. Student A reads the part of the customer. Student B must ask him/her the right questions. Then change over.



Customer

Good morning.

CUSTOMER I want a poster, please.
 CUSTOMER A poster for my restaurant.
 CUSTOMER 'Chez Ndèye'.
 CUSTOMER Tiébou dieune and mafé.
 CUSTOMER Yes. Fruit juice and coke.
 CUSTOMER Yes. How much does the poster cost?
 CUSTOMER 10,000 CFA. That's fine. Thank you.
 CUSTOMER Goodbye.

Poster artist

Good morning. Can I help you?

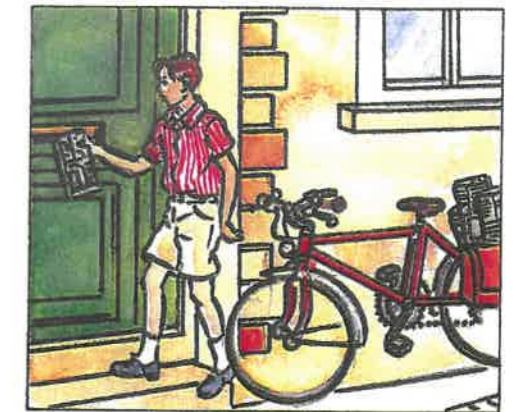


POSTER ARTIST ...
 POSTER ARTIST ...
 POSTER ARTIST ...
 POSTER ARTIST ...
 POSTER ARTIST ...
 POSTER ARTIST ...
 POSTER ARTIST ...
 POSTER ARTIST ...

4 Reading

Find out the answers to these questions.

1. What is Andrew's job?
2. How many newspapers does Andrew deliver each day?
3. What time does he start his job?
4. How much money does he get each week?



My name is Andrew. I'm fourteen, and I am a newspaper boy. Every morning before school I deliver newspapers, so I have to get up early. I go to the newspaper shop which is near my home. I must be there by 7 o'clock. The shopkeeper gives me the newspapers for about 20 customers at a time. I put the papers into a bag and I go as fast as I can on my bicycle. There are lots of different newspapers and the right one has to go to the right customer. Then I go back for another 20 newspapers. I deliver about 100 newspapers a day. I must be quick, because school starts at 9 o'clock. I get 2 pence for every newspaper that I deliver. So I get about £14 a week. At Christmas, customers give me a present of money. So it's not a bad job. There's a prize each year for the best newspaper boy. I hope to win this year.



5 Speaking

a. Look at these sentences:

This is Tidiane who planted some flowers. (a person)
 Aicha makes pictures which advertise people's jobs. (a thing)
 A cow is an animal which gives milk. (an animal)

b. Join the following sentence pairs, using 'who' or 'which'. Tell your teacher.

1. This is a clerk. He works in my office.
2. This is a pilot. He flies a plane to Ziguinchor every day.
3. John flies a plane. It goes from Ziguinchor to Dakar.
4. He goes to the market. It is near a mosque.
5. He drives a yellow taxi. It takes teachers to their schools.
6. Nigeria is a big country. It is next to Benin.
7. I always play in the stadium. It is close to my house.
8. These are my trainers. I bought them last week.

What shall we do tonight?



Vocabulary related to leisure time
How to ask for suggestions
How to make a suggestion
How to accept or refuse a suggestion

1 Reading

Read this dialogue.

It's Saturday night. Stephen is staying with his friend Moussa. They are planning to go out together with Moussa's friends.

- STEPHEN What shall we do tonight?
 MOUSSA Why don't we go to my grand-parents? They'll be pleased to see us.
 STEPHEN No, I'd rather not. I don't speak French and they don't speak English. It will be boring.
 MOUSSA OK! What about going to the cinema?
 STEPHEN I don't know ... Well, maybe ... I don't like watching films.
 MOUSSA Would you like to go to a concert then? Youssou Ndour is singing tonight at Daniel Sorano theater.
 STEPHEN Yes! That's a good idea. Let's go!

Moussa and Stephen decide to go to the concert but when they arrive there it is full and they cannot go in. They are both very disappointed.

- STEPHEN Shall we go somewhere else?
 MOUSSA I don't mind! Where would you like to go, then?
 STEPHEN I don't know! What about going back home and watching TV?

Moussa and Stephen make their way back home. When they get there it is late and they are both tired. So they decide to go to bed.

2 Listening

Listen to your teacher.

Asking for a suggestion	Making a suggestion	Accepting <input checked="" type="checkbox"/> Refusing <input checked="" type="checkbox"/>
What shall we do? Where shall we go?	Why don't we ...? What about going ...? Would you like to ...?	Neither 😊 (No) I'd rather not <input checked="" type="checkbox"/> (Yes) That's a good idea <input checked="" type="checkbox"/> Let's go! <input checked="" type="checkbox"/>

3 Reading and speaking

Read the text and answer your teacher's questions.

4 Writing and speaking

See Workbook, page 32.

An international star: Youssou Ndour



Gerund used with after, before, by
Vocabulary related to music



© Stills, Skorupan.

When Youssou Ndour holds the microphone and starts singing, the audience cheer, sing and dance with him. *Birima, Lii* and *Xarma* are some of his greatest hits.

1 Reading

Read the text and answer your teacher's questions.

Youssou Ndour, nicknamed 'Enfant de la Médina' by the press and 'You' (his little name) by the youth, was born in 1959 in the capital city of Sénégal: Dakar.

As a child, he began singing in small district groups of Médina. He started singing at the age of 12 and sang especially with the most famous group of Dakar of that time: le Star Band de Dakar.

In 1979, he formed his own band, l'Étoile de Dakar, which became the Super Étoile in 1981.

He initiated the 'mbalax' because it was the best vehicle for the Senegalese cultural background and it was closer to his origins. He did a lot of things for children and was appointed Ambassador for children by UNICEF.

Today, 'You' is a successful international star who speaks English and French fluently though he hadn't had high studies. He travels everywhere in the world, especially to England, which has become his second home and where he often meets his friend Peter Gabriel. They have sung *Shaking the tree* together.

2 Reading and speaking

Read the story of Youssou Ndour and interview your partner. You are a journalist and your partner is Youssou Ndour. Interview him/her asking questions about his life. All the answers must be in the story.

3 Writing

See Workbook, page 35.

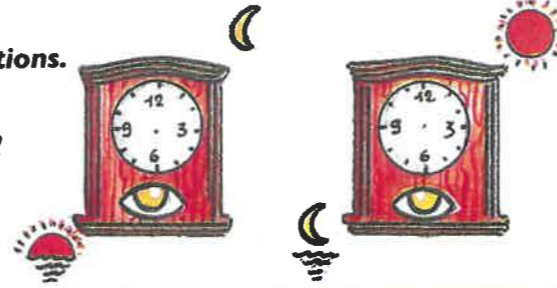


What's on?

1 Reading and speaking

Read the text and give short answers to these questions.

1. Where and when did the conversation take place?
2. What were Awa and Yaya going to do in the evening?
3. What kind of film were they going to see?
4. Where did they meet?
5. Did they miss part of the film?



Yaya and Awa are on holiday in Ziguinchor. They are going to watch a film in the evening. This conversation takes place at lunch-time.

YAYA Hello, Awa. Where were you all morning? I was looking for you.

AWA Why?

YAYA Well, there's a good film on tonight at the Roxy. Shall we go and watch it?

AWA What kind of film is it?

YAYA It's a western. I've read a summary of it in the newspaper and I found it very exciting.

AWA What is it about?

YAYA It's about a group of cowboys who kidnapped a child and wanted a ransom.

AWA It sounds great. What time does it start?

YAYA The first show is at 6.30 p.m. and the second one at 9.00 p.m. Which one do you prefer?

AWA Nine o'clock is too late for me. My parents won't let me out so late.

YAYA All right! Let's go for the 6.30 p.m. show then. Where shall we meet? Shall I come and pick you up?

AWA No, no. I'll manage. Let's meet in front of the cinema.

Yaya was early. He arrived at 6.00 p.m. and bought two tickets. It was 6.40 p.m. when Awa finally showed up.

AWA I'm terribly sorry. My aunt asked me to clean the kitchen before I could go out. I hope you're not too upset.

YAYA No, it's all right; it's not your fault after all. Let's go in, shall we?

AWA Yes, and let's take the front seats, I haven't got my glasses!

YAYA All right!

They were not really late because they were still showing the newsreel when they got to their seats.

2 Reading and writing



Read the text again and do the exercise in your Workbook, page 36.

3 Speaking

Here is the beginning of a conversation between two children about a film shown on TV the previous evening. Read it and with your partner continue the conversation as you like.

- FIRST CHILD Did you see the film 'Children of the moon' last night?
 SECOND CHILD No, I didn't. What is it about?
 FIRST CHILD It's about...

1 Suggesting

Suggest to your partner various things to do next weekend. He/she must accept your suggestion, hesitate, show indifference or refuse. Follow the pattern given in the table below. In your suggestions you can use some of the leisure activities suggested opposite, or any others you may think of.

go to the cinema
cook a meal
visit a friend
play cards

play football
watch television
listen to the radio
listen to music

Suggest	Accept	Hesitate	Show indifference	Refuse
..... next weekend?				
..... ?				
....., then?				
Now!				

2 Saying why you like or don't like a sport or a leisure activity

What do you think of these activities? Tell the class.

watching television
reading a book

playing cards
cooking

listening to music
going to the cinema

going to a concert
playing football

3 Organising an evening at the cinema

Imagine you are in England, and your pen friend (your partner) and you are planning to go to the cinema. Look at the programme, discuss and choose a film, a day and a time.

Fri. 7 th – Thurs. 13 th Nov. SHOOTING FISH A very funny film Fri. Mon. & Thurs. 12.45 5.00 9.15 Sat. Sun. Tue & Wed 5.00 & 9.00	Fri. 7 th – Thurs. 13 th Nov. SCHOOL REUNION A sentimental love story Every day at 1.15 and 6.30	Fri. 7 th – Thurs. 13 th Nov. THE GAME An exciting western Sat. & Sun. 3.00 7.15 11.30
---	--	---

NOW I CAN

- Ask for a suggestion using *What shall we do...?*
- Make a suggestion using *Why don't we...? What about...?*
- Accept/refuse a suggestion using *It's a good idea; I'd rather not; Let's go and I don't mind.*
- Express hesitation using *I don't know.*
- Talk about a leisure activity.

LESSON 1 A Scottish wedding

Vocabulary related to wedding
Present continuous (revision)

1 Reading and speaking

a. Read the texts.

Robert and Jenny are getting married today. Robert is the bridegroom and Jenny is the bride. They are getting ready.

7 a.m. Robert is having his breakfast.
8 a.m. George, Robert's best man, is coming to help Robert. George is Robert's best friend.
8.30 a.m. Robert is getting dressed; he is putting on his white shirt and his kilt.
9.00 a.m. George is checking that he has Robert's and Jenny's rings in his pocket.
9.15 a.m. George and Robert are leaving for the church.
9.45 a.m. They are arriving at the church.

7.30 a.m. Jenny is having a bath.
8 a.m. She is getting dressed. She is wearing a beautiful wedding dress with a long train.
9.00 a.m. The hairdresser is putting flowers in her hair. Jenny looks very pretty.
9.15 a.m. Liz, Jenny's bridesmaid, arrives. She is Jenny's best friend and she is coming to help Jenny with her bouquet of flowers and her long train.
9.30 a.m. Jenny's father is driving Jenny and Liz to the church.
10.00 a.m. They are walking into the church!

Now, Robert is putting a wedding ring on Jenny's finger and Jenny is putting a ring on Robert's finger. They are husband and wife.

b. Answer your teacher's questions.

2 Speaking

With your partner, ask and answer questions like this.

At 8.30 a.m. what is Robert doing?
He is putting on a white shirt and a kilt.

3 Speaking

Look at the wedding photo and tell your teacher what the people are wearing and what they are doing.



LESSON 2 A birthday party

Ordinal numbers
Verbs + direct & indirect objects
Vocabulary related to birthdays

1 Speaking

Tell your teacher about the pictures.



2 Reading and writing

Read about Abdou's and Awa's birthday party and write answers to the questions in your Workbook, page 39.

Yesterday was my fourteenth birthday, Saturday 21st May. It was also my cousin Awa's birthday. So we had one party for both of us at my house. Lots of people came to the party. There were uncles and aunts and cousins as well as friends of our parents. There were many friends from school too.
In the morning of the party Awa went to the hairdresser. She looked beautiful with new braids in her hair. We put on our best clothes and waited for the people to arrive. At last they started to come. Each person brought us a present. There were earrings and story-books for Awa. And for me there were cassettes as well as books about motorbikes and football. I gave Awa

a bracelet and she gave me a poster of my favourite pop star.
When everyone was there, my father and my uncle (Awa's father) welcomed the guests. Then Awa and I gave everyone drinks. Then it was time for our birthday cakes. My mother brought them in and put them on the long table. There were candles on the cakes – one for each year. My aunt lit the candles, and everyone sang 'Happy Birthday'. Then Awa and I blew the candles out.
Everyone talked a lot at first, then they started dancing. We had a great time. When night came, people started to leave. They said 'Thank you for your birthday party and many happy returns.'

3 Writing

See Workbook, page 39.

4 Singing

Learn the words of 'Happy Birthday' and sing it to the class.

Let's celebrate!

1 Listening and speaking

Abdou's birthday was on 21st May. Look at these dates, and say them after your teacher.

We write	But we say
1 st January, 2001	The first of January two-thousand-and-one
21 st May	The twenty-first of May
2 nd December	The second of December
21 st April	The twenty-first of April
3 rd March, 1994	The third of March, nineteen-ninety-four
8 th June, 1990	The eighth of June, nineteen-ninety
15 th September, 1979	The fifteenth of September, nineteen-seventy-nine
9 th February, 1906	The ninth of February, nineteen-o-six

2 Listening and writing

See Workbook, page 42.

3 Speaking

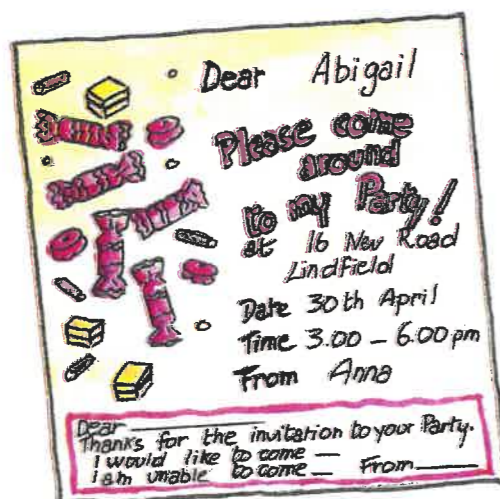
Find the birthday of at least five students in your classroom. Ask and answer like this.

When is your birthday?

It's on the twenty-first of May.

4 Reading and writing

a. Look at the invitation cards.



b. Choose one invitation card and tell your partner about it. Then change over.

For example: Mark invites me to his birthday party on the 24th August at 5.30 p.m. in the afternoon.

5 Writing

See Workbook, page 42.

1 Giving dates

- Tell your teacher today's date.
- Say exactly when you were born.
- What are the dates for these celebrations this year? Tell your teacher.

Christmas
Easter*

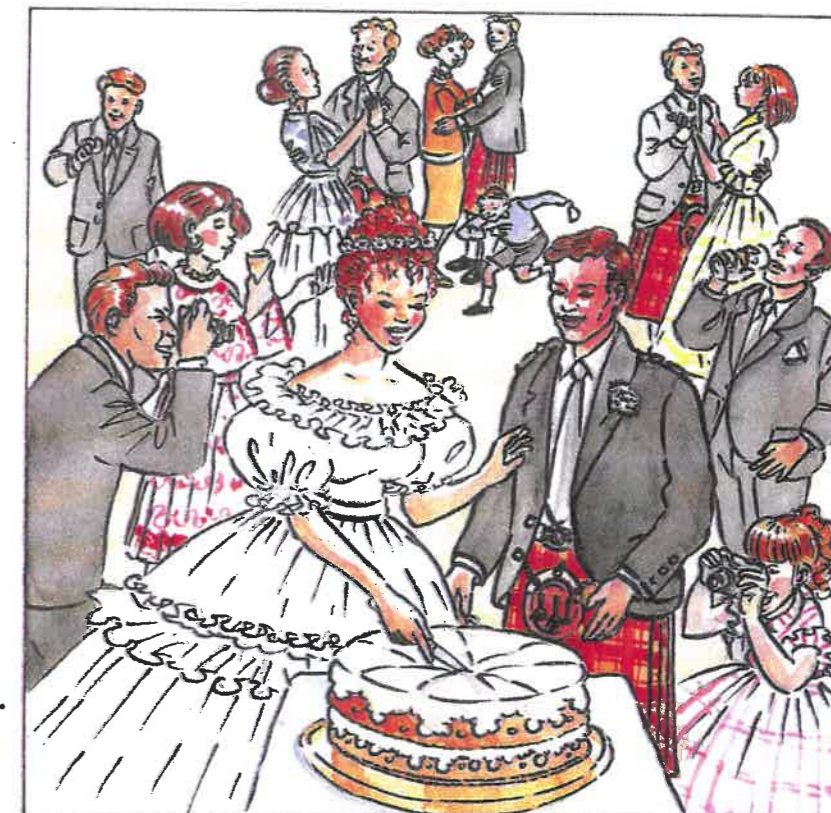
New Year
Tabaski

Ramadan
Independence Day.

*Easter = Pâques

2 Talking about a ceremony

Look at the picture.
With your partner talk about what the people are wearing, what they are doing and who they are.



3 Writing about a ceremony

See Workbook, page 42.

4 Inviting a friend to a party

a. See Workbook, page 42.

b. Now, look at your partner's invitation card and accept or refuse his/her invitation. Then change over.

NOW I CAN

- Give dates.
- Talk about a ceremony.
- Invite a friend to a celebration.

LESSON 1 In the past

Vocabulary related to:
Names of famous places
Prepositions (revision)

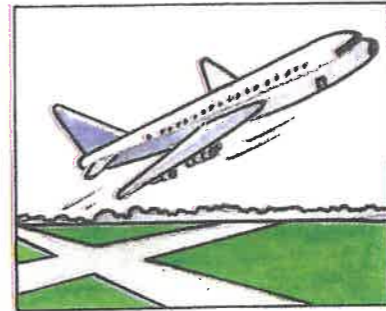
1 Speaking

Look, repeat and learn.

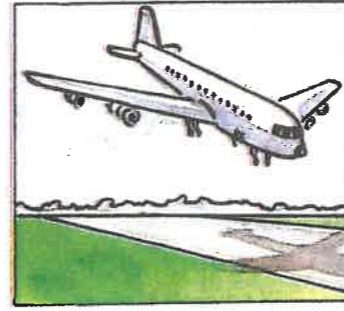
2 Reading

Read the brochure and find answers to these questions.

1. What was the fastest way to get from Europe to Africa in 1951?
2. Where did the journey start?
3. Where did the journey finish?



take off



land

THE BEST WAY TO TRAVEL IN 1951

The fastest way to travel from Europe to Africa is by Flying Boat. The journey from London to Victoria Falls takes only six days. Each day, you leave at 6 a.m. after breakfast. You have lunch on the plane. Each night you sleep in a first-class hotel.

Day one

We leave London from the River Thames. As we take off, you can see St. Paul's Cathedral. We fly south over France to Marseilles. We arrive there at 2 p.m. and we land on the sea.

Day two

We travel from Marseilles to Cairo. This flight takes 7 1/2 hours. Most of the journey is over the sea, but we also fly over the south of Italy. We arrive in Cairo in the afternoon. You can see the pyramids in the afternoon sun. We land on the River Nile.

Day three

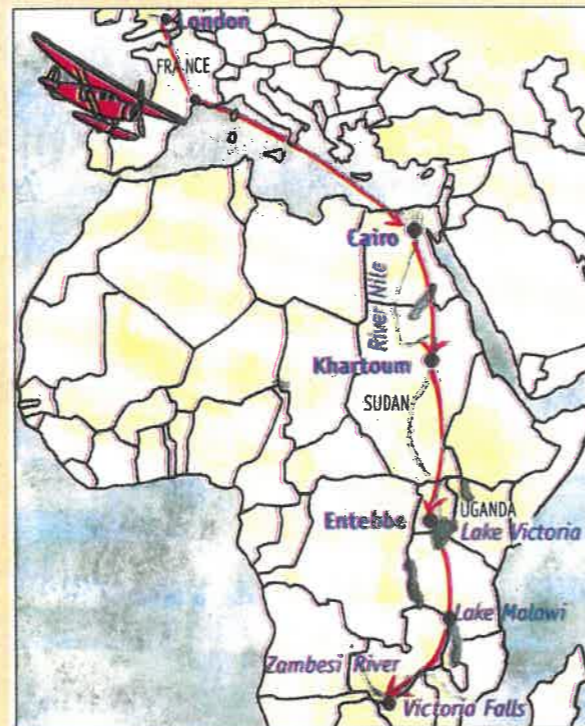
We follow the River Nile to Khartoum, the capital of the Sudan, and we land at 4 p.m. It is quite a long journey, with the desert on each side. At Khartoum, three rivers meet – the Nile, the White Nile, and the Blue Nile.

Day four

The journey from Khartoum to Entebbe on Lake Victoria in Uganda takes 3 hours. Lake Victoria is the largest lake in Africa. Now the land is green with trees and crops. From the windows of the Flying Boat you can see many animals and birds.

Day five

We travel from Entebbe to Lake Malawi. The journey takes 6 hours. You can take a boat and go fishing on this beautiful lake.



Day six

On the last day our Flying Boat takes us from Lake Malawi to the Victoria Falls on the Zambezi River. This is the biggest waterfall in the world. We arrive at 2.30 p.m. Then you can visit the falls. You can also go up the river to see wild animals – hippopotamuses, elephants, crocodiles and many others.

3 Reading and writing



See Workbook, page 43.

LESSON 2 Today

Present continuous
Vocabulary related to air travel

1 Speaking

The pictures in exercise 2 are of an Air Afrique flight from Paris to Dakar. What are the passengers doing? Report to the class.

2 Reading and speaking

Read about the flight and answer your teacher's questions.



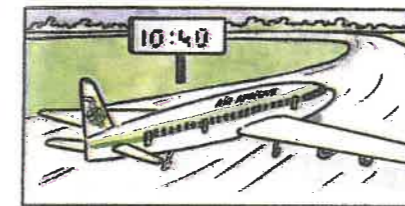
The passengers are arriving at Roissy Airport, Paris. They are showing their tickets and checking in their luggage.



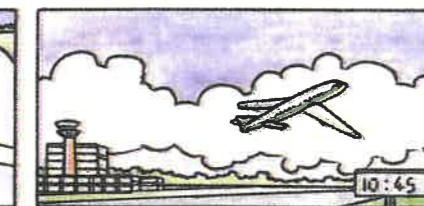
9.45 p.m. The passengers are waiting in the airport lounge.



10.15 p.m. The stewards and stewardesses are showing the passengers to their seats.



10.40 p.m. The plane is moving to the runway.



10.45 p.m. The plane is taking off.



11.15 p.m. The passengers are having a small meal.



12.15 p.m. Some passengers are watching a film. A few are reading, but most passengers are sleeping.



5.55 a.m. The passengers are eating breakfast.



7.10 a.m. The plane is landing at Léopold Sédar-Senghor Airport.

3 Reading and writing



See Workbook, page 45.

4 Speaking

Look at the passengers in the airport lounge. What are they doing? Tell the class.

Which flight?

Various ways
telling the
Prepositions
of time
Early/late/on

1 Listening and speaking

a. Learn how to tell the time in different ways. Listen and repeat.

 15:00 Three o'clock in the afternoon	 15:30 Half past three in the afternoon	 09:00 Nine o'clock in the morning
 18:15 Quarter past six in the evening	 01:00 One o'clock in the morning	 18:45 Quarter to seven at night

b. Look, listen and learn.

7.00 a.m. Check-in time: 8.00 a.m. 8.15 a.m.

He is early.

They are on time.

She is late.

2 Reading and speaking

a. This is a table of the Air Afrique flights between Dakar and Abidjan from Monday to Sunday. Study the table carefully and answer your teacher's questions.

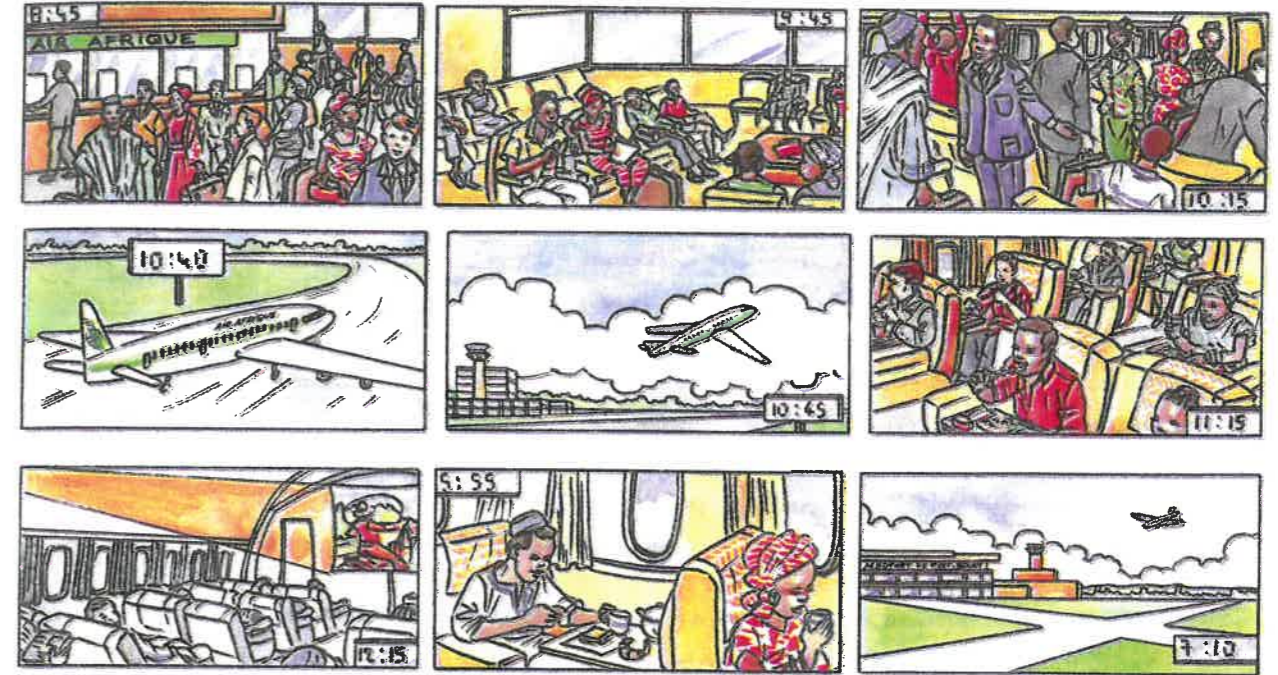
	Dakar to Abidjan		Abidjan to Dakar	
	Departure time	Arrival time	Departure time	Arrival time
Monday	08.30	11.30	16.25	19.25
Tuesday	07.30	10.30	10.55	13.55
Wednesday	08.30	11.30	16.55	19.55
Thursday	12.40	15.40	18.40	21.40
Friday	08.30	11.30	18.15	21.15
Saturday	09.00	12.00	17.30	20.30
Sunday	08.00	11.00	18.20	21.30

3 Listening and writing

See Workbook, page 46.

1 Describing a journey

Look at the pictures. Answer your teacher's questions.



2 Saying if someone is early, late or on time

Look at the pictures and tell your partner who is early, late or on time.



3 Finding words about air-travel

See Workbook, page 47.

NOW I CAN

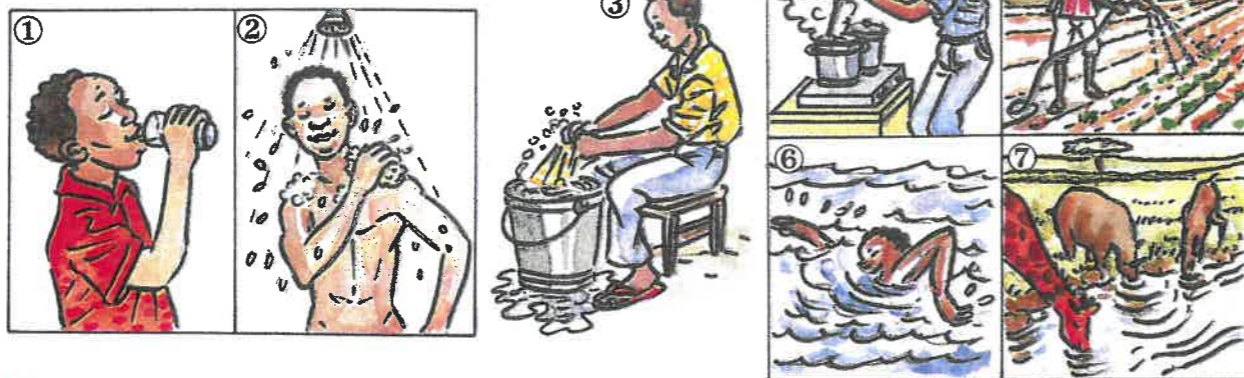
- Talk about a journey on a plane.
- Write about a journey.

LESSON 1 Wonderful water

Gerund with preposition
Quantifiers
Vocabulary related to

1 Speaking

Tell the class about the pictures.



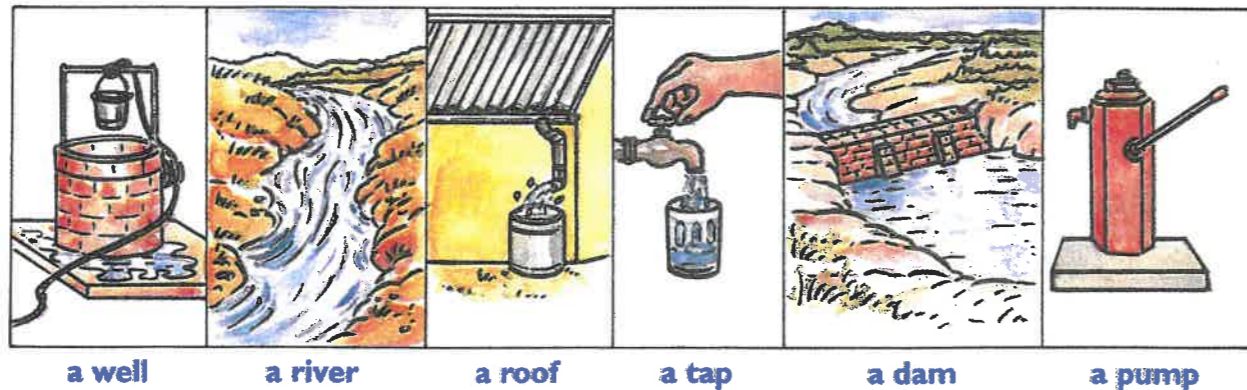
2 Reading and writing

Read the text and answer the questions in your Workbook, page 48.

A man can live three weeks without food, but he can only live for a few days without water. Water is the most important thing in the world. We need it for drinking, for cooking and for washing. We use a lot of water for growing crops. Without water everything dies.

3 Speaking

Where does water at your home come from? Where does water at your school come from? Look at the pictures and tell the class.



4 Writing and speaking

See Workbook, page 48.

LESSON 2 Where does water come from?

1 Reading

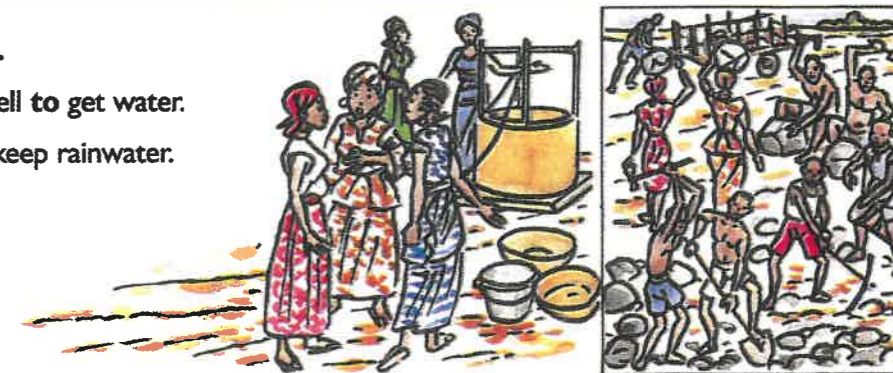
a. Read and find the answers to these questions. Report to the class.

1. Can we drink salt water?
2. Where does fresh water come from?
3. Can we drink fresh water?
4. How do people get water that is under the ground?

Our planet Earth has a lot of water, but most of it is in the oceans and the seas. This is salt water and we cannot drink it. But we can drink fresh water. All our fresh water comes from rain. Rain runs into streams and the streams run into rivers and lakes. In many countries people build dams on rivers. Then they can have plenty of water. Sometimes the rain goes through the earth and makes lakes under the ground. Then people dig wells to get the water.

b. Study these sentences.

1. The women go to the well to get water.
2. The men build dams to keep rainwater.



2 Reading and writing

a. Read the text.

'These new wells are no good,' the women said. 'We need water for drinking and washing and there's no water for our gardens and our animals. We have to walk ten kilometres to get water from our old wells. We must do something.' They went home. 'Do something,' they said to the men. 'What can we do?' the men asked. 'We can build a dam,' said the women. 'All of us. You, us and our children. We must start now.' 'No. We must wait for the engineer from the city,' said one of the men. 'We can't wait for him,' said the women. 'We need the dam now. The rainy season is coming and we must be ready. We must start tomorrow.'

They started work the next day. The young people dug the foundations of the dam wall. As they worked, they sang to the sound of drums. They needed stones for the wall. The women carried the stones on their heads and the children pulled them in carts. The men cut the stones. Everybody helped. The rains came. Soon the dam was full of water.

b. See Workbook, page 49.

Student A's card

Your name is Drissa. You live in the north of Mali. Your region is very dry and you don't get much rain. Your water comes from wells. You grow peanuts, onions and dates. You have sheep and goats.

3 Writing

See Workbook, page 49.

Precious water

Gerund with
preposition
(after & before)
Past simple
(regular
& irregular)

1 Speaking

What's happening, now?
Tell the class.



2 Reading and speaking

Read the text and answer the questions.

Why could nobody use the dam for swimming? Did the engineer ever come?

The village people used the water for washing their clothes and pots. The animals drank at the dam. The women carried the water to their homes. They planted trees round the dam to protect the water from the hot sun.

After swimming in the dam, some children became ill with fever or bilharzia. So the women said 'Nobody can use the dam for swimming. We must always boil the water before drinking it.' And the city engineer? He never came.

3 Speaking and writing

a. Read the information on your role play cards. Students B's card is on this page, student A's card is on page 41.

b. Use these questions to find out about your partner's card. Take note of the answers.

1. What's your name?
2. Is your region wet or dry?
3. What do you do for a living?
4. Where do you live?
5. Where does your water come from?
6. What animals do you have?

► Student B's card

Your name is Kouao. You live in Côte d'Ivoire. Your region is very wet. Your water comes from rivers and dams. You grow cassava, coffee and rice. You have cattle and sheep.

c. See Workbook, page 51.

1 Expressing purpose

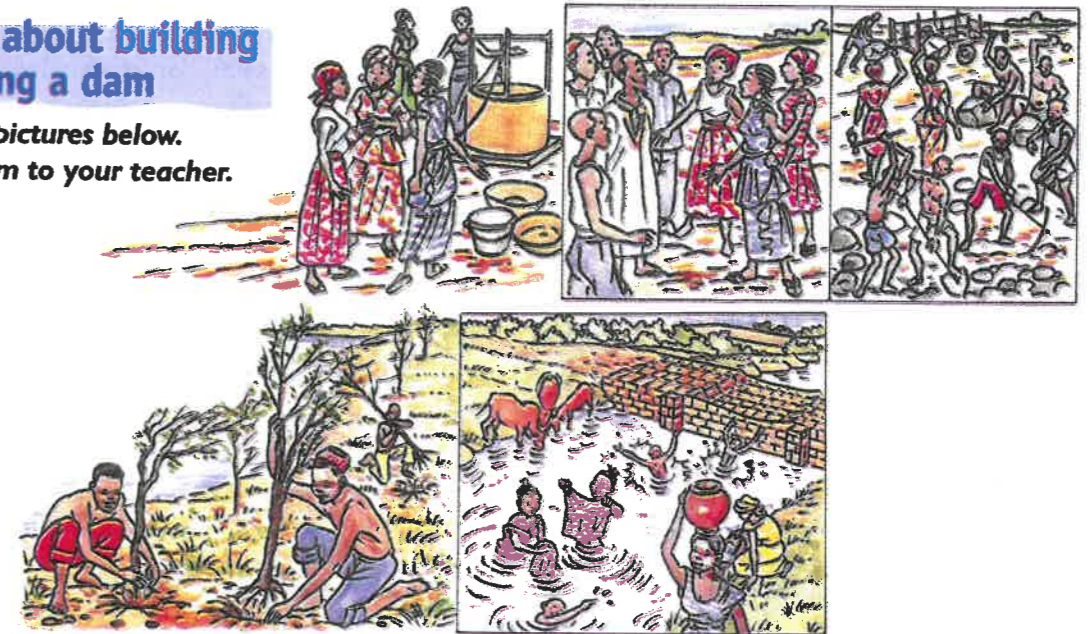
Say what the following objects are for.
Tell the class. Follow the examples below.

Examples: I use water to wash my clothes.
I use water for washing my clothes.

a pen	a glass	a knife	a toothbrush
a ruler	money	scissors	a camera
a suitcase	a pencil		

2 Talking about building and using a dam

Look at the pictures below.
Describe them to your teacher.



3 Using after / before + gerund

In which order do you do the following actions? Tell your partner.
Always start with the first action.

- a. have dinner / do my homework
- b. wash my hands / have dinner
- c. study my lessons / watch TV
- d. wear my school uniform / take a shower
- e. wear my glasses / read a book

4 Expressing quantities

See Workbook, page 51.

NOW I CAN

- Express purpose using for + gerund.
- Express purpose using to + verb.
- Talk about building a dam.
- Use after / before + gerund.
- Express quantities.

1 Reading and speaking

a. Listen to your teacher and read the text.

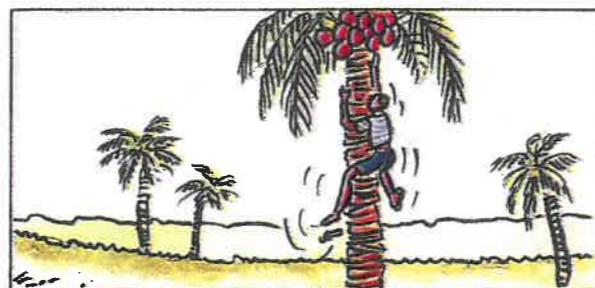
One afternoon, my parents were sitting and talking. I came to ask for permission. 'Mum, can I go to the river with my friends?' I asked. 'To the river?' she said. 'There are crocodiles there. If they see you, they will attack you.' My father did not say anything. After half an hour, I came and asked again. 'Can I go and pick coconuts?' 'No, no, darling. It is too dangerous! If you fall, you will break your arm!' I was sad. Then my father said: 'If he sits at home every day, he won't learn anything!' Then he turned to me and said: 'You can go, but be careful!'

b. Study these sentences.

If you fall, you will break your arm.
If you stay at home, they will not hit you.

c. Look, listen and learn.

They will not hit you = They won't hit you.



2 Speaking

Look at the pictures and say what will happen. Use the words to help you.



Ex: put / matches / shelf / make / fire
If the mother puts the matches on the shelf, her child won't make a fire.

1. put / medicine / shelf / drink / medicine

2. put / knife / drawer / cut / finger



3. clean / house / eat / dirt



4. close / door / fall down / steps



5. boil / water / drink / dirty water / become ill

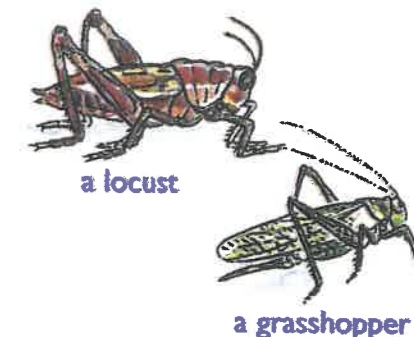
3 Writing

See Workbook, page 52.

1 Reading

Read the text and answer the following questions.

1. What's the difference between a grasshopper and a locust?
2. How do locusts move together?
3. How much does a locust weigh?
4. What do locusts eat?
5. How many locusts are there in a swarm?



Locusts are a kind of grasshopper, but they become much bigger than ordinary grasshoppers and they have large wings. Sometimes when it is very dry they take the place of grasshoppers and move together in a swarm. Nobody knows why. There can be more than 40 million locusts in a large swarm. When there is a strong wind, a swarm can fly many kilometres in a day. Some swarms fly as far as South America or India. When locusts swarm, they do a lot of damage. They need a lot of food and they eat our crops. Each locust weighs 2 grams and a large swarm eats 80,000 tons of food every day. This amount of food can feed more than 50 thousand people for a year.

2 Speaking

A swarm of locusts is coming.
What precautions can you suggest?

3 Listening and writing

Listen to a radio announcement and write down the four precautions, in your Workbook, page 53.



4 Speaking

Match the parts of the sentence in A with parts of the sentence in B.

- A
- If the winds from the north get stronger
 - They will eat all your crops
 - When they come
 - If you get poison in your eyes
 - So you must put a wet cloth around your head
 - If the locusts eat all your crops

- B
- You will have nothing to eat
 - It will damage them
 - If you see the planes
 - If you are not ready
 - The locusts will be here in a few days
 - You must make a lot of noise

Help! Fire!



1 Reading

Read the text and answer your teacher's questions.

IN CASE OF FIRE IN YOUR ROOM

- Keep calm.
- Leave your room.
- Close the door but do not lock it.
- Inform the reception desk. Tell them your room number.
- Walk down the stairs to the ground floor.
- Do not use the lifts.

IN CASE OF FIRE IN THE BUILDING

- Leave your room after closing the windows.
- Shut the door without locking it.
- If passage ways and stairs are free of smoke, walk down the stairs to the exit.
- If passage ways and stairs are invaded by smoke, stay in your room.
- Keep the door closed.
- Keep the door wet. It will protect you for a long time.
- Go to the window and let people know you are there.

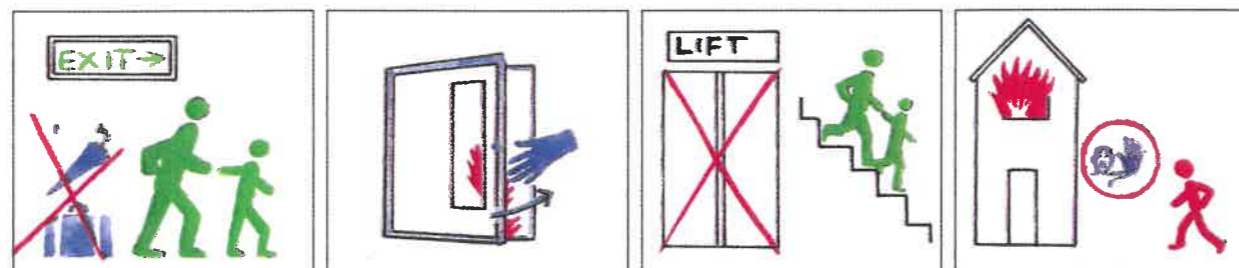
2 Listening and writing



Listen to your teacher and write down five things that you must do or not do in your Workbook, page 54.

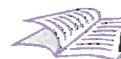
3 Speaking

Look at the drawings and tell your partner what he/she must or must not do.



4 Speaking and writing

a. Discuss with your partner what you must and must not do in case of a bush fire.



b. See Workbook, page 54.

1 Expressing condition

a. Look at the pictures. For each picture, tell your teacher what will or will not happen.



b. See Workbook, page 55.

2 Giving instructions

There is a fire in your school. Give five safety instructions to people. Tell your teacher.

3 Talking about animals

Read the information about locusts and grasshoppers on page 45. Then, with your partner, answer the following questions.

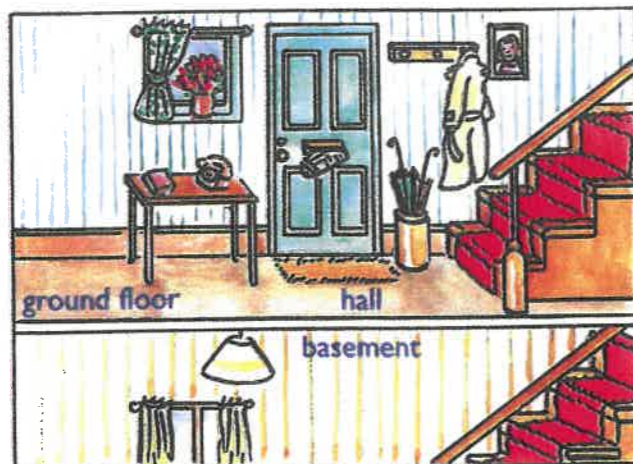
- Are locusts like grasshoppers?
- How do they move?
- How many locusts are there in a swarm, generally?
- How far can they fly if there is a strong wind?
- Do locusts eat a lot?
- Do farmers like locusts? Why?
- When a swarm of locusts is coming, what must people do?

NOW I CAN

- Express condition using *if* + present tense and future tense sentence.
- Give instructions using the imperative.
- Talk about animals.

1 Speaking

Look, listen and repeat.



In the house



A bank robbery

2 Reading

Read and think. Is Bob guilty?

Bob is at the police station. A detective is asking him some questions about a bank robbery. He thinks Bob did it. The bank robbery was on April 25th. Where was Bob then? Who was he with? This was the detective's question, 'Where were you on April 25th?' Bob told him about his day. Here is his story. Read it carefully.

In April I was living in North Street, at number 23. I had a little flat there. The flat was in the basement. The 25th? Yes, it was a Tuesday. That Tuesday morning I got up very early. Everyone was away at work, so there was nobody in the house. I went to the bathroom to wash. Then, I put on my black trousers and blue jacket and left the flat. I didn't have any breakfast because there wasn't a cooker in the flat.

I went down the stairs to the ground floor. I met Mrs Brown in the hall. She said, 'Good morning, Bob. That's a lovely green jacket. Are you going to the wedding?'

I said, 'No, I'm going out for a walk.' 'But it's so cold,' she said.

'I know it's cold,' I answered, 'but I'll walk fast to keep warm.'

Nobody saw me. It was Sunday, and there weren't any people in the streets. I walked all morning. It was very hot. At one o'clock I had lunch in a restaurant. Then I went to the cinema. I came out of the cinema at eleven o'clock in the morning. I went home and I felt very hungry. 'That's because I didn't have any lunch,' I thought. So I went into my kitchen and cooked some dinner. Then I went to bed. That's all.

3 Writing and speaking

a. Bob made a lot of mistakes. Read the story again and write them down in your Workbook, page 55. Then, discuss the mistakes with your partner.

b. How many mistakes did you find? What are they? Report to the class.

4 Reading and speaking

Read these poems. Then learn them and say them in the class.

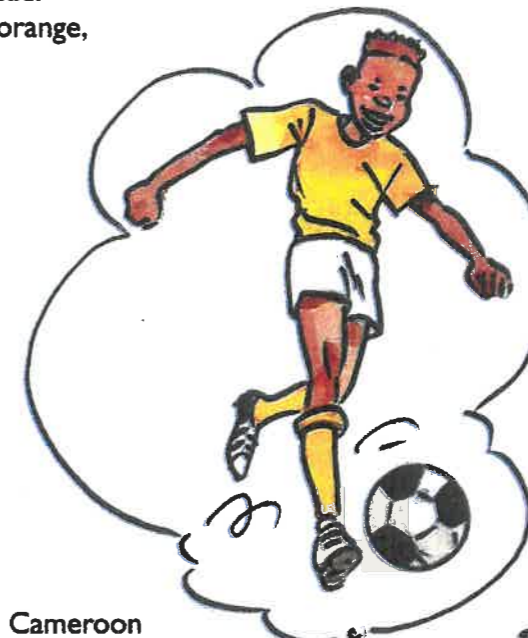
Sophie had a party on Sunday,
With presents and games, a real fun day.
But she ate too much cake
And spent all night awake
And still feels quite poorly on Monday.



RAIN IN THE DESERT

Wet
Drops
Fall
Softly onto sand.
Round stains spread.
Browns become orange,
Then fade
And disappear
Into the sand.

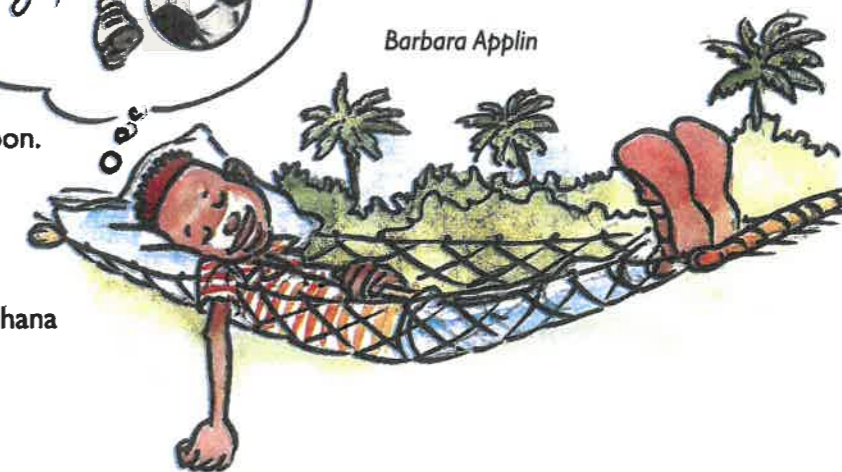
Barbara Applin



LET THE RAINS COME!

I am thirsty
— Oh, cold water in dry mouths!
I am hungry
— Strong seedling in damp soils!
I am tired
— Warm water washing dust away!
Let the rains come!

Barbara Applin



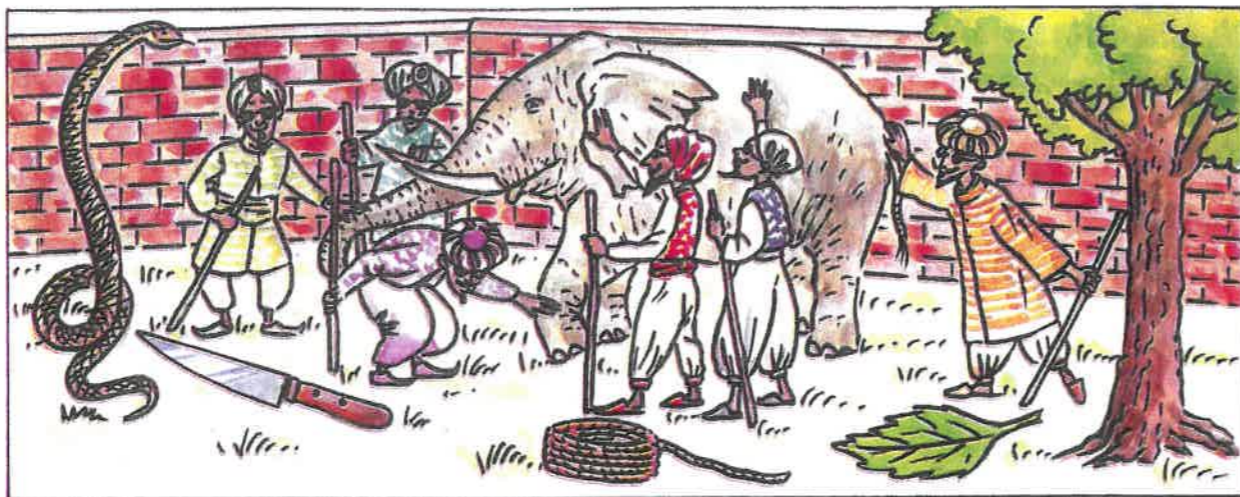
A footballer from Cameroon
Spent most of his nights on the moon.
'But I will not give up
My dream of World Cup'
He said as May ran into June.

There was a young student from Ghana
Who choked as he ate a banana.
He coughed and spluttered
Till finally he stuttered
'I think that's a hairy banana.'



1 Speaking

Tell the class about the picture.



2 Reading and speaking

Read the text and identify each man in the picture.

This is a story from India. It is about six men who could not see. They were blind. One day they met each other. The first man said, 'There's an elephant in the next village.' The second man said 'An elephant? What's an elephant?' The first man said, 'I don't know.' The second man asked, 'What's an elephant like?' He asked all of them, 'What's an elephant like?' Nobody knew. So they all went to next village to find the elephant.

The first man touched the elephant. He couldn't see it but he could feel it. He felt its trunk. 'Ah,' he said. 'Now I know what an elephant's like. It's like a snake. It's long and supple.'

The second man touched the elephant. He couldn't see it but he could feel it. He felt its tusks. 'Ah,' he said. 'Now I know what an elephant's like. It's like a knife. It's sharp and smooth.'

The third man touched the elephant. He couldn't see it but he could feel it. He felt its ear. 'Ah,' he said. 'Now I know what an elephant's like. It's like a leaf. It's smooth and thin.'

The fourth man touched the elephant. He couldn't see it but he could feel it. He felt its leg. 'Ah,' he said. 'Now I know what an elephant's like. It's like a tree. It's hard and round.'

The fifth man touched the elephant. He couldn't see it but he could feel it. He felt its body. 'Ah,' he said. 'Now I know what an elephant's like. It's like a wall. It's high and wide.'

The sixth man touched the elephant. He couldn't see it but he could feel it. He felt its tail. 'Ah,' he said. 'Now I know what an elephant's like. It's like a rope. It's long and thin.'

3 Writing

See Workbook, page 56.



1 Reading and speaking

Read the story of the blind men and the elephant and finish it in your own words. Then read the ending of the story.

The first man said, 'Now I know what an elephant's like. It's as long and as supple as a snake.'

The second man said, 'You're wrong. It isn't like a snake. It's as sharp and as smooth as a knife.'

The third man said, 'No. No. You're wrong. It isn't like a snake. It isn't like a knife. It's as smooth and as thin as a leaf.'

The fourth man said, 'No. No. You're wrong. It isn't like a snake or a knife or a leaf. It's as hard and as round as a tree.'

The fifth man said, 'No. No. You're wrong. It isn't like a snake or a knife or a leaf or a tree. It's as high and as wide as a wall.'

The sixth man said, 'No. No. You are all wrong. It isn't like a snake or a knife or a leaf or a tree or a wall. It's as long and as thin as a rope.'

They started to fight each other.

The elephant said, 'Excuse me. Nobody is wrong.'

My trunk is like a snake.

My tusks are like knives.

My ears are like big leaves.

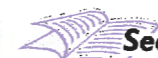
My legs are like trees.

My body is like a wall.

My tail is like a rope.

Everybody is right'.

2 Writing



See Workbook, page 58.

3 Speaking

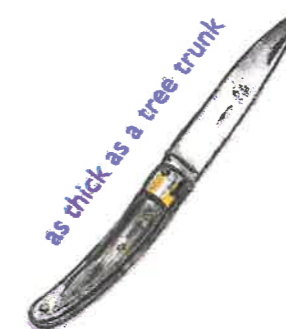
Match the descriptions and tell your teacher.



as rough as
a pineapple



as smooth as silk



as thick as a tree trunk



as thin as a pole



as sharp as a knife



as hairy as
a brush

What is it?

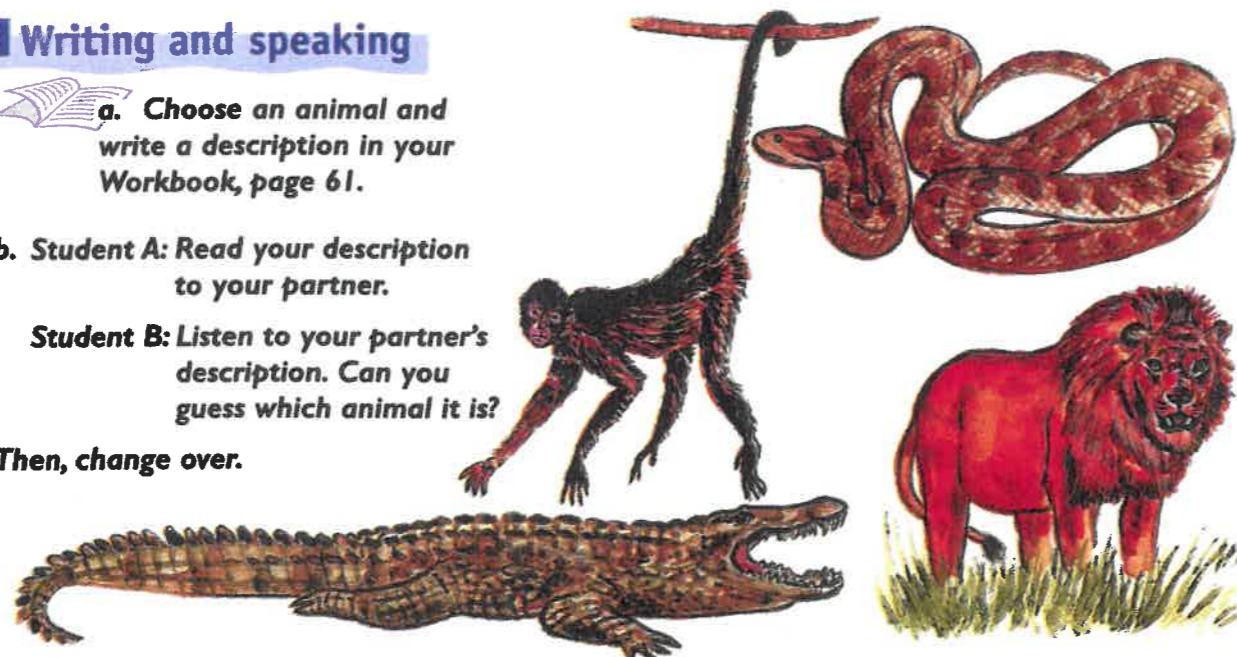
1 Speaking and listening

- a. What is your teacher putting in the bag? Name the things.
- b. Put your hand in the bag and feel an object. Say what it feels like. For example: 'It feels sharp and long.' The class will guess what your object is. Are they correct? Take the object out and show it.

2 Writing and speaking

- a. Choose an animal and write a description in your Workbook, page 61.
- b. Student A: Read your description to your partner.
Student B: Listen to your partner's description. Can you guess which animal it is?

Then, change over.



3 Speaking

- a. Study this.
The first man said that there was an elephant in the next village. The second man asked what an elephant was like. The first man said that he couldn't see it but he could feel it. He said that it was like a snake. It was long and supple.
- b. Now read the story of the elephant again, on pages 50 and 51, and retell it to the class.

4 Writing

Look at the word puzzle. Rearrange the letters and find the names of parts of an elephant.



1 Comparing things

Here are some well-known comparisons in English. Match the adjectives on the left with the words or expressions on the right to make a comparison. Tell your teacher.

Example: She is as bright as a button.

- thin
- thick
- soft
- quiet
- light
- hard
- green
- good
- busy
- bright
- black

- baby's bottom
- bee
- button
- feather
- gold
- grass
- ink
- mouse
- rake
- rock
- two short planks

2 Reporting

- a. Work with your partner. One of you is Student A; the other is Student B.

Student A: Read what Bob said to the police man. Then, report it to your partner. Start like this: Bob said that he lived in North Street...
I live in North Street. I have a little flat there. I like my flat, because it is large and comfortable. On Tuesday 25th I got up very early. I didn't have any breakfast. I went to the ground floor. I met Mrs Brown in the hall. Nobody saw me after that.

Student B: Read what a great footballer said to a journalist. Then, report it to your partner. Start like this: He said that he lived...
I live in one of the toughest areas of the city. Having a tough attitude helps me in my life as a footballer because I never give up a lost ball. I always want to play better and I am always looking to prove myself. I want to win.

- b. With your partner, read the dialogue below. Then, one of you reports what the boy said, and the other one reports what the man said.

I'm lost, sir!	What's your name?
My name's Bouba.	Where do you live, Bouba?
I live in ... (name of your town).	How did you get here?
I took the wrong bus.	I can drive you home.
Thank you, Sir.	

NOW I CAN

- Compare things using as ... as ...
- Report what someone said.

1 Reading and speaking

Read the text and answer your teacher's questions.

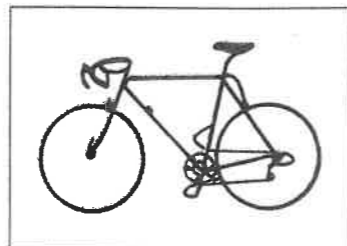
Man invented vehicles to get about: cycles, automobiles, trains, ships and planes. Man invented the cycle in the nineteenth century. There are many sorts of cycle: the unicycle, the bicycle, the tricycle, the tandem. Today, the bicycle is the most popular. Later, man invented automobiles. Man uses cars and buses to carry people, and lorries to carry big loads. Automobiles and cycles have wheels to run on the ground.

2 Reading and speaking

a. Listen and repeat; look and learn.



a unicycle



a bicycle



a tricycle



a tandem

b. Read the definitions and complete the words in your Workbook, page 62. Then, tell the class.

3 Writing and speaking

a. Study the question and answer below.

How many men are there on the cycle? There is one.

b. With your partner, choose one picture each. Then, complete the questions in your Workbook, page 62. Ask the questions to your partner. Then change over.



1 Reading and writing

Read the text and label the parts of the bicycle in your Workbook, page 63.

To ride a bicycle, you sit on the saddle. You hold the handlebars with your two hands, then turn the pedals with your feet and the bicycle moves! It moves because the pedals are on a chainwheel. Around this chain wheel, there is a chain that goes to the back wheel. When you push the pedals, the chain turns the back wheel and your bicycle moves.

You change direction with the handlebars. They are fixed to the front wheel. To stop, you use the brake levers. They are on the handlebars. If you press them, they will push the brakes on the wheels and the bicycle will stop. Bicycles are comfortable because there are tyres around the iron wheels.

2 Reading and speaking

Look at the picture pairs and read the safety rules. Which is the correct picture for each rule?

SAFETY RULES-DOS AND DON'TS

- Ride on the correct side of the road.
- Ride at the side of the road; don't ride in the middle.
- Keep both hands on the handlebars.
- Use a light at night.
- Give the correct hand signals.
- Don't ride with more than two bicycles side by side.
- Don't carry anything on the handlebars of your bicycle.
- Don't hold on to a lorry/truck or a car.

3 Writing and speaking

See Workbook, page 63.

Student A's card	It is very fast. It does not have a boot.	Only the driver can get in it. Its top speed is: 199mph!
-------------------------	--	---

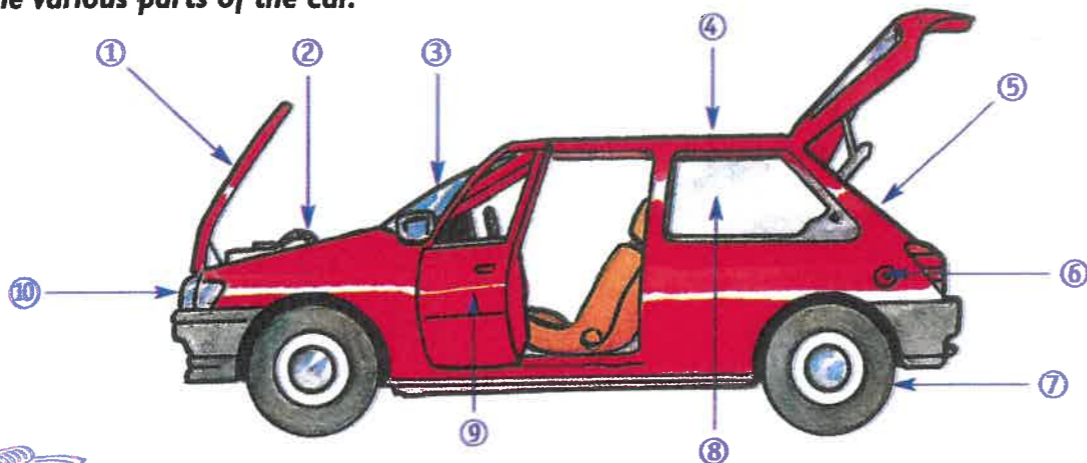


Different types of vehicles
Parts of a car
Expressions of speed

1 Reading and writing

- a. Study the pictures of the car.
- b. Look, repeat and learn the names of the various parts of the car.

bonnet	engine	windscreen	door
steering wheel	wheel	boot	light
window	roof	petrol cap	tyre

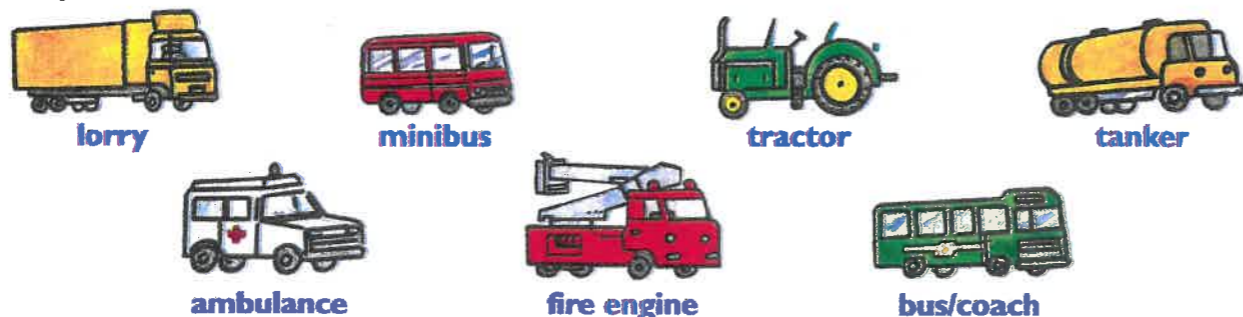


c. See Workbook, page 65.

2 Speaking

Use the vocabulary in the box and tell the class what these vehicles are for.

transport people	injured people	schoolchildren	oil
	fight fire	work in the fields	goods



3 Reading and speaking

Read the description of your car to your partner. He/she must guess which car it is. Student A's card is on page 55.



► Student B's card
It has a very large boot.
It is blue.
It is a family car.
Its top speed is: 115mph.

1 Identifying vehicles

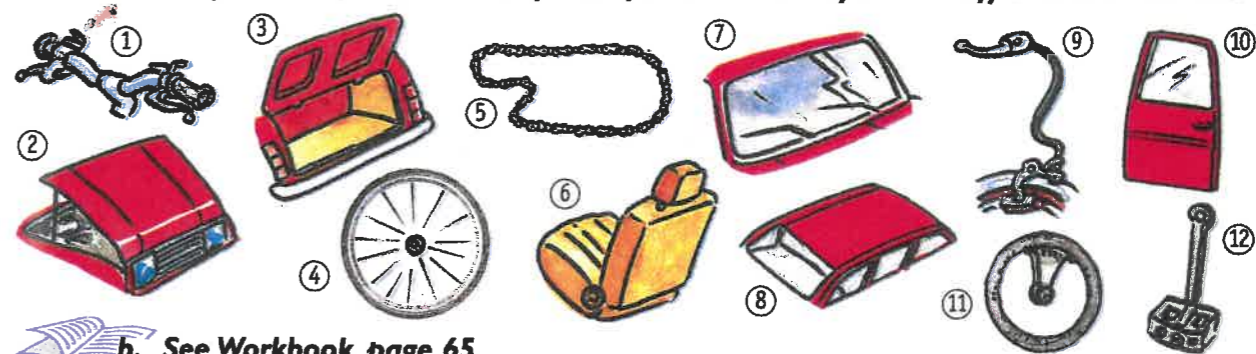
Read the definitions and name the vehicle used for each activity.

Example: People use it to travel long distances in a short time. It is a plane.

- a. It is used to transport injured people.
- b. It transports oil.
- c. Farmers use it in their fields.
- d. It transports goods by road.
- e. Schools use them to take small groups of children to different places.
- f. People who have not got a car use it to travel.
- g. If there is a fire, it comes quickly.
- h. People use them on the sea, rivers or lakes.

2 Identifying parts of vehicles

a. Look at the pictures of these various parts of a car and a bicycle. Identify them. Tell the class.



b. See Workbook, page 65.

3 Giving advice

Work with your partner. Abdou and Ibou have got a problem. One of you plays the role of Abdou, and the other one the role of Ibou. Tell each other three things that Abdou and Ibou should do and three things that they shouldn't do.

ABDOU I'm always late for school!
IBOU My school marks are very bad!

NOW I CAN

- Identify different types of vehicles.
- Name parts of a car and of a bicycle.
- Give advice to someone, using *should* and *shouldn't*.

1 Reading

Read about Mr Camara.

Mr Camara is going on holiday to London. He has many personal belongings, but he has also bought many presents for his friends in London. He has wrapped up the presents with beautiful paper. He has folded all his shirts carefully. He has placed everything on his bed, and now he is packing them in his suitcase. He has already packed many things in a bag.

2 Listening

Listen and repeat. Look and learn.



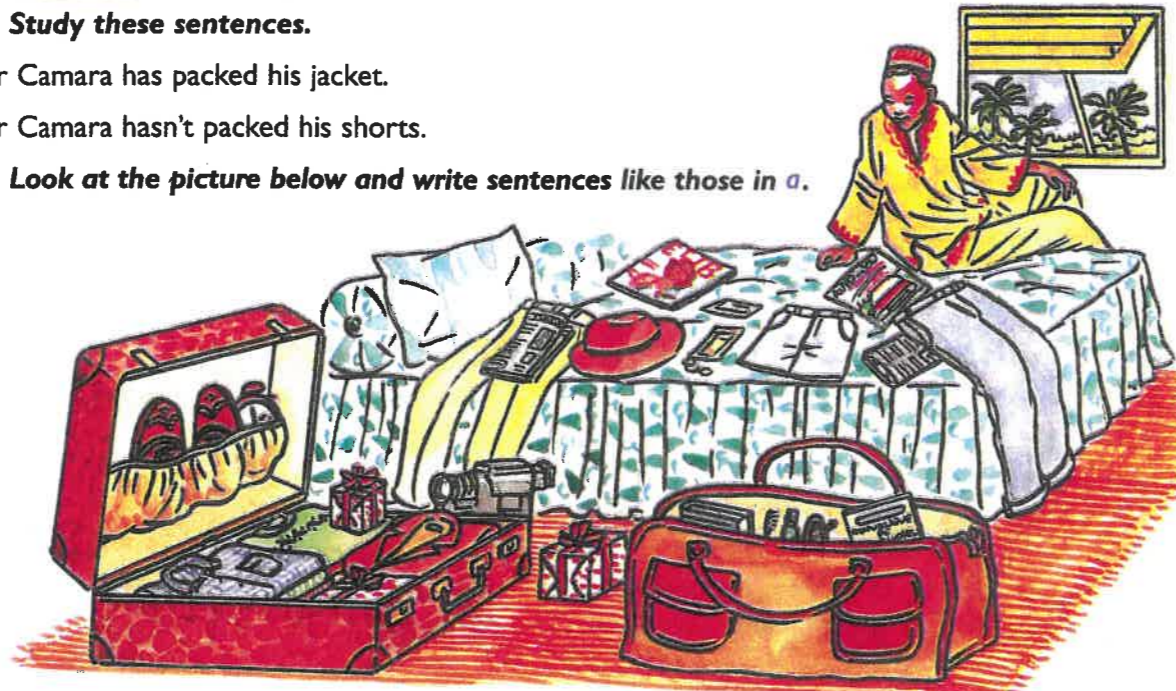
3 Writing

See Workbook, page 66.

a. Study these sentences.

Mr Camara has packed his jacket.
Mr Camara hasn't packed his shorts.

b. Look at the picture below and write sentences like those in a.



1 Listening and speaking

a. Here are some photographs of famous places in London. Listen and repeat.



Houses of Parliament



Buckingham Palace



Wembley Stadium

b. Answer your teacher's questions.

2 Reading and speaking

Read about Mr Camara and find the answers to these questions. Tell your teacher.

- Where does Mr Camara come from?
- Does he like London?

This is Mr Camara. He comes from West Africa. He is having a holiday in England. He arrived last week and he is staying at the Hilton Hotel. This is his first visit to London.

Mr Camara wanted to see some of the famous places in London. He has visited the Houses of Parliament and the Tower of London. He has been to Buckingham Palace where the Queen lives and he has watched the Changing of the Guard. He hasn't been to Piccadilly Circus yet, but he has fed the birds in Trafalgar Square.

He has seen a play by Shakespeare at the Globe Theatre. And he has also been to a football match at Wembley Stadium.

He has travelled in London on buses, trains and the Underground. He hasn't visited Oxford Street yet, but he has been to Harrods. At Harrods you can buy almost anything – a baby crocodile or a crown for a princess. Mr Camara has bought lots of presents for his family and friends.

He has also visited friends of the family, who live in London. He is enjoying his holiday.

3 Writing

See Workbook, page 68.

4 Speaking

a. With your partner ask and answer questions about Mr Camara's visit to London, like this.

Has he seen the Houses of Parliament?

Yes, he has.

or No, he hasn't.

b. Answer your teacher's questions.

Writing home



Present perfect
past simple
Names of tour
attractions
in Paris

1 Reading and speaking

When Mr Camara was in London, he wrote a letter to his wife and family. Read the letter and tell the class the answers to these questions.

1. What were the names of Mr Camara's friends?
2. Where do these friends live?
3. When did he visit them?
4. When is he going to find Piccadilly Circus?
5. Does he like English fish?
6. Where is he going on Friday?

The Hilton Hotel,
London
Wednesday,

My dear Binton,

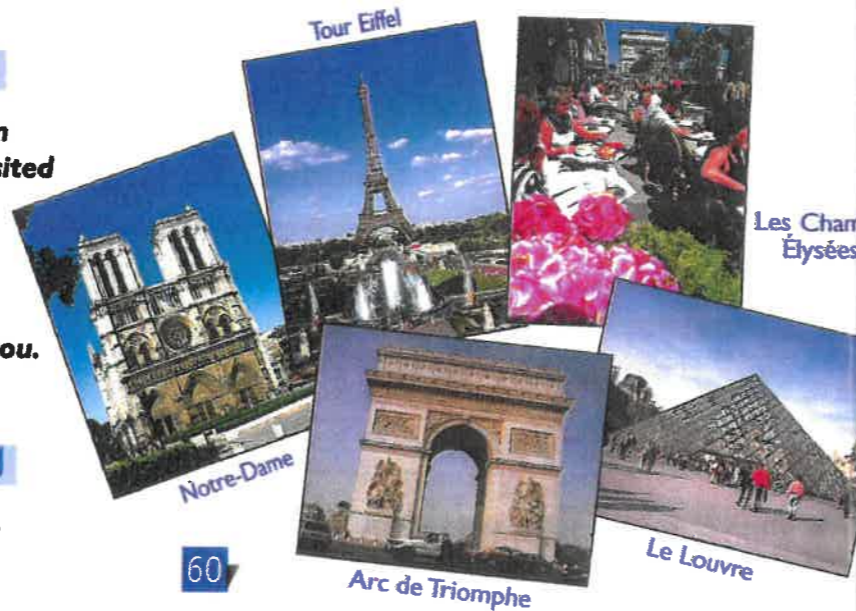
I'm having a wonderful time here in London. It's a beautiful city and the people are very friendly. I've visited lots of famous places such as the Tower of London and Trafalgar Square. I've been to Buckingham Palace and I've seen the Changing of the Guard.

I have been to Harrods, the most famous shop in the world. I've bought you some presents, but they're a secret. You must wait until I get back! Last Saturday and Sunday I visited our friends Jim and Nancy. They've got a big house south of the River Thames. I tasted English fish and chips for the first time. I liked it but fish at home is better. Sorry, but I have to go now. I'm going to meet Jim and Nancy for dinner. We're going to eat in a Chinese restaurant. Tomorrow I'm going to find Piccadilly Circus and Oxford Street. On Friday I will leave for Paris, so I'll be home soon.

Lots of love to you all
Camara

2 Listening and writing

Mr Camara has been in Paris for a few days. He has visited a lot of famous places. Listen to your teacher and complete the chart in your Workbook, page 70. Use the names of the places in the pictures to help you.



3 Writing and speaking

See Workbook page 70.

1 Identifying personal belongings

Look at the pictures and name the various objects.



2 Talking about actions just finished

Look at the pairs of pictures and say what has happened.

<p>① lose a pen</p>	<p>④ write a letter</p>
<p>② buy a car</p>	<p>⑤ kill a snake</p>
<p>③ wash a shirt</p>	<p>⑥ pass an exam</p>

3 Writing about past events

See Workbook, page 72.

NOW I CAN

- Name some personal belongings.
- Talk about actions using the present perfect.

Mysterious discoveries in England

Past tense ... ago
Expressions of height, weight
Vocabulary related to discovery

1 Reading

Read the text and answer your teacher's questions.

One day in July 1987, an English Lord, called Lord Carnarvon, discovered mysterious packages in small holes in the walls of his house. He opened them. They contained many small objects from Ancient Egyptian times. He did not know how they came to be in the house but Robert Taylor, who worked for the Lord's father, knew. He also knew the story of the Egyptian objects.

2 Reading

Read the letter an archaeologist sent to a friend in England.

Dear friend,
Today we arrived at Giza, in Egypt after quite a long and difficult journey. This morning, we saw the most amazing buildings in this world. They are huge pyramids, made of stone. The biggest of these pyramids is the Great Pyramid at Giza. It is the tomb of a Pharaoh called Khufu, who died in 1566 BC.
Apparently, this pyramid is made of 2.3 million blocks of stone and people say that each stone weighs 2.5 tonnes. It is 147 metres high. It took 23 years to build! It is a fantastic sight and I look forward to staying here and spending time looking at these pyramids more carefully. Hopefully too, we will find some interesting ancient objects. It is very hot and dry here, but I am very happy to be here.
Best wishes,

3 Writing

a. Study the illustrations and the information given.



b. Choose one of the buildings and write a letter to a friend in your Workbook, page 73. Follow the example above.

Diary of a discovery

Order of past events
Made of...

1 Reading and speaking

Read the diary, and answer your teacher's questions.

<p>2 November 1922 (Week 1) The expedition arrives in Cairo looking forward to starting work tomorrow.</p> <p>6 November Digging began a few days ago. Haven't found anything of great interest, though.</p> <p>7 November (Week 2) Success at last! Carter and I have uncovered a step, probably leading towards one of the funeral chambers.</p> <p>15 November 1922 (Week 3) We're making good progress. We have uncovered more steps and we are more and more excited. The Pharaoh's tomb can't be far now!</p>	<p>20 November (Week 4) We've worked very hard. We all want to keep on digging, but we're all exhausted. Day off for everyone. We must rest.</p> <p>27 November 1922 (Week 5) Incredible! Fantastic! Amazing! I can't find the words to describe what we saw yesterday. A chamber full of treasures! Gold, silver, precious objects.</p> <p>Months later... The tomb we found is the tomb of a Pharaoh called Tutankhamun. He was a boy Pharaoh, who died in 1337 BC, when he was only 12 years old. His tomb is amazing. It has four rooms and is full of treasures...</p>
---	---

2 Reading and writing



See Workbook, page 74.

3 Writing



See Workbook, page 74.

4 Listening and reading

Look, listen and repeat.

made of wood	made of clay	made of stone	made of gold
made of silver	made of glass	made of plastic	



The mystery of Ancient Egypt

Egypt is a modern country today but the mystery of its ancient pyramids and the tombs of the Pharaohs remains.

1 Speaking

Look at the pictures and answer your teacher's questions.



2 Listening and writing



Listen to your teacher and complete the table with the correct information in your Workbook, page 76.

3 Writing



See Workbook, page 76.

1 Writing about past events



See Workbook, page 77.

2 Expressing weight and height

a. Study table below **A** with the height and weight of Robert Wadlow who was the tallest man in the world; he was born in 1918 and he died in 1940. Answer your teacher's questions.

b. Now with your partner read the information on table **B** about the heaviest men in the world. Take it in turn to answer the following questions.

- Who was the heaviest man in the world?
- What was his name?
- When was he born?
- When did he die?
- Where did he live?
- How old was he when he died?
- How much did he weigh?

c. Answer your teacher's questions.

Age	Height cm	Weight kg
5	163	48
8	183	77
9	189	82
10	196	95
11	200	-
12	210	-
13	226	137
14	226	137
15	234	161
16	240	170
17	245	143
18	253	-
19	258	218
20	265	223

3 Saying what something is made of

a. Look at the pictures below and tell your partner what the various objects are made of.



b. Now, think of an object in your classroom or at home. Your partner does the same.

Ask your partner the following questions to guess what his/her object is.

- What it is made of?
- What colour is it?
- What is it like?
- What do you use it for?
- Is it big or small?

Then change over.

NOW I CAN

- Talk about past events using the past simple tense.
- Tell the height and weight of someone.
- Say what something is made of.

▲ **A**

▼ **B**

Super Heavyweights

- Jon Brower Minnoch (1941-83) USA 185 cm 635 kg
- Walter Hudson (b. 1944) USA 178 cm 544 kg
- Michael Walker (b. 1934) USA 188 cm 538 kg
- Robert Earl Hughes (1926-58) USA 184 cm 485 kg
- Mike Parteleno (b. 1958) USA 183 cm 463 kg
- Mills Darden (1798-1857) USA 229 cm 462 kg
- Michael Edelman (b. 1964) USA 457 kg
- Jon Finnerty (b. 1952) USA 453 kg
- 'Big Tex' (1902-1956) USA 186 cm 419 kg
- Mickey Mounds (b. 1953) USA 413 kg
- Michael Hebranko (b. 1954) USA 183 cm 410-5 kg
- Arthur Knorr (1914-60) USA 185 cm 408 kg
- T.J. Albert Jackson (b. 1941) USA 193 cm 404 kg

A story from China

Understanding and telling stories
Vocabulary related to love and marriage

1 Speaking

Tell your teacher about the pattern on the plate.

2 Listening and reading

a. Close your book and listen to your teacher.

b. Now, read the story. Find the correct words in the story for the numbers on the plate.

c. Using the pictures on the plate, tell the story of the two lovers to your partner, in your own words.



Once there was a rich man. His name was Li. He had a beautiful daughter whose name was Koong-see. Koong-see loved Chang, her father's secretary. But she couldn't marry him because he was poor. Her father told her not to talk to Chang, but Chang and Koong-see used to meet in secret behind the orange trees.

One day, while Li was walking near the orange trees, he saw Chang and Koong-see. He was very angry. He told his servants to build a fence around his house and he told Chang to leave. He ordered Koong-see to marry Ta-jin. He was a rich old man who lived in another province. Then Li locked Koong-see in a little hut near the lake.

The day of the wedding came closer. Koong-see waited and waited for Chang. On the day before the wedding she saw a coconut shell floating in the water. In it was a message from Chang. He asked her to wait until the next day, when he would come and take her away.

Ta-jin arrived in the morning with a large box of jewels for his bride. While he and Li were talking, Chang came secretly and took the box. He found Koong-see in the hut and they ran away together. Li saw them, and he ran after them. But he couldn't catch Koong-see and Chang. They jumped into a boat and sailed hundreds of kilometres down the river.

Later, Chang and Koong-see found an island where they got married and built a big house. Chang became a writer. Soon he was rich and famous. Everybody in China knew of him. Ta-jin heard of him too and he ordered his soldiers to go and kill Koong-see and Chang ...

As they died, two doves came out of their bodies and flew away. In China, even today, doves are symbols of the love between two people.

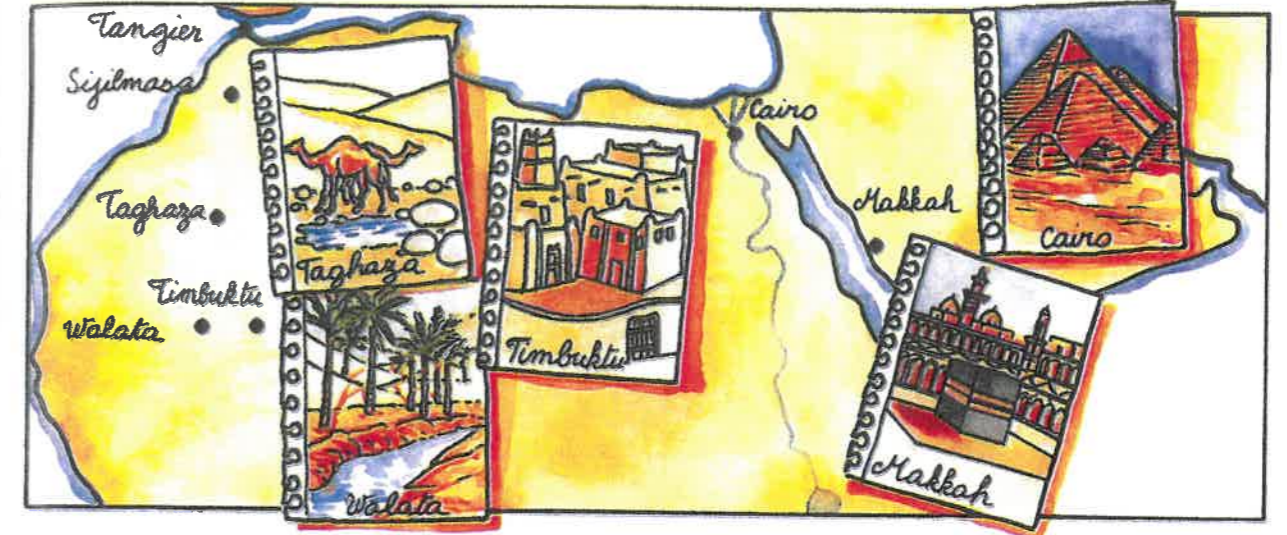
3 Writing See Workbook, page 78.

A great African traveller

Use of conjunctions (until, while, after, as, since)
Prepositions of place and time

1 Reading and speaking

a. Ibn Battuta was born in Morocco in 1304. He died in 1368 at the age of 64. He was a great traveller, and visited countries all over North and East Africa. Look at the map and the pictures. They show some of the places Ibn Battuta visited on two of his journeys. Answer your teacher's questions.



b. Read Ibn Battuta's descriptions of some of the places he visited. Match these descriptions to the correct places on the map. Tell your teacher.

1. We came to the city when the sun was going down. While we sat and ate, I asked about the pyramids and tombs of the Pharaohs. After first prayers, I took a camel and rode to the Pyramids of Giza, just outside the city. The Great Pyramid of Cheops, the largest pyramid, is the biggest building in the world.

2. We have had a bad journey across the desert. The food and water are running out, and many of the camels are dead. We left Sijilmasa 25 days ago. Since then we have seen nothing but sun and sand. This place is not much better, because there are no trees. But there is water, so we will rest here for about a week. Then it should take about ten days to reach Walat.

3. We reached the Holy City at midday. We found a place outside the walls of the city to eat and sleep. We walked through the gates as the muezzin called the faithful to prayer. We saw the square with the Ka'aba in the centre. We walked round the square seven times.

4. We reached the city when it was dark. The city gates were closed, so we had to wait outside the walls until morning came. Then we entered the city. I went to find my friends at the university, while the others looked for a good place to sleep. This city has the most famous university in the world.

2 Writing See Workbook, page 80.



The trip of my dreams

1 Speaking

Look at the pictures and names of places below. Imagine that you and your partner are great travellers, like Ibn Battuta. Last year, both of you went on different trips. First of all, you and your partner must choose the places you visited, the things you did, the people you travelled with, etc. Don't tell your partner. He/she must ask you questions to find out all about your trip. Then change over.



2 Writing and speaking See Workbook, page 84.

- Write a description of your partner's trip.
- Read your description to the class.

3 Writing See Workbook, page 84.

4 Speaking

Read these sentences.

We left Sijilmasa 25 days ago.

It is now 2.00 p.m. We arrived at the Holy Place two hours ago. We arrived at midday.

With your partner, ask and answer like this.

It is now 3.00 p.m. We left one hour ago. What time did we leave?

You left at 2.00 p.m.

1 Linking ideas using the conjunctions while, until and after

 See Workbook page 86.

2 Describing actions

Look at the pictures. Using the verbs given below, tell your teacher the story in the past simple tense.



3 Telling crazy stories!

Form a group of 10 people. Take a large piece of paper.

One of you writes on it: Once upon a time there were a boy and a girl.

Then, the first person in your group writes a description of the boy. When he/she has finished, he/she folds the piece of paper so that the next person cannot see what is on it. The second person writes a description of the girl. Then, he/she folds the paper.

The third person writes where they lived. Etc.

The fourth person writes what the boy did.

The fifth person writes what the girl did.

The sixth person writes what the boy said to the girl.

The seventh person writes what the girl said to the boy.

The eighth person writes what happened to the boy.

The ninth person writes what happened to the girl.

The tenth person unfolds the piece of paper and reads the whole story.

If each member of the group uses his/her imagination, the final story will be very strange!

NOW I CAN

- Link ideas using conjunctions of time: until, while and after.
- Describe actions using verbs with the prepositions across, through, out of, round, after.
- Tell a story in the past simple tense (regular and irregular verbs).

1 Reading

Read and think. What do you think the afreet was? Was the afreet as clever as the fisherman?

THE FISHERMAN AND THE AFREET

Once there was a poor fisherman who had many children. Every day he fished in the sea with a net. When he caught something, he walked to the market, sold the fish and bought food for his family. When he didn't catch anything, his family was very hungry.

One morning he found a copper jar in his net. He opened the jar and looked inside it. He couldn't see anything, but soon smoke came out. The smoke grew thicker and thicker, and became an afreet. 'Thank you for freeing me,' said the afreet. 'Now tell me how you wish to die.'

The fisherman was afraid. 'What do you mean?' he asked. 'I have just freed you. Why do you want to kill me?'

'Hundreds of years ago,' said the afreet, 'King Solomon put me in this jar because I wouldn't do what he wanted. I prayed that somebody would find the jar and free me. I promised that I would make that man the richest man in the world. But nobody came.'

'After a few centuries, I became angry. So I promised that I would only grant three wishes to the man who freed me. But still nobody came.'

'After many more centuries, I was very, very angry. I promised that I would kill the man who freed me. But that man could choose how he died.'

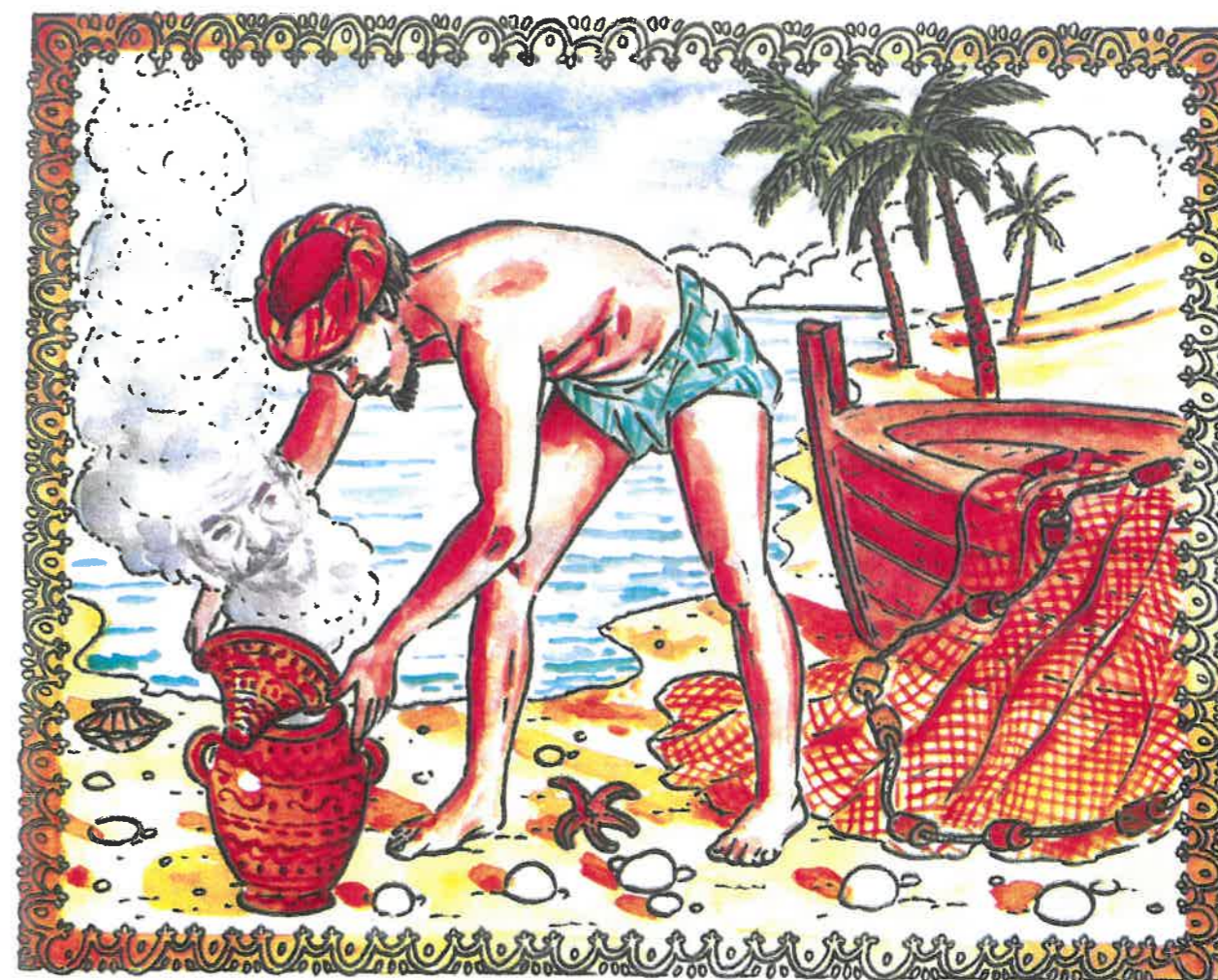
The fisherman cried, 'I am so unlucky. Why was I born to be the man who freed you?' Then the fisherman became angry too. 'The afreet is very strong and powerful,' he thought. 'But I am a man. And men are clever.'

And so he said to the afreet, 'Before you kill me, I want you to tell me the truth about one thing. You are very big. How did you fit into that little jar?'

'I will show you,' said the afreet. He became a cloud, and the cloud became smoke, and the smoke went into the jar. The fisherman quickly shut the jar, and he laughed. Then he heard the afreet's voice. 'Stop. I won't kill you. And you can have anything you want. Please free me.'

'I want to be rich,' said the fisherman, and he opened the jar again. The afreet came out and flew away.

The fisherman walked home slowly. 'Well,' he thought, 'I am still poor, but I am alive.' Then he saw that his hut was now a large and beautiful house. 'How lucky I am to be the man who freed the afreet,' he said.



2 Speaking

a. Cover up page 70. Match phrases from column A and column B to make good sentences.

A

- Every day
- One morning
- Once
- When he didn't catch anything
- When he caught something
- After a few centuries
- Hundreds of years ago

B

- he sold the fish
- there was a poor fisherman
- he found a copper jar
- I became angry
- he fished in the sea
- King Solomon put me in this jar
- his family was very hungry

b. Make sentences of your own, using words or phrases from column A.

Grammaire

La comparaison

Pour comparer deux personnes, deux choses, deux groupes, on peut utiliser plusieurs constructions.

Le comparatif d'égalité

As + adjectif + as Jean is **as tall as** Amadou.

Le comparatif de supériorité

Adjectif + -er + than ou more + adjectif + than

She is **more beautiful than** her sister. He is **taller than** his father.

Le superlatif

The + adjectif + -est ou the most + adjectif

Comment construire le comparatif de supériorité et le superlatif ? Il faut choisir en fonction du nombre de syllabes que compte l'adjectif.

Type d'adjectif	Comparatif	Superlatif
Une syllabe	She is younger than her friend.	She is the youngest in the class.
Deux syllabes se terminant en y	She is prettier than her sister.	She is the prettiest in the class.
Plus de deux syllabes	The red car is more expensive than the blue one.	The yellow car is the most expensive car.

Les pronoms personnels

Sujet	I	you	he	she	it	we	you	they
Complément	me	you	him	her	it	us	you	them

En anglais, le pronom complément se place toujours après le verbe.

She likes Youssou Ndour. → She likes **him**. He likes his mother's cakes. → He likes **them**.

Les prépositions

Ce tableau indique comment utiliser les prépositions de temps.

at	half past two 12.53 night	on	the first day tuesdays March 10th	in	1951 March the evening
----	---------------------------------	----	---	----	------------------------------

L'impératif

L'impératif sert à donner des ordres, à interdire, à proposer, à suggérer.

L'impératif à la 2^e personne

à la forme positive, il se forme avec la simple base verbale : Stop! Come! Buy!

72

à la forme négative, il se forme avec don't : Don't cross!

L'impératif à la 1^{re} personne

Cette forme sert à faire des suggestions, et non à donner des ordres : Let's go shopping.

Mais on peut faire des suggestions d'autres manières.

Shall I carry your bag, Madam? Shall we go to the cinema? Would you like a drink?

Les adverbes

Les adverbes se construisent généralement en ajoutant -ly à l'adjectif : calm → calmly.

ATTENTION, les adverbes formés sur les adjectifs en y se terminent par -ily : easy → easily.

Les adverbes de fréquence

Pour dire si on fait une action souvent, jamais, parfois, on emploie des adverbes de fréquence tels que never (jamais), sometimes (quelquefois), often (souvent), always (toujours), usually (habituellement), rarely (rarement). Ces adverbes se placent avant le verbe lexical, et après l'auxiliaire (to be fonctionne comme un auxiliaire).

I sometimes watch television. Do you always have breakfast?
I do not often go to the cinema. She is never late.

L'expression du futur

Pour parler de l'avenir, on peut employer deux types de construction en anglais.

Le futur avec going to

Be + going to + le verbe lexical : I am going to see my cousin this afternoon.

On emploie going to lorsqu'on parle de quelque chose que l'on a l'intention de faire.

Le futur avec will

Affirmation	Interrogation	Négation
I will go / I'll go.	Will I go?	I will not go / I won't go.

On emploie cette forme de futur pour des événements certains et aussi dans les constructions avec if.

If it rains we won't play outside.

Le prétérit simple

Pour parler du passé en anglais, on utilise souvent le prétérit simple.

To be

Il y a deux formes à retenir :

- Affirmative : I / she / he / it was. We / you / they were.
- Interrogative : Was I / he / she / it? Were you / we / they?

ATTENTION à la forme négative : I / she / it was not; you / we / they were not.

73

To have

Il n'y a qu'une forme à retenir : **had**.

Aux formes interrogative et négative, **to have** fonctionne comme un verbe lexical : **Did you have? I did not have.**

Les verbes réguliers

Forme affirmative : on ajoute **-ed** à la base verbale à toutes les personnes.

I liked, he liked, they liked...

Pour les formes interrogative et négative, il faut employer **did** + base verbale.

**Did you like her? Did they like the film?
I did not like it. He did not like it. They did not like it.**

Les verbes irréguliers

Seule la forme affirmative est irrégulière. Il faut l'apprendre par cœur (voir tableau des verbes irréguliers, page 76). Elle est invariable.

To go → went: I went, you went, he/she went, we went, they went.

Les formes interrogative et négative sont identiques à celles des verbes réguliers : **did** + base verbale.

Did I go? Did you go? I did not /didn't go. They did not /didn't go.

Le prétérit est souvent accompagné d'indicateurs de temps qui situent les choses dans le passé avec précision.

**Yesterday I was very tired. In 1800, there was no telephone.
We reached the city when it was dark. He was born in 1304.**

Le 'present perfect'

Construction : Le *present perfect* se construit TOUJOURS avec l'auxiliaire **have** + participe passé.

On emploie le *present perfect* pour des actions passées qui ont une conséquence directe sur le présent. On emploie aussi le *present perfect* pour parler d'une action passée qui n'est pas terminée ou dont le résultat n'est pas encore connu.

**You have worked very hard. Well done!
Have you finished your lunch? No, I have not eaten my pudding yet.
Have you met my mother? No, I have not met your mother, but I have met your father.**

Le participe passé (« past participle ») des verbes réguliers se forme en ajoutant **-ed** à la base verbale : **liked ; walked ; visited.**

Le participe passé des verbes irréguliers doit s'apprendre par cœur. ATTENTION, il est souvent différent du prétérit.

to go: participe passé = **gone** (prétérit = **went**)

to drink: participe passé = **drunk** (prétérit = **drank**)

L'interrogation : les WH questions

Une **wh-** question commence par un mot interrogatif.

Pronom interrogatif	Interroge sur	Exemple
Who?	Une personne	Who is she?
Where?	Le lieu	Where do you live?
Where ... from?	Le pays / l'origine	Where are you from?
When?	Le moment	When did he arrive?
Why?	La cause	Why are you sad?
What?	Une chose	What is this?
What colour?	La couleur	What colour is your car?
What do/does ... do?	Le métier	What does your father do?
What ... doing?	Ce que quelqu'un est en train de faire	What are you doing?
What ... like	L'aspect	What is it like?
How old?	L'âge	How old are you?
How tall?	La taille	How tall is he?
How many?	Le nombre	How many sisters have you got?
How much?	Le prix	How much is it?

Les auxiliaires de modalité

Ils ajoutent au verbe un sens de doute, d'obligation, de possibilité, etc.

**He can swim; she cannot play the guitar.
You must work hard at school. You must not write on your desks.**

Le gérondif ou nom verbal

Le gérondif ou 'nom verbal' ou 'forme en **-ing**' remplit toutes les fonctions d'un nom. Il est formé sur la base verbale à laquelle on ajoute **-ing** : **read → reading.**

Quand un verbe se termine en **e** après une consonne, on supprime le **e** avant **-ing** : **write → writing.**

Quand un verbe se termine par une consonne précédée d'une seule voyelle, il faut doubler la dernière consonne pour former le participe : **run → running swim → swimming.**

ATTENTION : **read → reading** parce que la consonne **d** est précédée de deux voyelles (**ea**).

On emploie le gérondif :

- après des verbes qui expriment des goûts : **I love dancing.**

- après des prépositions : **I am good at swimming; this water is not for drinking.**

Les propositions relatives

Une proposition relative apporte des informations complémentaires concernant une personne ou une chose. **A greengrocer is someone who sells vegetables.**

Si c'est une chose, on utilise **which** ou **that**.

La condition

La condition exprime ce qui rendra un fait possible. Si la condition est remplie, alors le fait se réalisera. On emploie le présent dans la proposition conditionnelle, et le futur dans la proposition principale

**If you are careful, the poison won't hurt your eyes.
If the locusts come, they will eat your crops.**

Le style indirect

Lorsqu'on rapporte des phrases déclaratives au passé, ceci entraîne certains changements de temps et de personne.

'There is an elephant in the village,' the man said. → The man said that there was an elephant in the village.

'I cannot see it,' he said. → He said that he couldn't see it.

'I don't know,' she said. → She said that she did not know.

'It is like a snake,' he said. → He said that it was like a snake.

Verbes irréguliers

Forme de base	Prétérit simple	Participe passé	Forme de base	Prétérit simple	Participe passé
become	became	become	leave	left	left
blow	blew	blown	lead	led	led
break	broke	broken	light	lit	lit
bring	brought	brought	lose	lost	lost
buy	bought	bought	make	made	made
build	built	built	mean	meant	meant
burn	burnt	burnt	meet	met	met
catch	caught	caught	put	put	put
cut	cut	cut	read	read	read
dig	dug	dug	ride	rode	ridden
do	did	done	run	run	run
draw	drew	drawn	see	saw	seen
drink	drank	drunk	sell	sold	sold
drive	drove	driven	shut	shut	shut
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feed	fed	fed	speak	spoke	spoken
feel	felt	felt	spend	spent	spent
fight	fought	fought	spread	spread	spread
find	found	found	stand	stood	stood
get	got	got	swim	swam	swum
give	gave	given	take	took	taken
go	went	gone	throw	threw	thrown
grow	grew	grown	try	tried	tried
hit	hit	hit	wear	wore	worn
hold	held	held	win	won	won
keep	kept	kept	write	wrote	written
know	knew	known			

Lexique

Le chiffre qui suit chaque mot est le numéro de l'unité dans laquelle il apparaît pour la première fois. C = Consolidation

A		best man	7 garçon d'honneur	charcoal-seller	3 marchand de charbon
about	2 environ	bilharzia	9 bilharziose	chase (to)	C1 faire la chasse à
above	4 ci-dessus, au-dessus	birthday	7 anniversaire	check (to)	7 vérifier
acquire (to)	1 acquérir	blind	11 aveugle	check in (to)	8 enregistrer (les bagages)
across	4 de l'autre côté, à travers	block	14 bloc	cheer (to)	5 acclamer
advertise (to)	3 afficher, faire de la publicité pour	blow (to) (a whistle)	5 siffler	choke (to)	C2 étouffer, s'étrangler
advise (to)	10 conseiller	blow out (to)	7 souffler, éteindre	Christmas	C1 Noël
afraid		body	11 corps	cinema	6 cinéma
to be afraid	C3 avoir peur	boil (to)	9 bouillir, faire bouillir	class	2 classe (niveau scolaire)
after	6 après	bonnet	12 capot	clay	14 argile, glaise
afternoon	8 après-midi	boot	5 coffre (de voiture)	clerk	C1 employé de bureau
airport	8 aéroport	boring	6 ennuyeux	clever	2 intelligent
alarm clock	13 réveil	born		clock	13 horloge
alive	6 en vie	to be born	5 naître	cloth	3 vêtement
all	10 tout, tous, toutes	both	1 les deux	cloud	C3 nuage
already	13 déjà	bottle	3 bouteille	club (golf)	5 club de golf
alright	6 d'accord	bowls	5 boules (jeu de boules)	coach	5 entraîneur
amazed	5 stupéfait	box	3 boîte	cold	C2 froid
amount	10 quantité	bracelet	7 bracelet	comfort	5 confort
angry	4 fâché, en colère	braid	7 tresse, natte	complete (to)	6 achever, terminer
announcement	10 annonce	brake	12 frein	competition	5 compétition
another	5 un(e) autre	break (to)		compulsory	2 obligatoire
anything	4 quelque chose, n'importe quoi	a record	5 battre un record	contain (to)	14 contenir
applaud (to)	5 applaudir	breakfast	7 petit déjeuner	cookery	2 l'art de la cuisine
around	10 autour de, aux environs de	bride	7 mariée (le jour du mariage)	copper	C3 cuivre
arrive (to)	5 arriver	bridegroom	7 marié (le jour du mariage)	cough (to)	C2 tousser
artist	3 artiste	bridesmaid	7 demoiselle d'honneur	course	5 terrain de golf
as ... as	1 aussi ... que, comme	brush	11 brosse	court	5 court de tennis
ask (to)	1 demander	bucket	3 seau	cousin	7 cousin
assistant (in shop)	3 vendeur, vendeuse	build (to)	C1 construire	crawl (to)	1 ramper
attack (to)	10 attaquer	burn (to)	8 brûler	crops	8 récolte, moisson
aunt	7 tante	bush	10 brousse	cucumber	3 concombre
awake	C2 éveillé	busy	3 occupé	customer	3 client
B		C		D	
back		cake	7 gâteau	dam	9 barrage
to be back	C1 être de retour	calm	10 calme	damage	10 dégât
bad at	2 mauvais en...	camera	13 appareil photo	dance (to)	2 danser
baker	3 boulanger	candle	7 bougie	dangerous	10 dangereux
balafon	1 balafon	canoe	4 canoë, pirogue	daughter	15 fille
band	6 orchestre	captain	5 capitaine	defeat	5 défaite
barber	3 coiffeur pour hommes	career	6 carrière	deliver (to)	C1 livrer
basement	C2 sous-sol	careful (to be)	10 faire attention	describe (to)	C1 décrire
basketball	1 basketball	carefully	C2 avec soin	desert	8 désert
bat	5 batte (de cricket)	carpenter	3 charpentier, menuisier	die (to)	9 mourir
beautiful	7 beau, belle	carpet	14 tapis	different	C1 différent
become (to)	4 devenir	cart	9 charrette	dirt	10 saleté
bee	5 abeille	cassava	9 manioc	dirty	10 sale
beg (to)	6 supplier	cassette	7 cassette	disappear (to)	C2 disparaître
belief	6 croyance	catch (to)	4 attraper	discover (to)	14 découvrir
belongings	13 biens	cathedral	8 cathédrale	dove	15 colombe
bench	3 banc	cattle	9 bétail	drawer	10 tiroir
		century	12 siècle		
		charcoal	3 charbon		

dream	C2	rêve
dressmaker	3	couturière
drink (to)	4	boire
drop	C2	goutte
drum	1	tambour
dry	9	sec
dust	C2	poussière
E		
early	6	tôt, en avance
earn (to)	3	gagner (de l'argent)
earring	7	boucle d'oreille
earth	4	terre
education	2	éducation
engine	12	moteur
engineer	9	ingénieur
enjoy (to)	3	s'amuser, apprécier
event	5	événement
everyone	7	tout le monde
examination	2	examen
exciting	6	passionnant
expression	1	expression
F		
face	4	visage
fail (to)	2	échouer
faithful	15	fidèle, sûr
fall (to)	10	tomber
false	4	faux, fausse
famous	6	célèbre
fan	5	supporter, fan
fantastic	5	fantastique
farm	3	ferme
fault	6	faute
favorite	2	favori, favorite
feed (to)	10	nourrir
feel (to)	C2	sentir, ressentir
fence	15	clôture, barrière
fever	9	fièvre
fill (to)	4	emplir, remplir
final	5	finale
find (to)	10	trouver
fine (adj)	C1	beau, bien
finger	7	doigt
fire	4	feu
fit in (to)	C3	aller, tenir (dans un espace)
flight	8	vol
float (to)	15	flotter
fold (to)	13	plier
food	1	nourriture
football	1	football
form	2	niveau de classe
foundation	9	fondation
fraternity	5	fraternité
free (to)	C3	libérer
fresh water	9	eau douce
fried	C1	frit
friend	6	ami

friendly	4	amicalement
front	6	devant
fun	C2	amusant
funny	1	drôle, amusant
furniture	3	mobilier, meubles
G		
game	5	jeu
gate	14	porte
get in (to)	4	entrer dans, monter dans
get (to)	3	obtenir
hall	C3	salle, entrée
give up (to)	5	abandonner
glass	14	verre
glasses	6	lunettes
glue	3	colle
go out (to)	6	sortir
goal	5	but
goalkeeper	5	gardien de but
god	14	dieu
gold	4	or
good		
to be good at	2	être bon en
goods	4	marchandises
grant (to)	C3	accorder
grasshopper	10	sauterelle
greedy	4	gourmand
greengrocer	3	marchand de fruits et légumes
ground	9	sol
grow up (to)	1	grandir
guest	7	invité
guilty	C2	coupable
guitar	1	guitare
H		
half-time	5	mi-temps
hair	3	cheveux
hairdresser	3	coiffeur
hairy	C2	poilu
hammer	3	marteau
handball	5	handball
handlebar	12	guidon
happen (to)	10	arriver, se passer
happy	2	heureux
hard	5	dur
head (to) a ball	5	faire une tête
heavy	1	lourd
height	2	hauteur
helicopter	10	hélicoptère
high	4	haut
hit (to)	5	frapper, taper dans (une balle)
hobby	6	passé-temps
hold (to) a record	5	détenir un record
hold on (to)	9	tenir, garder
hole	14	trou
holiday	3	vacances

home	3	maison, foyer
hope	C1	espoir
horse	2	cheval
horse riding	5	équitation
housewife	2	femme au foyer
hungry (to be)	4	avoir faim
hurdlng	5	course de haies
husband	4	mari
hut	15	hutte, cabane
I		
if	10	si
ill	9	malade
in spite of	6	malgré
injured	5	blessé
innocent	C3	innocent
inside	4	à l'intérieur
invade (to)	10	envahir
invent (to)	12	inventer
iron	12	fer
island	15	île
J		
jar	C3	pot, récipient
jewel	15	bijou
job	3	métier
jog	5	faire du jogging, courir à petites foulées
journey	8	voyage
jump (long)	5	saut en longueur
jump (to)	5	sauter
K		
keep (to) + adjective	5	rester + adj
kick (to)	5	donner un coup de pied
kilt	7	kilt (écossais)
kind		
what kind of	6	quelle sorte de... ?
king	14	roi
know (to)	1	connaître, savoir
L		
lake	8	lac
land (to)	8	atterrir
lap	5	tour de piste
large	10	grand
last		
at last	4	enfin
late	6	tard
late		
to be late	8	être en retard
later	12	plus tard
laugh (to)	4	rire
lead (to)	5	mener
leaf	11	feuille
leather	3	cuir
leopard	14	léopard

lever (brake)	12	levier (de frein)
light	12	lumière, phare de voiture
light (to)	7	allumer
little	1	petit
lock (to)	10	fermer à clef
locust	10	criquet
long	10	long
look (to) + adjectif	4	avoir l'air
look for (to)	6	chercher
lose (to)	5	perdre
loss	5	perte
lots of	3	beaucoup de
lounge	8	salon
love	6	amour, passion
love (to)	15	aimer
lower	2	plus bas
lucky	C3	qui a de la chance
lunch	3	déjeuner
M		
magazine	13	revue
magnificent	5	magnifique
make (to)	10	faire
manage (to)	6	se débrouiller
manager	5	manager (de football), responsable
marry (to)	7	épouser
match	10	allumette
mean (to)	C3	signifier, vouloir dire
mechanic	3	mécanicien
medicine	10	médicament
meet (to)	6	rencontrer
memorable	5	mémorable
mender	3	réparateur
message	15	message
metre	1	mètre
midday	15	midi
middle	4	milieu
mind (to)		
I don't mind	6	cela m'est égal
miss (to)	5	manquer, rater
mistake	C2	erreur
money	3	argent
month	1	mois
moon	C2	lune
motorbike	12	mobyette, moto
motor racing	5	course automobile
move (to)	10	bouger, se déplacer
museum	13	musée
music	2	musique
N		
nail cutter	3	coupeur d'ongles (petit métier)
nail file	3	lime à ongles
need (to)	3	avoir besoin de
needle	3	aiguille
neither	1	non plus

newspaper	C1	journal
newsreel	6	film d'actualités
nobody	9	personne
noise	10	bruit
nor	1	ne, ni
nothing	4	rien
now	2	maintenant
O		
ocean	9	océan
once	C3	une fois
opponents	5	adversaires
order (to)	15	commander
outside	15	extérieur
P		
pack (to)	13	emballer, faire ses valises
package	14	paquet, colis
palace	13	palais
paper	11	papier
parliament	13	parlement, assemblée des députés
party	7	réception, réunion
pass (to)	2	réussir (à un examen)
passageway	10	couloir
passengers	8	passagers
passport	13	passport
peace	5	paix
pedal	12	pédale
penalty shot	5	pénalité
pharaoh	14	pharaon
photograph	13	photographie
photographer	3	photographe
physical	2	physique
piano	1	piano
pick up (to)		
someone	6	aller chercher quelqu'un
piece	3	morceau
pilot	3	pilote d'avion
pitch	5	terrain
plan (to)	6	planifier, prévoir
planet	9	planète
play (to)	1	jouer
player	5	joueur
playing area	5	aire de jeu
pleased	6	satisfait
plenty of	7	beaucoup de
pocket	7	poche
poison	10	poison
police station	C2	commissariat de police
poor	15	pauvre
poorly	C2	souffrant, malade
pop	5	populaire
poster	3	affiche
pot	4	pot
powerful	C3	puissant
pray (to)	14	prier

prayer	15	prière
present	7	cadeau
pretty	7	joli
prize	C1	prix (récompense)
problem	C1	problème
product	14	produit
promise (to)	C3	promettre
protect (to)	9	protéger
prove (to)	5	prouver
pump	9	pompe
put (to)	4	mettre
pyramid	8	pyramide
Q		
queen	13	reine
quick	c1	rapide
R		
race	5	course
racket	5	raquette
read (to)	1	lire
rain	9	pluie
rainy season	9	saison des pluies
ransom	6	rançon
rat	C1	rat
rather (I'd rather)	6	plutôt, (je préférerais...)
reach (to)	4	atteindre
ready	6	prêt
reception	7	réception
reception desk	10	bureau d'accueil
record	5	record
referee	5	arbitre
region	7	région, secteur
relay	5	relais
repair	3	réparation
rest	4	reste, surplus
result	2	résultat
retake (to)	2	repasser (un examen)
returns		
many happy	7	joyeux anniversaire
rice	C1	riz
rich	4	riche
ride (to)	12	monter à (cheval, vélo)
ring	7	bague
robbery	C2	vol, cambriolage
roof	9	toit
rope	11	corde
run away (to)	15	s'enfuir
run out of (to)	15	être à court de
runner-up	5	second
runway	8	piste d'envol
S		
sad	2	triste
saddle	12	selle
safety	10	sécurité
sail (to)	15	faire de la voile
same	1	même
sand	C2	sable

schoolwork	2	travail scolaire	stone	4	Pierre	try (to)	4	essayer
scissors	3	ciseaux	stool	3	tabouret	tusk	11	défense (d'éléphant)
score (to)	5	marquer (des points)	stop (to)	12	arrêter	twin	1	jumeau, jumelle
sea	8	mer	story	C2	histoire	tyre	12	pneu
season	9	saison	stream	9	cours d'eau			
seat	6	siège	street	3	rue	U		
secretary	3	secrétaire	strength	5	force	umpire	5	arbitre
sharp	11	tranchant	strong	6	fort	uncle	7	oncle
shelf	10	étagère	stutter (to)	C2	bégayer	unfortunate	6	malheureux, malchanceux
shell	15	écorce	subject	2	matière	university	15	université
shiny	4	brillant	successful	6	qui a du succès	unlucky	5	malchanceux
shoe cleaner	3	cireur de chaussures	summary	6	résumé	until	2	jusqu'à
shoemaker	3	cordonnier	sun	8	soleil	upset	6	contrarié
shoe polish	3	cirage	sunglasses	10	lunettes de soleil			
shot putting	5	lancement de poids	supple	11	souple	V		
shout (to)	4	crier	sure (to be)	5	être certain	valley	14	vallée
show	6	spectacle	swarm	5	essaim	village	4	village
show (to)	8	montrer	swarm (to)	10	former un essaim, essaimer	violin	1	violon
shut (to)	10	fermer	swim (to)	1	nager	visit (to)	2	rendre visite à, visiter
sick	4	malade	symbol	5	symbole	W		
side	3	côté				wait (to)	9	attendre
signal	12	signal	T			wall	9	mur
silent	5	silencieux	table tennis	5	tennis de table, ping pong	wash (to)	C2	laver
silk	11	soie	tail	11	queue	watch (to)	2	regarder
silver	14	argent (métal)	tailor	3	tailleur, couturier	watch out (to)	10	veiller
sing (to)	6	chanter	take (to) an exam	2	passer un examen	waterfall	8	chute d'eau, cascade
singer	6	chanteur, chanteuse	take off (to)	8	décoller	water-seller	3	vendeur d'eau
sit up (to)	1	se tenir droit, se redresser	tap	9	robinet	wedding	7	mariage
			teacher	2	professeur	weigh (to)	2	peser
skill	1	compétence	team	5	équipe	welcome	7	bienvenue
sky	4	ciel	tear	5	larme	well	9	puits
smile	1	sourire	tennis	5	tennis	western	6	occidental
smile (to)	1	sourire	thing	9	chose	wet	9	humide
smoke	10	fumée	thirsty (to be)	4	avoir soif	wheel	12	roue
smooth	11	lisse, uni, doux	those	4	ceux-là, celles-là	whistle (to)	5	siffler
soap	3	savon	thread	3	fil	wide	11	large
softly	C2	doucement	ticket	8	billet	wife	7	femme, épouse
solve (to)	C1	résoudre	time (on)	8	à l'heure	win (to)	5	gagner
something	1	quelque chose	tired	6	fatigué	wind	10	vent
sound (to) + adj	6	sembler + adj	together	6	ensemble	windscreen	12	pare-brise
spend (to)	C2	passer	tomb	14	tombe	windsurfing	5	planche à voile
spirit	5	esprit	tonight	6	ce soir	winner	5	gagnant
spiritual	6	spirituel	ton	10	tonne	wish	6	souhait
splutter (to)	C2	bredouiller	tooth, teeth	4	dent, dents	without	9	sans
sponge	3	éponge	toothbrush	13	brosse à dents	wood	14	bois
spread (to)	C2	étaier	tough	5	dur	wool	14	laine
square	15	carré	tower	13	tour	world	5	monde
stain	C2	tache	track	5	piste	wrap up (to)	13	envelopper
stair	10	escalier	train (to)	5	entraîner			
star	6	étoile, vedette	train	7	traîne (de mariée)	Y		
stay (to)	2	rester	trainer	5	entraîneur	year	1	an, année
steering wheel	12	volant (de voiture)	tricycle	12	tricycle	young	6	jeune
step	10	marche (d'escalier)	trip	15	voyage			
steward	8	steward	truth	C3	vérité			
stewardess	8	hôtesse de l'air						
still	C2	encore						